

WRITING & GRAMMAR 12

TEACHER EDITION
Fourth Edition



Part
1

Lesson Plan Overview

Chapter 1: Preparing for the Journey—Introducing the Capstone Project

Pages	Objectives	Resources	Assessments
Lesson 1 Previewing the Capstone Project			
2-14	<p>1.1 Analyze a mentor text for writing craft.</p> <p>1.2 Explain how the biblical worldview themes relate writing to the Creation Mandate. BWS Truth, Craft, Stewardship, Perseverance (explain)</p> <p>1.3 Explain how a capstone project can be used to help redeem a broken world.</p>	<p>BJU Press Trove*</p> <ul style="list-style-type: none"> • Video: "Capstone Overview" • PPT pres.: Lesson 001 	<p>Worktext</p> <ul style="list-style-type: none"> • Practice the Skill (p. 12) • Practice the Skill (p. 14) <p>Assessments</p> <ul style="list-style-type: none"> • Unit 1 Preassessment <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Unit 1 Preassessment
Lessons 2-3 Planning the Proposal Paper			
15-17	<p>2-3.1 Assess ideas for a capstone project. BWS Truth, Stewardship (evaluate)</p> <p>2-3.2 Conduct preliminary research on a selected topic.</p> <p>2-3.3 Organize ideas into an outline.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> • IA 1: Choosing a Topic • Video: "The Proposal Paper" • AR: Capstone Research Paper Requirements • PPT pres.: Lessons 002-003 	
Lessons 4-5 Drafting the Proposal Paper			
18-19	<p>4-5.1 Draft a capstone proposal paper.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> • PPT pres.: Lessons 004-005 	
Lessons 6-7 Revising the Proposal Paper			
20-21	<p>6-7.1 Revise the capstone proposal paper for ideas and style.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> • PPT pres.: Lessons 006-007 	<p>BJU Press Trove</p> <ul style="list-style-type: none"> • IA 2: Proposal Paper Rubric
Lessons 8-9 Proofreading the Proposal Paper			
22-27	<p>8-9.1 Proofread the capstone proposal paper.</p> <p>8-9.2 Insert commas to separate items in a series.</p> <p>8-9.3 Insert commas to set off introductory and other elements.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> • Link: MLA Proofreading Marks Handout • Link: Eats, Shoots and Leaves • AR: DI 1: Cumulative and Coordinate Adjectives • PPT pres.: Lessons 008-009 	<p>Worktext</p> <ul style="list-style-type: none"> • Practice the Skill (p. 27) • SE: Lessons 8-9 (p. 475) <p>Assessments</p> <ul style="list-style-type: none"> • CR 1: Commas <p>BJU Press Trove</p> <ul style="list-style-type: none"> • CR 1: Commas
Lesson 10 Publishing the Proposal Paper			
28-29	<p>10.1 Present an elevator pitch to explain the capstone proposal.</p> <p>10.2 Format a capstone portfolio.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> • IA 3: Capstone Portfolio Checklist • Video: "Elevator Pitch" • PPT pres.: Lesson 010 	

*Digital resources for homeschool users are available on Homeschool Hub.

