

## LESSON 2 : HOW CAN I KNOW WHATS TRUE? pdf

### 1: Youth Group Lessons on Identity | Ministry to Youth

*There is another thing, I don't need it to be true to share it, if feel like there is a message or a lesson in that article, I will share it, so everyone can see it and take something good on it or learn something bad from it.*

There is no such thing as a neutral search for truth. Brand The search for truth goes all the way back to Adam and Eve, who sought to understand the world that God had prepared for them. They may not have used the word epistemology, but they learned some painful lessons about potential pitfalls in the search for truth. For scholars and teachers, the issue of epistemology, of how human beings acquire and evaluate knowledge, and how to determine what is true, is a vital topic. Intuitively, it seems straightforward: We carefully find the facts, and then we know what is true. How can human beings determine what is trustworthy knowledge? Evaluating Purported Knowledge Several important steps or processes are important in determining what ideas one can trust as truth. Following are steps using simple examples from paleontology and biology, but the principles will apply to any discipline. In reading a discussion about how different types of animals came to exist, and seeing statements claiming that 1 fish evolved from relatives of starfish; after which 2 some fish evolved into amphibians; then 3 amphibians evolved into reptiles; and 4 from them came birds and mammals, what is one to think? How reliable are these conclusions theories? The first task in evaluating this claim is to determine what is fact and what is interpretation or explanation. In this discussion, fact and data will be used as synonymous. Conclusions in science always combine data specific observations, measurements and interpretation of the data possible explanations of the facts. Consider this account of origins: Among invertebrate groups, there are two basic types of symmetry in how their early stages larvae develop. Larvae of starfish and their relatives have the same type of symmetry bilateral as fish and other vertebrates. These are observations, or data. Now, what do these data tell us? This involves the arena of interpretation. The data collected say that the symmetry in vertebrates is of the same type as that in starfish larvae, but different from the symmetry of other invertebrates. Most scientists have concluded that these data suggest that vertebrates evolved from relatives of starfish. If a common ancestor had that type of symmetry, this would explain why it appears in both fish and starfish larvaeâ€”they inherited it from their common ancestor. Are there other ways to explain how they could acquire the same symmetry? Did the symmetry evolve from a common ancestor, or did God create them that way? Since there is more than one possible interpretation of the data, any one explanation of how they came to have that type of symmetry is an interpretation, a hypothesis, not a scientific fact. Many more questions and hypotheses could occur, but the point is simply to emphasize the difference between facts or data and interpretations. Conclusions in science and other disciplines generally begin with data, but they always include interpretations as well. Data almost never suggest directly how to interpret them. Scientists have to think of ways the facts could be explained and devise hypotheses to explain them. Hypotheses are interesting to explore and discuss, but what people really would like to know is this: Which hypothesis is true? How can this be decided? This is done by gathering more data, by conducting experiments, or by making observations to test the hypotheses. In some cases, scientific experiments can accomplish this with considerable certainty. For example, if I want to know what will happen to a book when I drop it, I can do simple experimentsâ€”drop the book many times and record whether it descends or rises. This process involves basic laws of physics that are reliable and can be tested repeatedly. Can the same procedure determine with the same confidence why vertebrates and starfish larvae have the same type of symmetry? Many observations and experiments could be conducted on fish and starfish that would explore their larvae, embryos, and behavior. However, these would not include the one absolutely necessary observation, the first starfish or the first fish, to see where starfish and fish came from. Consequently, hypotheses about the origin of fish and starfish remain interpretations, not facts. Similarly, many other ideas in geology, paleontology, and evolutionary biology will always be only hypotheses because there is no going back in time to see what actually happened. More observations may reduce the number of viable hypotheses, but without actually being there for the original event, critical data remain beyond human reach. In science, the level of certainty achieved in the study of history of the Earth and of life can never approach that of the study of gravity or

