

# Biblical Worldview Integration Planner

**1. Subject :** General Science      **Grade:** 6      **Reference(s):** Observing God's World (A Beka), pp 205-211      **Date:** \_\_\_\_\_  
**Teacher:** Kirk Rice      **School:** Liberty Bible Academy      **Contact:** www.libertybibleacademy.org

## 2. Lesson or Unit Objective/Outcome

*underline thinking level and circle academic content*

Students will be able to articulate key characteristics of gems and metals.

## 3. Lesson Plan

a) Set [gets students "set" for learning]

If you found an old chest full of treasures, what would you want to find in it? [Call on individuals to answer.] Today we will see that the earth has many (or all) of these treasures hidden deep within its crust.

b) Delivery [outline of lesson plan]

- Students will partner to brainstorm for 1 minute all the materials they can think of that make up the earth's crust. Responses will be listed on board; students will be called on to define previously covered items (3-4 min).
  - Students will be called on to read portions of the text aloud. The following key words will be written on the board and discussed as they are encountered: *gemstones, precious stones, diamond, diamond pipes, semiprecious stones, metals, ore, precious metals, practical metals*.
  - At appropriate points, students will be asked to examine and discuss the illustrations, with teacher questioning or prompting as needed to reinforce and enrich reading.
- c) Closing [recap, transition or assignment, etc.]
- Students will discuss in small groups (3-5 min): Are the precious stones and precious metals the most valuable of the treasures found in the earth's crust? For homework, each student will write one paragraph defending their personal view.

**INSTRUCTIONS**

- Fill in Subject, Reference(s), Grade, Teacher, etc. at top.
- Determine Lesson or Unit Objective.
- Outline Lesson Plan.
- Select Biblical Worldview Component.
- Specify Specific Biblical Truth to be integrated.
- Write Biblical Worldview Integration Objective.
- Determine Integration Plan.
- Add Post-Lesson Comments, if any.

## 7. INTEGRATION PLAN

During discussion times, include the following questions:

Does the Bible mention gems, precious stones or semiprecious stones?

Does the Bible mention gold or other precious metals?

Can you think of any evidence in the Bible that God finds precious stones and precious metals pleasing?

Do you think it is a coincidence that iron ore can be found throughout the world, and that aluminum is the most widespread of all metals in the earth's crust?

Do dazzling gems or brilliant gold and silver naturally make you think about God? What about a cast iron skillet or a soft drink can?

Do you think God intentionally made metals so that they can be recycled? Do you think He is pleased when we recycle the resources He has given us?

## 4. Biblical Worldview Component

*How does the academic content*

*connect with the bigger picture of:*

- GOD
  - CREATION
  - MANKIND
  - MORAL ORDER
  - PURPOSE
- Select one.

## 5. Specific Biblical Truth

*to be integrated*

God created the earth with valuable geological resources for the benefit and enjoyment of mankind. [Gen. 2:11-12; Deut. 8:7-9; Ps. 104:24; 1 Tim. 6:17]

## 6. Biblical Worldview Integration Objective

Students comprehend that

**TL:**

God created the earth with valuable geological resources for the benefit and enjoyment of mankind

**SBT:**

through the study of gems and metals.

**AC:**

## 8. Post-Lesson Comments:

Biblical Worldview Integration Planner (back page)

**Biblical Worldview Focus Question:**

How does \_\_\_\_\_ connect with the bigger picture of  
(the Academic Content of this lesson)

**God [the nature, character and role of God?]**

**Creation [what is made and sustained by God?]**

**Mankind [who and what humans are?]**

**Moral Order [moral behavior and responsibility?]**

**Purpose [the intention and meaning of all that exists?]**

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- **Knowledge:** list, tell, identify, show, label, collect, examine, tabulate, quote, name, etc.
- **Comprehension:** summarize, describe, associate, distinguish, estimate, differentiate, explain in their own words, discuss, articulate, etc.
- **Application:** apply, demonstrate, calculate, complete, illustrate, show, solve, modify, relate, change, use, classify, experiment, etc.
- **Analysis:** analyze, separate, order, connect, classify, arrange, divide, compare, contrast, select, determine, decipher, predict, interpret, infer, etc.
- **Synthesis:** combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, formulate, generalize, etc.
- **Evaluation:** assess, decide, rank, grade, test, measure, recommend, convince, select, judge, defend, discriminate, support, conclude, etc.