AR Additional Resource

CR Concept Reinforcements

DI Differentiated Instruction

G/E Game/Enrichment

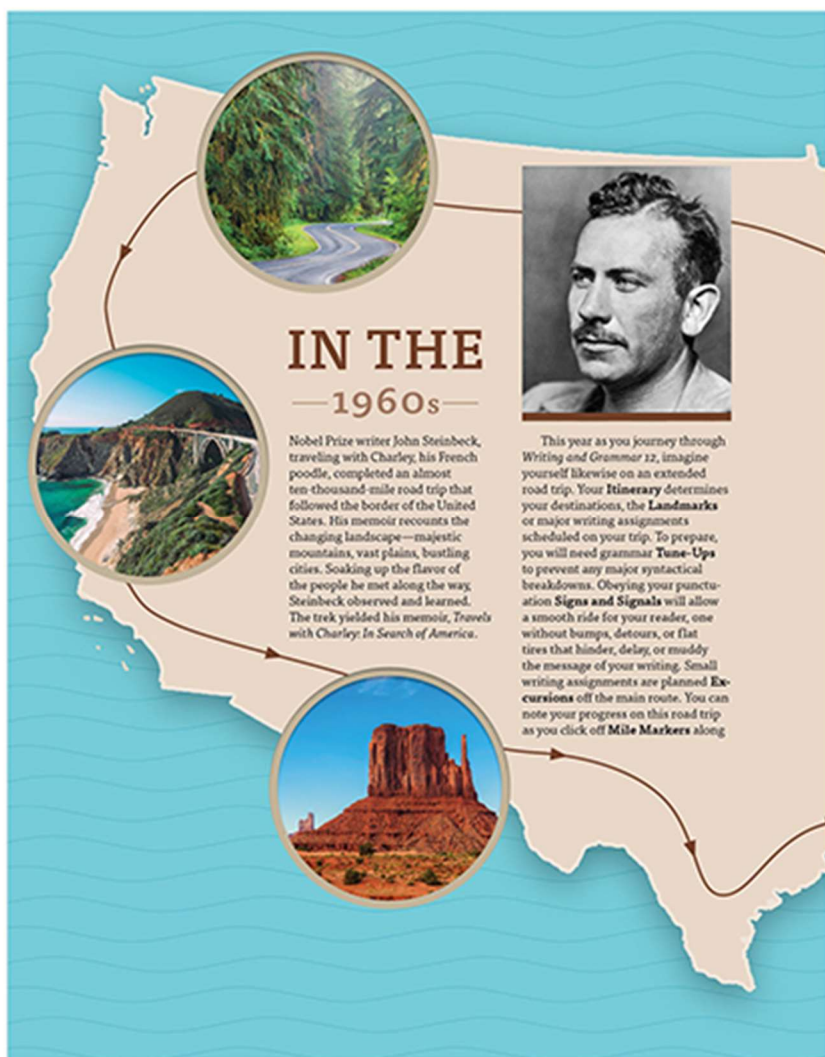
IA Instructional Aid

PPT pres. PowerPoint presentation

SE Supplemental Exercise

Pages	Objectives	Resources	Assessments
Lesson 11 Starting a Commonplace Book			
30-31	<p>11.1 Organize passages and quotations into appropriate sections of a commonplace book.</p> <p>BWS Craft (explain)</p> <p>11.2 Evaluate the significance of each commonplace book entry.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 4: <i>Commonplace Book Introduction</i> PPT pres.: Lesson 011 	
Lesson 12 Grammar Tune-Up—Nouns and Pronouns			
32-37	<p>12.1 Differentiate between nouns and pronouns.</p> <p>12.2 Use vivid nouns in writing.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 5: <i>Pronoun Paragraph</i> PPT pres.: Lesson 012 <p>AfterSchoolHelp.com</p> <ul style="list-style-type: none"> Nouns Pronouns 	<p>Worktext</p> <ul style="list-style-type: none"> Practice the Skill (p. 37) Use the Skill (p. 37) SE: Lesson 12 (p. 476)
Lesson 13 Grammar Tune-Up—Verbs			
38-41	<p>13.1 Differentiate between main verbs and helping verbs.</p> <p>13.2 Differentiate between action and state-of-being verbs.</p> <p>13.3 Identify phrasal verbs.</p> <p>13.4 Use vivid verbs in writing.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> Link: List of Common Phrasal Verbs G/E: Verb Review PPT pres.: Lesson 013 <p>AfterSchoolHelp.com</p> <ul style="list-style-type: none"> Verbs 	<p>Worktext</p> <ul style="list-style-type: none"> Practice the Skill (p. 41) Use the Skill (p. 41) SE: Lesson 13 (p. 477)

Lesson 1



IN THE
—1960s—

Nobel Prize writer John Steinbeck, traveling with Charley, his French poodle, completed an almost ten thousand-mile road trip that followed the border of the United States. His memoir recounts the changing landscape—majestic mountains, vast plains, bustling cities. Soaking up the flavor of the people he met along the way, Steinbeck observed and learned. The trek yielded his memoir, *Travels with Charley: In Search of America*.