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physiological processes occurring today that can be experimentally and repeatedly analyzed. Since this is true, why do so many scientists speak with such assurance about the origin of rock layers, fossils, and evolution? Has research in recent decades produced new evidence that clinches the case for evolution of all life over eons of geological time? The purpose here is not to answer questions about evolution, but to understand the epistemology or process used to evaluate data. How do scientists who write about evolution claim to achieve such a high level of certainty? Worldviews This question can be answered only by considering worldviews and how they influence the search for truth. A worldview is a set of assumptions that influences how people interpret the world and how they answer the important questions of life, such as where did we come from, how should we live, and where are we going? Everyone has a worldview, and how people interpret evidence and data is influenced by that worldview. More importantly, at least some of the assumptions behind any worldview must be taken on faith, and they can influence just about everything. One worldview is based on the assumption that God is real, that He has communicated through the Bible, and that His communication can be trusted to convey truth. Another worldview assumes that there have never been any supernatural, miraculous events in the history of the universe and that everything must be explained by known or discernible natural laws. This oversimplifies somewhat the role of assumptions and faith. There is evidence for the Christian worldview; it is not based on blind faith. Yet it cannot be proved. There is always a definite element of faith. Scientists and others who embrace the naturalistic worldview marshal a lot of evidence to support their view. But how do they know there has never been any supernatural intervention? That is an assumption based on faith. Each worldview uses evidence, or data, but the interpretations of that data the explanations always depend on one or more significant assumptions. Why are so many scientists convinced that the evolution of all life is a fact? What sort of intellectual processes produce such unanimity of thought on this issue? Scientists present massive amounts of evidence to prove evolution. But to understand that evidence, requires a return to the discussion of data and interpretation and how they relate to worldviews. The interpretation of animal symmetry illustrates the influence of a worldview. If there is at least a willingness to consider the existence of a Creator, then it can be asked: Does the similarity in symmetry between starfish larvae and fish mean they evolved from a common ancestor, or did God create each group that way? A naturalistic worldview obviates asking that question because that worldview by definition absolutely rejects the possibility of a Creator. The assumptions of the naturalistic worldview preclude consideration of any type of intelligent creator. To actively ponder whether starfish and fish were created would require a change of worldview. Scientists do not choose evolution as the only scientifically correct explanation because of overwhelming evidence. Rather, the choice is heavily influenced by worldview. In a naturalistic worldview, the origin of all biological features must always be explained by evolution, no matter what the evidence. A huge and growing amount of data is being marshaled to support the evolution of all life forms from a common ancestor. This can indeed look overwhelming. The evidence and associated conclusions, however, are almost never discussed in a way that openly examines the relationship between data and interpretation, or how assumptions and worldviews affect the conclusions. It takes careful examination of the logic involved to recognize how certain ideas depend on a naturalistic worldview. Evaluating Truth Claims So how should truth claims be evaluated? Study the assertions to separate data from interpretation. Then seek to understand the assumptions on which the interpretations depend. These steps are often difficult, but are essential to evaluate the reliability of the conclusions. When reading a book or article, it is often necessary to know the worldview of the author to understand fully what the material is saying. This tells us that every species goes back to a single common ancestor. All organisms have the same basic biochemistry in their cells, including the same DNA code. All creatures acquired that biochemistry by evolution from a common ancestor. Later in the book, he writes: If we understand how all these elements—data, interpretation, assumption, and worldview—are involved in his thinking process, we can understand what he is really saying and why. Then we can evaluate the strength of his argument and whether we wish to follow him to the same conclusion. In a theistic worldview, it is perfectly logical and not contradictory to valid scientific evidence to conclude that an intelligent Designer invented biochemistry and used it to make you, me, the elephant, and the potted plant. The difference between these conclusions of the theist and the evolutionist is not in the data; the difference is

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in the worldview. In some cases, it can be complicated to assess the argument because a person needs advanced knowledge of the topic to make such an analysis. However, the process of understanding the relationship between data and worldview is the same. What are the data to demonstrate this process? This is how scientists who rule out the supernatural reach this conclusion: There are similar proteins in flagella and in some other structures data. Their evolutionary worldview requires that flagella evolved, rather than being created assumption, worldview. So a naturalistic explanation for the evolution of flagella is needed.

