

# **Biblical Integration Discussion Starters**

## **LANGUAGE ARTS**

- How does faith affect what an author writes?
- How does faith affect how a reader understands a book?

# Biblically Integrated Lesson Plan

## Sample Reading – *Dragon’s Gate*

**Subject:** Reading

**Teacher:** Miss Carpenter

**Grade Level:** 5<sup>th</sup>

**Concept:** Comprehension, identifying racism and discrimination.

**Standards Addressed:** North Carolina 2.02-2.03, 2.05, 2.08-2.10, 3.01, 3.07, 4.02, 4.06

**Materials:** *Dragon’s Gate*, paper, pencil, Bible

### **1. Lesson Objective:**

Students will be able to identify dialogue or actions that show racial discrimination throughout the reading of *Dragon’s Gate*.

### **4. Biblical Principle:**

Man is created in the image of God with inherent value and worth regardless of race or position.

### **5. Biblically Integrated Lesson Objective:**

Students will identify dialogue and actions that show racial discrimination and compare and contrast them with the understanding that man is made in the image of God with inherent worth and value regardless of race or position.

### **2. Instruction:**

#### **Anticipatory Set** (*lead-in/hook*):

Ask students why they think people discriminate against others of a different race, and what is accomplished by discriminating.

#### **Procedures/Instruction:**

Read and discuss chapter 22.  
Have students identify racial comments and actions throughout.

#### **Those include:**

- Other Chinese mocked Otter when he returned to work except his own crew.
- Crew encouraged Doggy to sing even though he can no longer play an instrument.
- Uncle Foxfire’s exchange about who should be headman in the search for survivors.
- Kilroy and Shrimp’s orders for the men to get back to work and abandon the search for survivors.
- The crews’ decision to return to work.
- Uncle correcting Kilroy on what his name is.
- The brother’s decision to return to work for his mother’s sake.
- Otter’s decision to return to work.
- Uncle’s decision to search alone

### **3. Assessment:**

Make a chart that shows phrases or situations that illustrate respect or disrespect. Identify the characters’ motives.

### **6. Biblical Integration:** (*verses, questions, ideas*)

- Identify the situations that show characters treating man having God-given worth and value.
- Identify which behaviors are Christ-like.
- Identify which behaviors are not Christ-like and show the belief that man has little or no value.
- Genesis 1:26-29 Made in God’s image.
- Acts 10:35/Romans 2:11 God does not show partiality.
- Galatians 3:26-28/Col. 3:11 Neither Greek or Jew, all are equal in God’s family.
- Galatians 5:20-26 Fruit of the Spirit
- Romans 12:9-21 Love and respect to friends and enemies.

### **7. Biblical Integration Assessment:**

Write what the correct Biblical response should have been to racism and discrimination, using specific verses, and why those are the correct responses.

### **Reteaching and/or Extension:**

Find examples of discrimination in the newspaper. Explain why someone would choose to discriminate in that way, what he hopes to accomplish. Explain what the biblical response should be.