This year as you journey through *Writing and Grammar 12*, imagine yourself likewise on an extended road trip. Your **Itinerary** determines your destinations, the **Landmarks** or major writing assignments scheduled on your trip. To prepare, you will need grammar **Tune-Ups** to prevent any major syntactical breakdowns. Obeying your punctuation **Signs and Signals** will allow a smooth ride for your reader, one without bumps, detours, or flat tires that hinder, delay, or muddy the message of your writing. Small writing assignments are planned **Excursions** off the main route. You can note your progress on this road trip as you click off **Mile Markers** along

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the way, diction items that—if not learned already—must be mastered. **Billboards** will alert you to the work of earlier Christian authors and poets who have influenced travelers through their writing. In *Finding Your Voice*, take time to explore **Attractions**, examples of writing styles with which you may have an affinity. And as you traverse the literary landscape, collect **Souvenirs** along the way to recall special memories or a passage that you personally want to remember, unforgettable for its style or content. Make the most of your *Writing and Grammar 12* road trip, and, like Steinbeck, observe and learn.

LEGEND

- LANDMARKS**
Major Writing Assignments
- TUNE-UPS**
Grammar
- SIGNS AND SIGNALS**
Punctuation
- EXCURSIONS**
Small Writing Assignments
- MILE MARKERS**
Diction
- BILLBOARDS**
Redemptive Writing
- ATTRactions**
Finding Your Voice
- SOUVENIRS**
Commonplace Book Entries

Lesson 1

UNIT 1

What role can I play in fulfilling the Creation Mandate in a fallen world?



UNIT 1

Starting Your Journey

What role can I play in fulfilling the Creation Mandate in a fallen world?

IN A FEW short months, you will be entering into the world of adulthood. Perhaps you are excited because of some of the privileges adulthood provides, such as the freedom to make your own decisions. However, you will soon learn that adulthood, while having advantages, also brings more responsibilities and challenges. These responsibilities further your existing role in the **Creation Mandate** that God gave man when He commanded man to subdue and have dominion over the earth (Gen. 1:28). We face plenty of challenges while fulfilling the Creation Mandate, challenges like sickness, pain, and death that are the result of the Fall. But the problems caused by sin are not always so obvious. In the following excerpt the author makes the case that a sinful culture is just as much a threat to modern Christians as the imminent perils that afflicted earlier believers. As you read this excerpt, consider how you can fulfill the responsibilities God is about to give you as an adult while living in a fallen, sinful world.



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Mentor Text

Every generation of Christians faces unique challenges. The first-century Church had Caesar's lions and the Colosseum. Christians a few hundred years later, following the conversion of Constantine, enjoyed more liberty for exercising their faith, but faced the terror of Visigoth, Ostrogoth, and Bulgar invaders. Still later the peril of plague swept through Europe and, unlike certain Biblical pestilences, showed no discrimination between the faithful and the wicked. The sixteenth century brought the renaissance of Biblical truth in the Protestant Reformation, but it also brought religious wars and persecution by competing churches. It might seem an extreme assertion at first, but I believe that the challenge of living with

popular culture may well be as serious for modern Christians as persecution and plagues were for the saints of earlier centuries. Being thrown to the lions or living in the shadow of gruesome death are fairly straightforward if unattractive threats. Enemies that come loudly and visibly are usually much easier to fight than those that are undetectable. Physical affliction [even to the point of death] for the sake of Christ is a heavy cross, but at least it can be readily recognized at the time as a trial of faith. But the erosion of character, the spoiling of innocent pleasures, and the cheapening of life itself that often accompany modern popular culture can occur so subtly that we believe nothing has happened.

