

The Biblical-Principle Approach Homeschool Experience™

The Method

EXPANDED (F)

The Biblical-Principle Approach
Research

Copying Policy

This product is unique to Principled Academy and is copyrighted. It is for your own private and personal use only. You cannot sell, rent, or distribute this product whether in digital, audio, or printed format. You cannot copy this product for any third party in any form under penalty of copyright laws. If you wish to duplicate this product, please contact Principled Academy LLC to purchase a license that permits duplication.

Principled Academy LLC, principledacademy.com, © 2022.

Research

Method Expanded (F)

In the previous lesson, we considered the various basic reasoning questions we can ask when studying history (and other subjects). But remember, these questions may also be asked of current Key Events, Key Documents, Key Institutions, and Key Individuals. Asking these questions of current times helps us to practice thinking and reasoning from Biblical Principles.

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. It'll help to keep this fresh as we move forward with learning about reasoning questions.



In this lesson, we're going to dive deeper into our understanding and practice of the "who or what is in control?" reasoning question.

Let's begin to consider "who or what is *behind* this or that action?" as a part of the meaning for "who or what is in *control*?" This ties in the cause to effect that we look for. And, it may tie in the internal to external as well.

Firstly, we need to acknowledge that God is in ultimate control.

Secondly, we need to acknowledge that this doesn't mean that mankind is a puppet on a stage. Mankind has been given free will. This is where the question of "What is the individual's response to Holy God?" comes in the picture.

The question, "what is the individual's response to Holy God" can be a companion question to a "who or what is in control?" depending on the context of that "control" question.

We can break it down into these categories (and maybe others that come to your mind):

- Who or what is in control (behind/influencing) the Key Individual?
- Who or what is in control (behind) the Key Institution?
- Who or what is in control (behind) the Key Document?
- Who or what is in control (behind) the Key Event?
- Who or what is in control (behind) the Key Narrative? (This question is fitting *depending* on what you are observing or studying.)

We will address each of these categories of that question in this lesson.

Research

Method Expanded (F)

Who or what is in control (behind/influencing) the Key Individual?

Before continuing: Review Philosophy Expanded (G) on Strongholds pp. 9-12.

When we consider this question, we can look at several angles:

- Who or what is the spiritual influence of the individual?
- Who or what is an influence on the individual in his or her sphere of influence?
- What are the worldly, fleshly influences on the individual?
- What is the cultural context of the time period?
- What is the cultural context of the society/nation in which one lives?
- As a result of any of the above questions ask, "what are the strongholds (mindsets) of the individual?" (Remember: Satan manipulates wrong thinking.)
- At what point in the individual's life was he/she like with his/her thoughts, actions, attitude, beliefs, or mindsets?
- In what ways did/didn't the individual help advance the Gospel and its effect in the lives of individuals, at the local level, or at the national level?
- At what point in the individual's life was he/she changed and in what ways?

Remember: Don't pigeonhole people from a snippet of their life. Look for their response to Holy God throughout their life and look for the internal and external changes and the cause to effect. What led to the internal changes? What was the effect of those changes on the lives of others?

Don't create overwhelm by asking too many questions at once.

On what link of the Christian History Chain does it fit?

Who or what is in control (behind) the Key Institution?

When we consider this question, there are several angles:

- Who or what is the spiritual influence behind a Key Institution?
- What circles of influence are involved with the Key Institution and in what ways?
- In what ways does a Key Institution advance worldly, fleshly influences on the individual?
- How does it influence the cultural context of the time period?
- What challenges did/does it face in its cultural context of the society/nation in which it is established?

Remember: Don't pigeonhole institutions from a snapshot of its existence. Look for the way it may end up aligning with Holy God's ways--a growth in the right direction. Look for the internal and external changes and the cause to effect. What led to the internal changes? What was the effect of those changes on the lives of others/society/nation?

Don't create overwhelm by asking too many questions at once.

On what link of the Christian History Chain does it fit?

Research

Method Expanded (F)

Who or what is in control (behind) the Key Document?