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### 2: Extension Tubes: Close Up Photography Lesson #2 -

*Lesson Workbook (PDF) Click here Five Things You Need To Know About Me (Game) Click here LESSON OBJECTIVES Goals. 1. For students to become convinced that the Bible is true.*

You and others agree to enter into a social contract and a government to protect your natural rights. You must decide what kind of government you want and then establish it. Locke, Jefferson, and others knew that this is not an easy task. Throughout history governments have deprived people of their rights more often than they have protected them. Your problem is to design and establish the kind of government that will do what you want it to do, that is, protect your natural rights. This also means providing equal protection for the rights of everyone. You and everyone else in your imaginary state of nature have agreed to live under a government. There are questions you must answer in deciding what kind of government to create. Your teacher will divide the class into small groups to discuss your answers. Then compare your answers with those of John Locke and explain why you agree or disagree with Locke. What in your opinion is the main purpose of government? How should government get the authority or right to make laws telling people what they can and cannot do? What should the people have the right to do if their government does not serve the purposes for which it was created? Why should they have this right? How do your answers compare with those of John Locke? Locke and other natural rights philosophers said that the purpose of government is to protect natural rights. Thomas Jefferson agreed and in the Declaration of Independence argued that the protection of rights is the main purpose of government. Its powers are delegated to it by the governed. People give their consent in several ways. People can give explicit consent by agreeing to the contract that establishes the society whose members then establish the government and choose its officers joining a society that already is established People give implicit consent, also called tacit consent, by accepting the laws and services of the government and nation of their birth. Locke believed that since the people give the power to the government, they have the right to take it away if the government is not serving the purposes for which it was established. They can then create a new government. Under what circumstances would Locke agree that people have the right to take up arms against an established government? Who is to judge if a government has failed? Locke and the Founders said that the people have the right to make that decision. This position is in the following words from the Declaration of Independence: Government should be designed or organized to limit its powers in order to protect individual rights and thus reduce the need for such extreme measures. How do Americans express consent to their government? The Americans who ratified our Constitution in gave explicit consent to their new government. So did the many immigrants who came to America to seek a better life. Those who are born here have implied their consent by remaining in this country and living under its laws. Every native-born American, as he or she grows up, has the choice of seeking the citizenship of another country. By remaining in this country, accepting its laws, and enjoying its benefits, you imply your consent to be governed by your federal, state, and local governments. You also affirm your consent every time you take the Pledge of Allegiance, participate in an election, or engage in other civic actions. What is constitutional government? Limited governments have established and respected restraints on their powers, restraints such as laws and free and periodic elections. The opposite is unlimited government, in which those who govern are free to use their power as they choose, unrestrained by laws or elections. Tyranny, autocracy, dictatorship, and totalitarianism are other words to describe unlimited government. What form of government was best suited to prevent the abuse of power in the newly independent states of America? From their reading of both history and the natural rights philosophers, the Founders believed that any government that served its proper ends would have to be a limited or constitutional government. In a constitutional government, the powers of the person or group controlling the government are limited by a set of laws and customs called a constitution. What is a constitution? A constitution is a set of customs, traditions, rules, and laws that sets forth the basic way a government is organized and operated. Most constitutions are in writing, some are partly written and partly unwritten, and some are not written at all. Notice that according to this definition of the word, every nation has a constitution. Good governments and bad governments may have constitutions. Some of the worst governments have