—from *ALL GOD'S CHILDREN AND BLUE SUEDE SHOES*
BY KENNETH A. MYERS

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CHAPTER 1

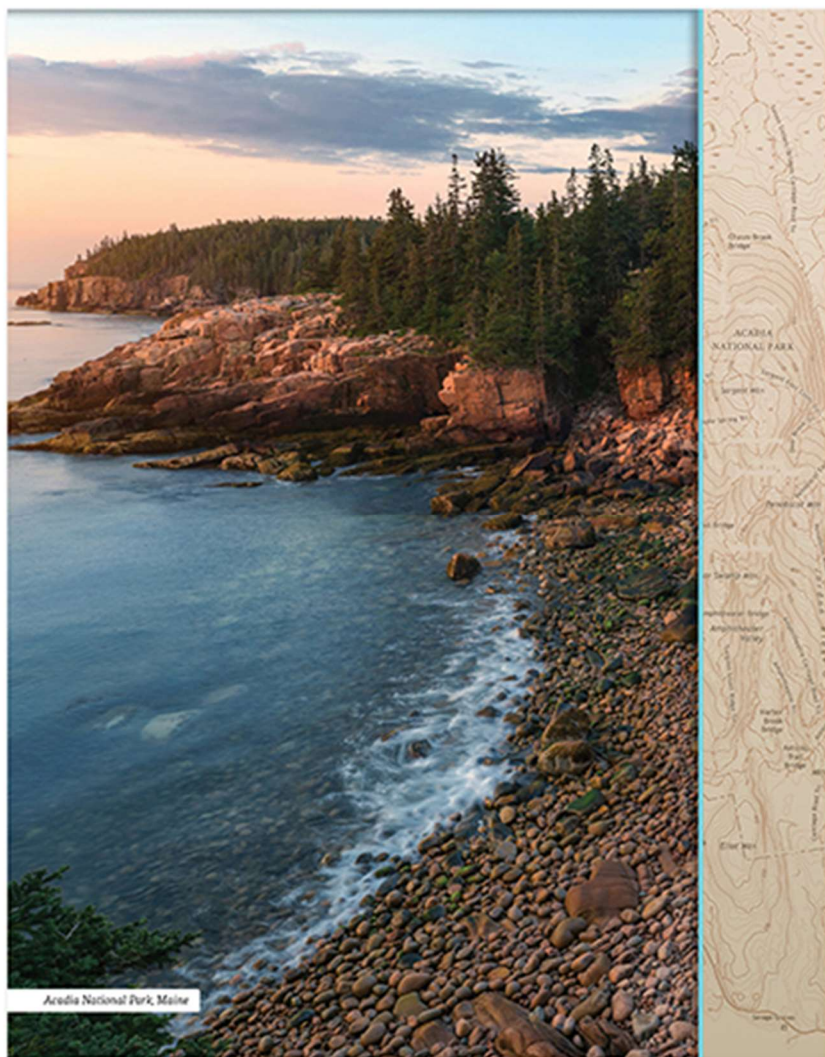
How can writing be used redemptively in a broken world?

CHAPTER OBJECTIVES

- Explain how writing can be used to fulfill the Creation Mandate.
- Write a capstone proposal paper.
- Present the capstone proposal as an elevator pitch.
- Demonstrate the correct use of commas.
- Add to a capstone portfolio.
- Add to a commonplace book.
- Use nouns and verbs effectively in writing.

Chapter Notes

Chapter 1 introduces students to the central assignment of this book, the senior capstone project. This project is designed to be completed throughout the year and will give students the opportunity to apply the skills they have learned to address an ongoing problem or controversy. However, this project is designed to be flexible so that teachers can adapt it in a variety of ways to meet the needs of their classes and schedules. To that end, a semester timeline for completing the capstone project is available in the front matter of this book. In this chapter students will spend time working on a formal proposal for their capstone idea. Additionally, students will begin a capstone portfolio and a commonplace book, which they will contribute to throughout the year, and they will be taught grammatical concepts relating to punctuation and parts of speech.



Chapter 1

Preparing for the Journey— Introducing the Capstone Project

How can writing be used redemptively in a broken world?

There is a well-known story of a man who is walking along a beach at low tide and throwing starfish back into the ocean. A woman stops him and asks what he is doing. The man explains that the starfish will die on land, so he is throwing them back in. Looking along the beach, the woman points out that there are thousands of starfish stranded on the beach and the man cannot possibly save them all. Why then should he bother with this impossible task when it doesn't make much of a difference? The man then stoops down to pick up a starfish and holds it up to the woman. "It makes a difference to this one," he says, before throwing the starfish into the water.

As you contemplate the responsibilities and problems mentioned in the unit opener, you may be tempted to think that meaningfully addressing the problems in this world is a bit like the man's throwing starfish into the water. However, while only God can permanently redeem this broken world, you can still make a difference in the lives of many around you. One of the ways you can do that is through writing. Think of the people who have influenced you through their writing even though they may have died before you were born. The more skilled you become at writing, the greater the likelihood that your written thoughts can make a difference in the lives of others—even those whom you will never meet.



