
Organization of Lesson Plans

This unit, consisting of 8 lessons over 12 sessions, is meant to supplement Social Studies Classes whose subject may include American History, Government, Civics or Politics. Four of the 8 lessons have 2 parts accounting for the 12 sessions. Block-scheduled classes may use two sessions per double period.

The course material is aligned to state academic standards and to be of high interest. Although the material provided is meant to be fully inclusive, the teacher may wish to assign their students to read the appropriate or complimentary units or chapters in the class' text.

You will note that an emphasis is placed on the writing of short position papers (persuasive essays), interactive activities and reading of historical documents, all of which revolve around an essential question, essential understandings and evaluation rubrics.

Each of the lesson plans will use some or all of the following components:

Essential Question (EQ)

The big idea stated as a question, the one question. When the student restates and answers the EQ they take a position and develop a thesis.

Objective(s)

Objectives start with "To" and are followed by an action verb. They state the goal or purpose of the lesson.

Skills attained

These are actionable items that students will be able to do at the end of the lesson,

- Repeat the question in the answer
- Give evidence
- State the connection to other topics
- State the significance, what is what you are saying important?
- Ask "what if"
- State the other side of the argument

Topics

Specific issue(s) to be covered

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Vocabulary

Relevant words and definitions

Lesson Introduction

Each lesson will have a brief thumbnail of historical content.

Procedure

The flow of each lesson will be clearly spelled out step-by-step in the procedures. The procedure will contain the key topic and related activities. Notes will be indicated for each topic. Each procedure will contain a reference to the corresponding activities and notes.

How to use the Material in Each Section

- **Lesson Plan.** This section contains the course syllabus and a pacing guide. The syllabus is the summary of the course. The pacing guide is an at-a glance look at the activities, notes and tests for each lesson. The pacing guide will assist you in managing the flow of the lesson within the allotted time
- **Assessment Keys.** This section contains the examinations for each lesson. The Teacher's version will contain all of the answers for the tests.
- **Activities.** This section contains all of the classroom activity for each section. Discussion, presentations, and homework are all in the activities section. You will have a Teacher's Activity section that contains the answers for each activity. The student version, will not have answers, but will have blank spaces for the students to put their answers. Both versions will have written reference material and graphic images that provide students full background into the activities
- **Notes.** This section contains all of the presentation material you will require to discuss each lesson. *The notes are the actual course of instruction.* In most cases the notes are in bullet form and include graphic images. The notes can be presented in PowerPoint, transparency or handouts for convenience and to suit your individual teaching style
- **Original Document Appendix.** This section will contain all of the historical material required for the students to complete activities or homework. Although the **activity** and **notes** sections contain quotes and historical references, the **appendix** has fuller excerpts.

Suggested Teaching Strategies

Students will develop a habit of mind that is a process for thinking. This process helps students learn how to think, not what to think. This process will help students in nearly every writing and thinking situation for effective communication. Teachers will have suggestions on how to accomplish the lesson objectives. Prior to each class, you should review the material and have your notes ready to present. At the start of the class., you will instruct the students to open the appropriate activity

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Time

Each lesson is designed for 45-55 minute periods and there are eight lessons over 12 sessions.

Wrap-up Activity

A brief reflection of the day's material and/or homework assignment

Homework

Student work as application of the objectives that are not completed in-class or as additional practice.

Assessment

How will students use new knowledge? How will they connect it to previous lessons?

An in-depth application of the objectives that is often performance based evaluation, writing of position papers, or traditional multiple choice and essay questions.

Lesson 1: Introduction to the Course

EQ: Is American Law and Ethics Based on Judeo-Christian or Secular Principles?

“He is the Rock, his work is perfect, for all his ways are judgment: a God of truth and without iniquity, just and right is he.” Deuteronomy 32: 4

First Day Objective

- Overall the course will arm the Christian community with the fundamental truth about the foundational role of Christianity in shaping America’s character and recognize that our Founders believed in God, were Christians, and appealed to God in times of need.
- Students will understand the course methodology
- Students will understand key vocabulary words

Skills attained

Restate the teacher’s requirement

State the importance of American laws and ethics

List the historic context of our laws and ethics

Identify recent legal and media challenges to Judeo-Christian Traditions

Understand the intent of the Constitution by understanding its historical context and the intent of its authors.

Recognize what God has done for America, and why our freedom is worth fighting for.

Identify and apply habits of mind

Topics

Introduce class rules and course outline

Define law and ethics –get class opinion then state fact

Answer the lesson’s essential question

Foundations of American Law and Morality

What difference does it make where we get our laws and ethics?

Recent Distortions of American History

Meaning and Origin of Jeffersonian phrase “Separation of Church and State”

Examples of how our Founders relied upon God for their laws and decisions

Vocabulary

Secular-Humanism: Any set of beliefs that promotes human values without specific allusion to religious doctrines.

Judeo-Christian: of or pertaining to the religious writings, beliefs, values, or traditions held in common by Judaism and Christianity

Ethics: that branch of philosophy dealing with values relating to human conduct, with respect to the rightness and wrongness of certain actions and to the goodness and badness of the motives and ends of such actions.