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constitutions that include lists of the basic rights of their citizens. The former Soviet Union had one of the longest and most elaborate constitutions in history, but in reality its citizens enjoyed few of the rights guaranteed by it. If you study the constitution of a government, you will be able to answer the following questions about the relationship between the government and its citizens: What are the purposes of government? How is the government organized? How is the government supposed to go about doing its business? Who is considered to be a citizen? Are the citizens supposed to have any power or control over their government? If so, how is it to be exercised? What rights and responsibilities, if any, are the citizens supposed to have? It is very important to understand that having a constitution does not mean that a nation has a constitutional government. If a constitution provides for the unlimited exercise of political power-by one, few, or even many-such a constitution would not be the basis of a constitutional government. In a constitutional government the constitution is a form of higher or fundamental law that must be obeyed by everyone, including those in power. How did the Founders characterize higher law? According to the Founders, a constitution or higher law should have the following characteristics: It sets forth the basic rights of citizens to life, liberty, and property. It establishes the responsibility of the government to protect those rights. It can only be changed with the widespread consent of the citizens, and according to established and well-known procedures. This distinguishes the higher law from the ordinary law that governments regularly create and enforce. How does the principle of private domain protect you from government interference? What do you think? One of the purposes of the limitations imposed by constitutional government is to check the power of the majority. How can this be justified in a political system that is supposed to be democratic? What are the major advantages, in your judgment, of limited government? What are the most serious disadvantages? Are there advantages to unlimited government? If so, what are they? How does a constitutional government protect natural rights? Constitutional government assures the rights of its citizens in two ways: It establishes limits on the power of the government to prevent it from violating natural rights. It states that the government should be organized and its power distributed in such a way as to increase the possibility that those limitations will be effective. The next is an organizational protection, having to do with the way in which government operates. How can constitutional governments be organized to prevent the abuse of power? In constitutional governments powers are usually distributed and shared among several branches of government. This distribution and sharing of power makes it less likely that any one branch can abuse or misuse its powers. It is also less likely that any group will gain so much power that it can ignore the limitations placed on it by the constitution. To prevent our government from abusing its powers, the Framers provided for distribution and sharing of powers among three branches of the national government. Each branch has primary responsibility for certain functions, but each branch also shares these functions and powers with the other branches. For example, The Congress may pass laws, but the president may veto them. The president nominates certain government officials, but the Senate must approve them. The Congress may pass laws, but the Supreme Court may declare them unconstitutional. It is this system of distributed and shared powers that provides the basis for checks and balances. Although each branch of the government has its own special powers, many of these powers are "checked" because they are shared with the other groups. The complicated ways in which constitutional governments are organized often mean that it takes them a long time to get things done. It may seem strange, but this "inefficiency" was seen by the Framers as an advantage. They thought that these difficulties would help to prevent the abuse of power and make it more likely that when a decision was finally made, it would be a good one. Critical Thinking Exercise Examining Why the Founders Feared the Abuse of Power by Government Given their knowledge of history and their experiences with the British government, it is not surprising that the Founders greatly feared the possible abuse of the powers of government. For example, read the following selections from some of their writings. Then discuss with the class your answers to the questions that follow. Give all power to the few, they will oppress the many. These are ambition and avarice; the love of power and the love of money. If you agreed with the views of human nature expressed in the quotations, what kind of safeguards to prevent the abuse of power would you include in your government? What kinds of governments may be constitutional governments?

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### 3: Lesson 8 - Comparing Two Population Means, Two Proportions or Two Variances | STAT

*Bible Basics - Lesson 2 Workbook How Can We Know the Bible is True? Fact or Fiction? 1. Why does it matter if the Bible is true?*

This lesson helps familiarize children with the Bible, how it came to be, and the importance of it. Except that this book is the most important book we will ever read. It teaches us how to live our life, comforts us in our times of need, helps us to know who God is, and gives us some incite on our future on earth and with God. The main verse for this lesson will be taken from Psalm Preschool thru Grade 1: God gave the Bible to help you. Grades 2 and 3: For the younger children, the message is simple: God gave the Bible to us to help us. It is an important letter God wrote to each of us to learn from, to obey, and to get to know Him better. For the older children, we expand on this message and say that the Bible is true and is supposed to be our guide. Make sure you repeat the message many times during the lesson. It includes a poster at the bottom that the children can color and hang on their wall or refrigerator. Preview of the lesson: Some people like to do craft time first and story time second and some like to switch it around. I like the first option, myself. Everyone has a need for "alone time" once in awhile. Also, sending home the coloring pages with the Take Home sheet provides parents with much needed help in reinforcing the lessons. You can make a nice little booklet each week with the Take Home Sheet on top -- I promise that most parents will appreciate the effort! Have the children use crayons, markers, yarn and whatever other materials such as sparkle glue you have available to personalize their name tag. Make the Books of the Bible Wreath. Some cutting could be done before class to make craft time a little easier. Discuss with the children what story goes with each picture and talk about their favorite Bible stories. Grade 2 and 3: There are several different options to choose from. Use this time to encourage the kids to read their Bible everyday. Books of the Bible Template printer, paper, glue, scissors, crayons, paper plate, yarn or string. Read The Story What is the Bible? This week it was difficult to find a passage to sum up the whole Bible. Try to expand on each question by asking the kids what the lesson was behind each story, etc. Discuss why the Bible is important God wrote it for us, He tells us He loves us, there are rules for us to follow, we can get to know Him better Discuss what they honestly think about the Bible is it hard to understand, too many pages, is it boring.