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BWS Chapter Overview

The four worldview themes introduced in Chapter 1 are integral to the book's writing instruction. Students will articulate how these themes connect writing and the Creation Mandate and how their capstone projects can contribute redemptively to fulfilling this mandate. They will evaluate ways mankind has distorted truth and failed in stewardship, using this analysis to inform their capstone proposals. As preparation for writing a capstone proposal paper, students will consider how writing can be used redemptively in a fallen world. When introduced to the commonplace book, students will explain the foundational principle that God created mankind with the capacity to improve writing craft by learning from others—an idea that will be developed throughout the course.

Independent Reading: Students will benefit from independently reading a lesson before you teach it; alternatively, you might add in-class reading to the strategies in this book.

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MENTOR TEXT

Eberhard 1

Mason Eberhard

Mr. Jones

English 12

14 September 20xx

Understanding the Student Loan System

While Americans have for many years been able to obtain student loans to pay for college, this debt has begun to significantly burden many in society over the past couple of decades. As of this writing, the total amount of debt US citizens have for educational expenses has far exceeded one trillion dollars and has surpassed any other type of debt Americans hold, excluding mortgages. The average student loan balance is now tens of thousands of dollars and is inhibiting many people from making important life decisions, such as choosing a job they enjoy, getting married, or having children. Because this problematic debt is so pervasive in our society, I would like to research how the student loan system works, the outstanding problems with the system, and potential lessons both individuals and society can learn to make wise decisions about college.

Preliminary research has shown that the student loan program began shortly after World War II. Over the ensuing decades, it has expanded to loan an exorbitant amount of money to nearly anyone

The introduction makes a case for why the topic is important and worthy of research. □

This thesis statement presents the proposal. Because this is a personal proposal, the use of first person is acceptable. □

Preliminary research focuses on presenting common knowledge, information that many people already know or can find in a number of different sources. □

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Lesson 1

Worktext pages 2–16

LESSON OBJECTIVES

- 1.1 Analyze a mentor text for writing craft.
- 1.2 Explain how the biblical worldview themes relate writing to the Creation Mandate. **BWS**
- 1.3 Explain how a capstone project can be used to help redeem a broken world.

BIBLICAL WORLDVIEW SHAPING

Truth (explain): Part of man's dominion work is declaring what is true about God and the way He has made the world to work. (1.2)

Craft (explain): Created in God's image, man creates as well, with the capacity to craft language in his dominion work in ways that are both useful and beautiful. (1.2)

Stewardship (explain): God has given language to mankind to wisely steward for his dominion work. (1.2)

Perseverance (explain): Perseverance in doing good has been required in man's dominion work from the beginning due to the extent and complexity of the Creation Mandate. (1.2)

PRINTED RESOURCE

- Assessment: Unit 1 Preassessment

DIGITAL RESOURCE

- Assessment: Unit 1 Preassessment
- Video: "Capstone Overview"

MATERIALS

- Large sheet of paper
- Markers

OVERVIEW

Lesson 1 introduces students to the capstone project and provides an overview of what will be required throughout the year.

DIFFERENTIATED INSTRUCTION

Enrichment

Consider noting as a teacher resource pages 93–97 in *Biblical Worldview: Beyond the Basics*, 2nd ed., for more information on the Creation Mandate.

Previewing the Capstone Project

LEARNING TARGETS

- I will learn how I can fulfill the Creation Mandate as a twelfth-grade student.
- I will understand the basic requirements of my senior capstone project.

What Is Capstone?