Before continuing: Remember what you reviewed in Philosophy Expanded (G) on Strongholds pp. 9-12. Now, review Module 1, Lessons 2 and 3 on pp. 4-13.

Don't create
overwhelm by
asking too many
questions at once.

When we consider this question, we can look at several angles:

- Who or what is the spiritual influence of the Key Document?
- Who or what was/is involved with the formation of the Key Document?
- Did those individuals always agree? If not, what united them anyway on the ideas?
- What are the worldly, fleshly influences of the Key Document?
- What is the cultural context of the time period?
- What is the cultural context of the society/nation for which the Key Document is created?
- What strongholds/mindsets are contained within the Key Document?
- At what point was a Key Document canceled or amended? What impact/effect did either of those actions have?
- In what ways did/didn't the Key Document help advance the Gospel/its application and effect in the lives of individuals, at the local level, or at the national level?
- How are the 3 Functions of Gov't and the Form of Gov't affected by the Key Document?

On what link of the
Christian History Chain does it fit?

Remember: Don't pigeonhole a Key Document from a snippet of its existence. Look for how it does/or doesn't reflect God's morals and principles found within Scripture. Look for the internal and external changes and the cause to effect. What led to the internal changes? What was the effect of those changes on the lives of others?

Who or what is in control (behind) the Key Event?

When we consider this question, there are many different angles:

- What is God's will and purpose for mankind? (Scripture teaches us these things.)
- Who is God working in and through during the Key Event?
- How is God working in and through the Key Event?
- How does the Key Invent advance/hinder the Gospel spreading?
- How does the Key Invent honor/dishonor God's Principles of Liberty?
- Where do you see God's morals being honored/dishonored throughout the Key Event?
- What cultural context or aspects of a society/nation did the Key Event change? In what ways? How?
- What steps in the right direction did the Key Event take?

Don't create
overwhelm by
asking too many
questions at once.

On what link of the
Christian History Chain does it fit?

Research

Method Expanded (F)

Don't create
overwhelm by
asking too many
questions at once.

Who or what is in control (behind) the Key Narrative?

Before continuing: Review Module 1, Lesson 3 on pp. 16.

When we consider this question, we can address a few angles/concerns:

- Who or what is the spiritual influence of the individual behind the Key Narrative?
- Who or what was/is involved with the formation of the Key Narrative?
- What are the worldly, fleshly influences of the Key Narrative?
- What is the cultural context of the Key Narrative?
- What is the cultural context of the society/nation for which the Key Narrative is created?
- What strongholds/mindsets are contained within the Key Narrative?
- What is the ground/foundation of the Key Narrative?
- In what ways did/didn't the Key Narrative help advance the Gospel/its application and effect in the lives of individuals, at the local level, or at the national level?
- Is the individual behind a narrative saying one thing and doing another (smoke screening)?
- What happens when we only see a small frame vs. the Big Picture of an individual's life?

On what link of the
Christian History Chain does it fit?

Remember: Look for how the Key Narrative does/or doesn't reflect God's morals and principles found within Scripture. Look for the internal and external changes and the cause to effect. What led to the internal changes? What was the effect of those changes on the lives of others?

There are some heavy things regarding history in each subject and in life. But, help keep it in the forefront of your students' minds that Jesus Christ is the Victor and in Him we have victory! We can discuss heavy matters with hope because we can keep Jesus Christ as the Focal Point of His Story.

Doing that isn't having a "Pollyanna" view of life. It's not necessarily like playing "The Glad Game." However, it is very much about the Big Picture (like a film) vs. small frames that make it up (like a film strip).

We must look for the full view of the Big Picture as much as possible. If we only focus on a frame here and there, we miss the work that God may be doing in the life of the individual and a nation.

Research

Method Expanded (F)

Assignment 1: Read through each of the primary resources below. Then, choose as many of the "who or what is in control (behind) the Key Narrative?" questions as you'd like to.