Morality: Conformity to the ideas of right human conduct

Theocracy: Rule by religious hierarchy

Revisionism: Advocacy of the revision of an accepted, usually long-standing view, theory, or doctrine, especially a revision of historical events and movements.

Lesson 1: Introduction to the Course

Introduction to Lesson 1

America is a country with ancient and deep roots in Christianity, and an honest study of American history show that American political, academic, and community leaders believed and taught Christian morality and build upon Christian principles in writing the Declaration of Independence, the Federal Constitution and State Constitutions.

Our Founding Fathers believed that man's liberties were rights bestowed by God, and not rewards parceled out by men. These beliefs were rooted in God's Word, and were reflected in the writings and actions of America's leadership from the beginning. John Adams stated: "We have no government armed with power capable of contending with human passions unbridled by morality and religion...Our Constitution was made only for a moral and religious people. It is wholly inadequate to the government of any other."

Secular Humanists believe that God should not exist in the public square. They believe that "Separation of Church and State" is a Constitutional mandate to make no mention of God in schools, courtrooms, Congress, or any public forum. Yet this viewpoint is contradicted by the speeches, writings and proclamations of American leaders throughout our history. In fact our Constitution is based upon Biblical principles.

The course, "Rock of the Republic" provides students with an overview of how Americans developed our laws relying upon Biblical teachings, and asking God for guidance. The brevity of the 8 lessons over 10 sessions may not allow for in-depth discussion of all topics, however, it is meant to provide students with a basic historical perspective.

Further reading is encouraged and a bibliography is of course included. Many of the historical texts are available on the internet and the URLs are included. The strong faith, character and ethics you will find reflected in the words of our Founders and leaders will inspire you and be an example to your students.

Through this course you will help to roll back the fog of ignorance surrounding the history of our laws. Pulitzer Prize winning author David McCullough says that Americans are so ignorant of history that it constitutes a threat to national security. When you think about it, Mr. McCullough is right. If Americans are ignorant of our history, then anyone can come along and invent a history to suit their needs. A better informed citizenry will be able to provide "salt and light" and help their family stand up to false teaching in school and in the media, and in government.

Lesson 1: Introduction to the Course

Procedure

Students should develop a three ring portfolio of lessons, and activities to organize the notes and materials about the history and traditions of our laws and ethics. Each lesson will have an essential question (EQ), or the main idea restated as a question. Students will answer the EQ through discussion, position papers and homework. Reading materials will be included in the student activity book.

The **Notes** section contains the course presentation material generally in bullet form. The material also appears in prose form in the **Lesson Plan** and in the **Activities** section. Significant historical documents such as the Constitution, are reproduced in the **Appendix**

1. Discuss the course outline, meaning of the essential question and the importance of history. Students will define the vocabulary words. Students will work through activity 1.1 and review notes 1.1
2. Discuss the Jeffersonian concept of "Separation of Church and State." Review the accounts of key Founder's attitudes toward Christian faith. Activities 1.2, and notes 1.2
3. Discuss the meaning of today's Bible verse. Activity 1.1, notes 1.1
4. Homework assignment

Materials

The following is a list of materials used in the preparation of this course. You do not need the full texts of these listed to present the material effectively. Some sources are recent origin and others are out-of-print books and texts that illustrate the writings and speeches of American Leaders. Through these historical materials, the intent of our former leaders and Founders will become clear.

1. The Christian Life and Character of the Civil Institutions of the United States Rev. Benjamin F. Morris, 1864
2. The New England Primer for the more early attaining the true reading of English to which is added the Assembly of Divines, and Mr. Cotton's catechism, Edward Draper, Boston, 1777
3. The American Spelling Book (the Blue Back Speller) Noah Webster, New Haven, 1783
4. Lies that Go Unchallenged in Popular Culture Charles Colson, Wheaton, IL, 2005
5. Reconstructing American History: Capitol Visitor Center Report, Rick Tyler, 2008
6. Democracy in America Alexis de Tocqueville , 1835
7. A Strenuous Life Kathleen Dalton
8. No Ordinary Time ; Doris Kearns Goodwin_Simon & Schuster, NY 1994
9. Blackstone's Commentaries John Blackstone, London
10. The Harvard Classics, American Historical Documents Includes Letter from Christopher Columbus to the Treasurer of Spain, the Mayflower Compact, The Fundamental Orders of Connecticut, The Massachusetts Body Of Liberty, the Declaration of Independence, the Constitution, and speeches and writings from George Washington and Abraham Lincoln Edited by Charles W. Eliot, LL.D; P.F. Collier & Sons New York 1910

Lesson 1: Introduction to the Course

11. 1776 David McCullough; Simon & Schuster; New York; 2005
12. John Adams ; David McCullough; Simon & Schuster; New York; 2001
13. Founding Faith ; Steven Waldman; Random House, New York; 2009

Suggested Websites

1. www.detocqueville.org
2. www.Lonang.com/exlibris/blackstone
3. www.firstamendmentcenter.org
4. www.free2pray.info/courtcases.html
5. www.teachingamericanhistory.org