In terms of architecture a capstone is the stone placed at the top of a wall or building. Capstones not only protect the top of a structure but also give the building a look of finality. Over time capstones have come to refer to someone's crowning achievement in a certain area. This year you will have the opportunity to work on a senior capstone project, which will serve as the culminating achievement of your academic career. Since the time you were in kindergarten, you have been learning to develop many valuable skills, such as reading, writing, speaking, researching, and critical thinking. Now you will have the opportunity to demonstrate your proficiency in these skills by using them to complete this final project. However, this project is not merely an opportunity to showcase what you have learned. It is rather a chance to use your knowledge and skills to serve God and your neighbor by identifying a need or controversy in your community and working to address that issue in some way. This capstone project is an important way you can work to fulfill the Creation Mandate in a fallen world. Fulfilling this mandate requires a great deal of responsibility and love. Your role as image-bearer should closely reflect the One whose image you bear. Knowing you represent Him in your capstone project will provide the example you need to subdue gently, to exercise dominion wisely, and to govern lovingly. Allow these thoughts to guide you as you choose from the following two options for your capstone project.

Option A: Serving Your Community

Because we live in a fallen world, every community has problems. Choosing Option A will allow you to identify a need or problem in your community, research the problem, and develop a proposed solution to meet that need. Perhaps your community has a problem with homelessness, littering, or crime. Any problem you identify demonstrates a way in which people think and act that bends against God's **creational norms**, divine laws that govern the way human individuals and cultures operate. By learning about the cause of the problem and evaluating potential solutions, you can help bring about change to mitigate or even eliminate this difficulty, therefore pressing things back to the way God originally intended them to be.



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Mile Markers: Three Mile-Marker features occur in each chapter of *Writing & Grammar 12*. These diction items are self-explanatory and intended for review.

ENGAGE

Learning Targets

Read aloud the learning targets to introduce the lesson.

Preassessment

Administer **Unit 1 Preassessment** to determine the students' proficiency in the grammar skills to be covered in the unit. Consider not teaching or only lightly reviewing grammar skills where students demonstrate proficiency.

The Creation Mandate

After students read Worktext page 4, direct students to complete a **Think-Pair-Write** to answer the unit Essential Question. *Students should recognize that since every person is made in the image of God, everyone has a responsibility to help subdue and have dominion over the earth. However, there are many different ways that one can help accomplish this task, such as developing new technologies, cultivating Christ-honoring culture, and providing leadership in one's community. Students should recognize the need to look to the Lord for guidance regarding the specific plans He has for them to fulfill the Creation Mandate (Prov. 3:6).*

Option B: Addressing an Issue

A world cursed by sin means all humans are susceptible to believing things that are not true, hence why every culture abounds with controversial issues. Choosing Option B will allow you to research both sides of a controversial topic, formulate a position on the issue that stems from a biblical worldview, and communicate the truths you have learned to those around you. This option will offer you the opportunity to practice speaking truth in love. The capstone project modeled throughout this book is an example of a person's addressing the controversy of whether students should take out loans to pay for college.



Communicating with a Biblical Worldview

The following worldview themes are important for writing in general as well as for the specific projects you will accomplish in this course. Developing a thorough understanding of them is foundational in appropriately implementing them into your capstone project. No matter which capstone option you select, you will need to engage a biblical worldview as you identify and communicate the challenges and opportunities in what you choose to address. You will, therefore, need to understand these themes in order to address your topic in light of a biblical worldview.

Truth

Being able to address a problem or controversy necessitates that you discern the creational norms involved. God is the source of all truth (Ps. 119:160), and as His image-bearers, we were created to reflect God by communicating truthfully. Unfortunately, Satan as the father of lies has been deceiving humans from the beginning when, by twisting God's command, he tempted Eve to eat the forbidden fruit (Gen. 2:16-17; 3:1). Ever since the Fall, Satan has been successful not only in deceiving humans but also in tempting mankind to deceive themselves and each other (John 8:44). However, Jesus, full of grace and truth (John 1:14, 17), died to redeem mankind, and those who believe on Him have power through the Holy Spirit to put off their old lying ways (Eph. 4:20-25; Col 3:9). One of your jobs in the capstone and the

Think-Pair-Write: Students think about a topic or question, pair up to brainstorm ideas, and then write individual responses.

Introducing Capstone

Show the video “Capstone Overview” to introduce students to the capstone project.

INSTRUCT

Redemptive Writing

Lead a discussion relating the chapter Essential Question to the craft of writing. Pose the following questions:

- What does it mean to act redemptively in a broken world? Acting redemptively in

a broken world means rescuing the world from sin and its effects and restoring it to what God meant it to be.

