

Lesson 1: Economic Influences of the development US Government

Learners: 11th and 12th graders in the United States

Context: classroom of a suburban Christian high school.

Objectives: The students will be able to (TSWBAT) verbalize the influence of of historical economic system changes that lead to the adoption of our government type. TSWBAT identify through writing the key reasons economic systems changed and how that lead to the rise of the US.

Lesson:

Activity	Feedback	Assessment	Mind/Brain principle
Email students copies of the text and website lists from which they will learn about an assigned economic system change.	As students are researching circulate around the room checking notes for accuracy and depth of information.	Class discussion and exit slips	1) All of the senses are involved in learning.
Assign students to groups for each system 1) Feudalism 2) Renaissance 3) Nation states 4) Capitalism	As students are working in groups sit with each to hear their plans and correct for accuracy and intent as needed (be sure the skits focus on the main components and cause of replacement). Encourage students to be creative and have fun.		2) Repetition and processing time are integral to learning.
Give students 15 minutes (10 minutes alone and 5 minutes together) to review the provided information/ links.			3) Teacher attitude has significant influence on student learning.
Give students 15 minutes to create an original skit depicting the main components of the economic system and causes of it's downfall.	Facilitate class discussion to connect skit to the rise of the US Collect exit slips and check for accuracy as students are leaving.		4) Cognition is embodied (learning happens in more than just the organ of the brain).
Have students perform skits. After each skit have the class (aka audience) verbal identify what the economic system was based upon and why it ended. Bonus points for using information from previous lessons (Machiavelli/Magna Carta).			5) Learning naturally occurs by doing.
			6) Working memory is limited and growing smaller.
			7) The culture of your school greatly impacts learning.
			8) Intelligence and Creativity are not fixed
			9) Exercise increases brain power
			10) Change requires student buy-in

Before leaving class have students complete and exit slip defining why each system ended and how that lead to the creation of the US			
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Lesson evaluation: The effectiveness of this lesson can be evaluated by the way students can understand and interpret their classmates skits and by the students ability to complete the exit slip. Additionally, student engagement with the skits and ability to recall basic points of each skit the following day can be applied to it's effectiveness reflection.

Mind/Brain connection:

This lesson embodies principles of mind-brain education because it requires student by-in, as any theater teacher knows! It invites kids to be multi sensory and learn with their whole bodies as they turn historical events into skits for their classmates. It focuses on just four of the many economic events which lead to the rise of the US to give students the chance to work more information from their working to long term memory storage. It promotes a good teacher/student relationships by encouraging collaboration in learning through conversation.

Lesson 2: Natural Knowledge of God

Learners: Junior theology students

Context: A doctrine class in a suburban high school setting

Objectives: TSWBAT recall and provide real life evidence for the 6 intellectual arguments for God.

Lesson:

Activities	Feedback	Assessment	Mind/brain principle
Intro: Begin by reminding students why we study doctrine (this refers to the unit hook where doctrine is compared to gourmet food as opposed to what the body needs to survive. Typically the catch phrase "we want the good cheese" becomes the hook for the students)	Engage in discussion with the students helping them to remember.	Who can answer the question of why we study doctrine?	1) Change requires student buy-in. 2) Repetition and processing time are integral to learning. 3) Emotions influence learning greatly. 4) Teacher attitude has significant influence on student learning.
Review the difference between revealed knowledge and natural knowledge.	Engage in discussion with the students helping them to remember.	Who remembers previous lessons.	2) Repetition and processing time are integral to learning.
Provide a one sentence summary of each of the six intellectual arguments for the existence of God 1) Cosmological 2) Ontological 3) Teleological 4) Historical 5) Personal 6) Moral	Ask for questions as you explain and give examples from real life.	Taking notes (digital or by hand)	5) Working memory is limited and growing smaller. 6) Multitasking is a myth.
Have the students work individually in class or for homework to find, and print (one sided) an image that represents for them each of the arguments.	Ask them to defend their choices based on your summaries as they work.	Being able to verbally defend their choices with the true understanding of the argument and printing the images correctly.	7) Learning naturally occurs by doing. 2) Repetition and processing time are integral to learning. 8) Intelligence and Creativity are not fixed.
Instruct kids to distribute the images into six groups coordinating with the argument it represents	Allow groups to choose the best images to illustrate their argument.	Sorting correctly	7) Learning naturally occurs by doing. 2) Repetition and processing time are integral to learning.

In groups, students make collages with the images provided and each group shares with the class the definition of the argument and how the pictures help to illustrate.	Help to correct misunderstandings. Use the same terminology in the summaries, and discussions so students have reputation of similar explanations.	Presenting and explaining the argument while connecting to the images.	7) Learning naturally occurs by doing. 2) Repetition and processing time are integral to learning. 9) All of the senses are involved in learning 10) Arts and language develop different parts of the brain.
Read real life examples of the arguments and have students write which argument they believe it represents.	Grade quizzes to see understanding.	Being able to identify the argument by a new example.	2) Repetition and processing time are integral to learning.

Lesson evaluation: This lesson is successful if, as the lesson continues, more students are able to identify and illustrate with personal examples the 6 intellectual arguments for the existence of God. The informal quiz at the end of class is also a good indicator of the development of understanding and learning.

Mind/Brain connection:

When studying an abstract discipling like theology, it's important to focus on student by-in and inviting personal interaction and connection with the material to produce mind/brain learning. This lesson gives the opportunity for that by asking the students to personalize the six intellectual arguments for God in the images they find. It also stimulates more parts of the brain by incorporating an art project into the lesson and offering many opportunities to repeat and experience the lesson topic in at least three different ways.