

*The Biblical-Principle Approach Homeschool Experience™*

## *The Method*

### **EXPANDED (E)**

The Biblical-Principle Approach  
Research



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## Research

Method Expanded (E)

In the previous lesson, we considered the importance of original intent, using primary sources, and keeping an eye out for words that may be modified in "edited" versions.

Before you get any further in this lesson, you may want to review M3L1, page 1 about the dichotomies of research and their combined effect.



There is a plethora of things to consider when we do research. Keep in mind that research may entail what you study ahead of teaching your students and it may entail what you discover together in the moment as you read primary sources.

That said, the **basic** questions to ask are:

- Who or what is in control?
- What Biblical principles are being honored or being violated? (Modules 4 & 5)
- What is the response of an individual to Holy God?
- What is the response of a government/nation to Holy God?
- How did an individual help or hinder the spread of the Gospel?
- How did an institution help or hinder the spread of the Gospel?
- How did an event help or hinder the spread of the Gospel?
- How did a key document help or hinder the spread of the Gospel?
- How do I see God's Providence in the life of an individual?
- How do I see God's Providence in the life of a government/nation?
- How do I see Christian Self-Government being exercised?
- How do I see Brother Love and Christian Care principles being exercised?
- How do I see discipleship of individuals/governments/nations taking place?
- What is the internal to external that is taking place?
- What is the cause to effect that is taking place as a result of the internal to external?
- What link on the Christian History Timeline does it fit and why?
- What evidence do you see of non-believers honoring Biblical principles? How do you explain it?
- How does this directly or indirectly have to do with America's history?

Which of these questions have you already been asking? Are you asking them when it comes to all subjects? Which do you tend to lean more towards regularly?

It's important to note that not every reason question needs to be asked with in each lesson of your student. If you want to have your students consider them, consider asking one or two regarding your subject of study per day or week that you tackle the subject. Just like for yourself with this membership, you want to give your students time to consider, think, and reason things through a little at a time. As they practice it, they'll begin to internalize some (if not all) of the questions to ask.

Research  
Method Expanded (E)

**Assignment 1:** Read through the historical account below. Choose which reason questions *you want* to answer regarding the account. You may choose as many questions as you'd like to answer. It's up to you. Everyone's learning pace and time to give to this will be different. Besides, you could come back to this sometime in the future and answer the other reason questions that you choose not to answer this week.

**State of Peru Conquered**

The Spaniards found the Peruvians further advanced toward civilization than any American nation except the Mexicans and in some respects farther than that nation. About three hundred years before the invasion of the Spaniards, a man and a woman of superior genius arrived in that country; pretending to be descended from the sun, they commanded an uncommon degree of veneration. The man, whose name was Mancos Capac, collected the wandering tribes into a social union, instructed them in the useful arts, curbed their passions, enacted salutary laws, made a judicious distribution of lands and directed them to be tilled. In short, he laid the foundation of a great and prosperous empire. Mama Ocollo, the woman, taught the arts of spinning and weaving. Mancos Capac was called Inca, or Lord, and his descendants governed this happy nation for twelve generations. By the laws of this empire, human sacrifices were forbidden, and the general policy of its institutions was mild.

Source: Noah Webster's Early American History: *From Genesis to the Constitution*, p. 84

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**Research**  
Method Expanded (E)

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**Research**

Method Expanded (E)

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**Research**  
Method Expanded (E)

Remember: The Sharpen Your Skills! assignments are meant to help you put into practice what you're learning. If it's too challenging for you now, set it aside for later after other things "click" for you. Everyone learns at their own pace. Also, you can contact me if you'd like help.

Review Philosophy Expanded (G) and refresh your memory about strongholds/mindsets.

- 1.** Research about Mancos Capac and the Peruvian religious history.
- 2.** What religions were historically in Peru and how did one impact the Inca's strongholds/mindsets under Mancos Capac (especially in regards to human sacrifices being forbidden)? In other words, how did one particular religion impact the strongholds/mindsets of the Incas?

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**Let us know in the community about your thoughts, ah-ha! moments, or what brings you clarity in this lesson.**

## **Principle**

The Method Expanded (E)

### **In this expanded lesson, you learned or reinforced your convictions of:**

- basic reasoning questions to ask
- taking it easy with how many questions to give your students on a daily basis per subject
- the importance of asking such basic reasoning questions

### **In this lesson, you reflect on how these basic questions help you and your children:**

- consider God's Hand in the lives of individuals and nations
- think about how the internal can impact the external
- examine the cause to effect of any given individual, event, document, or institution
- see how these reason questions can cross over into any subject and life