- How can writing help to rescue the world from sin and its effects? *God Himself uses His written Word to reveal truth to the world. Redemptive writing declares truth about God and the way He intends the world to work. Students should also recognize the importance of using writing to share the gospel, a vital part of the believer's redemptive work (Matt 28:19) and the heart of the Creation Mandate in a broken world.*
- Why is it important to consider how your writing produces redemptive results? *Because your writing is an expression of your ideas, it can be tempting to write in*

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self-seeking ways; however, believers should always be thinking of ways that they can magnify the Lord by loving Him and loving others (John 3:30).

Writing and Redemption

After students read Worktext page 7, direct students to contribute to a **graffiti wall** to examine the starfish analogy. Pose the following discussion question:

- How does this analogy illustrate redemptive work in a fallen world? *Students should recognize that redemptive work is important because it is a way to point others to the truth. A believer's redemptive efforts are a help to each affected individual. Because God has called His people to redemptive work, they should respond in obedience, despite the size of the task.*

Graffiti Wall: The teacher posts a discussion question on a large sheet of paper on the wall of the classroom. Students use colored markers to write their responses through words or drawings on the graffiti wall. A class discussion follows. To create a digital graffiti wall, consider using a digital response tool, such as Padlet or Mentimeter.

Capstone Overview

Use **direct instruction** to provide an overview of the capstone project and explain its requirements. Refer to the information on Worktext pages 12–16. Explain that a historical perspective is required because history is important in understanding how the problem or issue has developed over the years. Point out that a biblical perspective is required because the Bible is the lens through which the believer sees all of life's issues. Applying a biblical perspective to the capstone project works to restore a broken world, or more broadly, to bend back toward creational norms what has been bent away from creational norms due to sin.

Fieldwork: Students can benefit invaluablely from doing fieldwork for their projects because the experience will give them the opportunity to gain a personal understanding in their field of interest, an understanding that they cannot get from research alone.

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Here are some things to consider when implementing fieldwork.

1. What opportunities are there for fieldwork in a student's area of interest?
2. Is there time in the schedule for fieldwork?
3. Is there administrative and parental approval for fieldwork?
4. Is there site approval for fieldwork?
5. Are there legal issues to work through with the possible involvement of minors?
6. Are there any restrictions that would keep students from getting an appropriate amount of experience (e.g., privacy laws that govern the medical field)?

Understandably, this aspect of the project may be difficult to implement in your school. If your school has trouble developing a feasible plan, consider exploring alternative solutions; however, prioritizing efforts to develop a workable plan for fieldwork will only benefit your students. A recommended amount of time for fieldwork is twenty to thirty hours to be completed in a timeframe directed by the teacher. Some capstone teachers have found that requiring fieldwork to be completed in one week is best; others have encouraged students to complete their fieldwork over the course of a semester or year.

Chapter Mentor Text

Lead a mentor text analysis of the capstone proposal paper on Worktext pages 8–11. Instruct students to silently read the Proposal Paper mentor text. Ask the following questions:

- What method does the writer use to hook his audience? *The writer uses a fact to hook his audience.*
- Why does the writer reference World War II in a paper about student loan debt? *The writer needs to provide sufficient background information in order to demonstrate the progression of the problem.*
- What three viewpoints does the writer indicate his paper will address through

other writing assignments that you will have will be to understand and communicate the truth about your topics.

Craft

Genesis 2:9 teaches that God created not only a functional world with trees that were “good for food” but also a beautiful world in which those trees were also “pleasant to the eyes.” As an image-bearer of God, man has the capacity to craft things that are both useful and beautiful. God’s command to subdue the earth and have dominion over it implies that believers should increasingly bring the earth under man’s wise governance in a way that declares the glory of the One who created it, maximizing its usefulness for the flourishing of mankind. This can be done through means such as roads and aqueducts, and man should also enhance nature’s beauty through landscaping, architecture, art, and, yes, even writing. The Fall, however, has twisted God’s gift of craftsmanship so that man often crafts alluring art to promote evil and falsehood or creates shoddy work due to laziness. Your job in future assignments will be to produce text that is not only truthful but also skillfully crafted to be effective, clever, and attractive.