[From George Washington to Lafayette, 10 May 1786](#)



"The account given of your tour thro' Prussia & other States of Germany, to Vienna & back; & of the Troops which you saw reviewed, in the pay of those Monarchs, at different places, is not less pleasing than it is interesting; & must have been as instructive as entertaining to yourself. . . To have viewed the several fields of Battle over which you passed, could not, among other sensations, have failed to excite this thought—here have fallen thousands of gallant spirits to satisfy the ambition of, or to support their sovereigns perhaps in acts of oppression or injustice!—melancholy reflection! For what wise purposes does Providence permit this? Is it as a scourge for mankind, or is it to prevent them from becoming too populous? If the latter, would not the fertile plains of the Western world receive the redundancy of the old. . .

"The benevolence of your heart my Dr Marqs is so conspicuous upon all occasions, that I never wonder at any fresh proofs of it; but your late purchase of an Estate in the Colony of Cayenne with a view of emancipating the slaves on it, is a generous and noble proof of your humanity. Would to God a like spirit would diffuse itself generally into the minds of the people of this country, but I despair of seeing it—some petitions were presented to the Assembly at its last Session, for the abolition of slavery, but they could scarcely obtain a reading. To set them afloat at once would, I really believe, be productive of much inconvenience & mischief; but by degrees it certainly might, & assuredly ought to be effected & that too by Legislative authority. . ."

[From George Washington to John Francis Mercer, 9 September 1786](#)



"With respect to the first, I never mean (unless some particular circumstances should compel me to it) to possess another slave by purchase; it being among my first wishes to see some plan adopted, by the legislature by which slavery in this Country may be abolished by slow, sure, & imperceptible degrees. 2

2 . In the end, after extensive correspondence, GW and Mercer reached a mutual agreement that GW would take no slaves in payment of the debt owed him by the estate of John Mercer. See GW to John Francis Mercer, 1 Feb. 1787 . For the estate debt, see GW to John Francis Mercer, 8 July 1784, n.1 .

Let us know in the community about your thoughts.



Research

Method Expanded (F)

[The Life of George Washington, Vol. 1, by Washington Irving, 1856](#)



hyperlink

". . .He treated his negroes with kindness; attended to their comforts; was particularly careful of them in sickness; but never tolerated idleness, and exacted a faithful performance of all their allotted tasks. He had a quick eye at calculating each man's capabilities. An entry in his diary gives a curious instance of this. Four of his negroes, employed as carpenters, were hewing and shaping timber. It appeared to him, in noticing the amount of work accomplished between two succeeding mornings, that they loitered at their labor. Sitting down quietly he timed their operations; how long it took them to get their cross-cut saw and other implements ready; how long to clear away the branches from the trunk of a fallen tree; how long to hew and saw it; what time was expended in considering and consulting, and after all, how much work was effected during the time he looked on. From this he made his computation how much they could execute in the course of a day, working entirely at their ease.

"At another time we find him working for a part of two days with Peter, his smith, to make a plough on a new invention of his own. This, after two or three failures, he accomplished. Then, with less than his usual judgment, he put his two chariot horses to the plough, and ran a great risk of spoiling them, in giving his new invention a trial over ground thickly swarded. . ."

Question: _____

Answer: _____

Research
Method Expanded (F)

Copy this page as needed.

Question: _____

Answer: _____

Question: _____

Answer: _____

Research
Method Expanded (F)

Copy this page as needed.

Question: _____

Answer: _____

Question: _____

Answer: _____

Research
Method Expanded (F)

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 your lesson for Method Expanded (F).

1. Identify the Biblical principles that George Washington honored and dishonored within his lifetime. How were the ones he dishonored restored to being honored by him?

2. Identify how God's internal work in George Washington restored Biblical principles within his own life. How did this change affect the slaves in George Washington's life?

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

Principle

The Method Expanded (F)

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

- categories of "who or what is in control" questions to ask
- taking it easy with how many questions to give your students on a daily basis per subject
- the importance of asking a variety of "who or what is in control" questions
- the importance of not pigeonholing an individual to a frame of his or her life

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

- consider what happens if only a small frame vs. the Big Picture of an individual's life is researched for learning
- think about how to handle the idea of "white slave owners controlling the narrative"
- be equipped to handle the idea of tossing out primary sources written by "white slave owners who control the narrative"
- 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