Stewardship

A steward is a person responsible for managing the estate or assets owned by another person. Under the Creation Mandate, God has made mankind stewards over His creation. Humanity has been given the gift of language to facilitate this good work, and language itself must be stewarded wisely. The fact that God is the giver of language has deep significance for the way we use it and what we use it for. Of course, fallen man does not use this gift to please God but rather to pursue his own interests. Your goal throughout this year will be to steward God’s gift of language in a way that is wise and wholesome, keeping in mind that God expects stewards to be faithful in their responsibilities (1 Cor. 4:2).

Perseverance

Even before the Fall mankind was expected to persevere in his responsibilities. The large-scale task of subduing and having dominion over the earth requires perseverance in several ways. Additionally, Adam and Eve were required to persevere in righteousness by resisting temptation, something they failed to do in Genesis 3. The Fall has made perseverance even more difficult due to the many additional obstacles that tempt people to quit following God and obeying His commandments. Perseverance is, therefore, an essential part of the Christian life (Gal. 6:9). Although the capstone project and other writing activities you will do are wonderful opportunities to glorify God and help your neighbor, such tasks will be difficult and will require perseverance in order to be accomplished well.

Practice the Skill

Explain how these worldview themes relate to the overall idea of fulfilling the Creation Mandate.

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proper research? *The three viewpoints are historical, economic, and biblical.*

- What outcomes of his research does the writer anticipate? *The writer anticipates having a better understanding of student loan debt and educating others about the pitfalls of exorbitant debt.*
- What method does the writer use to conclude his paper? *The writer predicts that his paper may change the thinking of those deciding to take out student loans.*
- How does the writer present his proposal in a persuasive manner? *The author makes the case that his topic is an important issue that affects many people, and his capstone research could help people navigate this difficult situation wisely.*

- How does the writer show that his project relates to the Creation Mandate? *The author indicates that he sees his project carrying out the Creation Mandate by helping others wisely prepare for their adult lives and the work God calls them to do. Through this work he is showing love to his neighbors.*

ASSESS

Revisiting the Learning Targets

Review the learning targets to encourage self-assessment.

Worldview Themes

After students read the section titled “Communicating with a Biblical Worldview” on Worktext pages 13–14, instruct students to

Lesson 1

The Requirements of a Capstone Project

Your capstone project will consist of the following parts.

Proposal Paper

Having determined which option to choose and topic to explore, you will first need to write a proposal paper in which you explain the focus and purpose of your capstone project and what you hope to have achieved upon completion.

Annotated Bibliography

This project will require an extensive amount of research. You must, therefore, compile several credible sources into an annotated bibliography. An annotated bibliography offers a brief summary of what each source says about your topic, an assessment including some criticisms of each source, and a personal estimation of each source, mainly focused on how it fits into your research. The assessment should include a critique of the credibility of the source and the author. Is the author an expert in the field? Is the source scholarly? The personal estimation should include how the source fits into your research. Does this source offer the most helpful information for your research? Does it offer one or two facts or definitions? It may be helpful to divide the sources into categories. A compilation of this information about your sources is helpful to your research.



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Interview

While you can learn much through published material, an interview with an expert in the field will provide you with the opportunity to understand the issue from the perspective of an experienced person. You will, therefore, need to interview someone who works, preferably as an authority, in a field related to your topic. For example, if you wish to address the problem of homelessness, you can interview someone who works for the local homeless shelter.

Research Paper

The largest part of this project is the research paper. You will need to analyze your topic through three different perspectives. First, you will need to address the topic from a historical perspective. The second

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complete **Practice the Skill** on Worktext page 14 by writing a paragraph to explain how the worldview themes relate to the Creation Mandate. Possible answers are below.

- **Truth:** *Man's dominion work must proceed in accordance with the truth God has revealed about Himself and how He made the world to work.*
 - **Craft:** *As an image-bearer of God, man can use his God-given talents and skills (including writing) to help the world become more functional and more beautiful. He can also use his craft to mitigate certain effects of the Fall.*
 - **Stewardship:** *This theme is a central part of the Creation Mandate because the idea of having dominion over the earth means God has made people stewards over His creation.*
- Believers can be good stewards to subdue the earth by cultivating culture and using science, or they can be poor stewards by unnecessarily polluting the earth or twisting creation norms.*