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### 4: "ASL Lesson 2" American Sign Language (ASL)

*"Hearing people" (people who can hear) can say or call out the word "mom" to get the attention of their mom. When you want your Deaf mom's attention you would use one of several "attention getting techniques" depending on how close you are to her, whether she is looking at you, and whether other people are around.*

Posted on November 18, Fake news is nothing new. Perhaps that could dissipate the amount of malarkey online, though news consumers themselves are the best defense against the spread of misinformation. Not all of the misinformation being passed along online is complete fiction, though some of it is. Founder David Mikkelson warned in a Nov. In , we tried to get readers to rid their inboxes of this kind of garbage. Earlier this year, we debunked the claim that the Obamas were buying a vacation home in Dubai, a made-up missive that came from WhatDoesItMean. Read beyond the headline. If a provocative headline drew your attention, read a little further before you decide to pass along the shocking information. But fake news, particularly efforts to be satirical, can include several revealing signs in the text. Another tell-tale sign of a fake story is often the byline. The pledge of allegiance story on abcnews. The banning-the-pledge story cites the number of an actual executive order – you can look it up. In fact, if you Google this, the first link that comes up is a Snopes. These mendacious claims can take a legitimate news story and twist what it says – or even claim that something that happened long ago is related to current events. A reminder again to check the support for these claims. In October , Trump wrongly boasted that Ford had changed its plans to build new plants in Mexico, and instead would build a plant in Ohio. In fact, the CNN article was about the transfer of some pickup assembly work from Mexico to Ohio, a move that was announced by Ford in March The plans for new plants in Mexico were still on, Ford said. Is this some kind of joke? Remember, there is such thing as satire. Andy Borowitz has been writing a satirical news column, the Borowitz Report, since , and it has appeared in the New Yorker since But not everyone gets the jokes. Among the headlines our readers have flagged: Horner told the Washington Post he makes a living off his posts. Nobody fact-checks anything anymore. We know this is difficult. Try this simple test: You may be predisposed to believe that Obama bought a house in Dubai, but how about a story on the same site that carries this headline: But we are equally discouraged when we see debunked claims gain new life. They believe anything on Fox News. I bet my numbers would be terrific. And a public relations representative for the magazine confirmed that. But we get paid to do this kind of work. On our Viral Spiral page , we list some of the claims we get asked about the most; all of our Ask FactChecks can be found here.

### 5: Perspective Digest : How Do We Know What Is True?

*You can create your own lesson or your own curriculum based on this simple guideline. Because the Bible is the Living Word of God, any and every part of the Bible can be used to help children grow in character and faith - "Consequently, faith comes from hearing the message, and the message is heard through the word of Christ" Romans*

He would tell me the compass course. My job was to keep the boat on that course. The wind and currents would cause the boat to drift, but I had to keep steering it back to the designated course. Eventually, we would come in sight of Long Beach Light, and right into the harbor. One day, we had to go out in a terrible storm to rescue a man and his daughter whose sailboat had become disabled. On that occasion, the skipper did not ask me to steer the boat, but gave the task to a more experienced man. His readers were facing various difficult trials. They were dispersed abroad 1: They had suffered the loss of their homes and possessions. Many were not able to escape persecution even in the places to which they had fled. James wanted them to know how to navigate through these trials so that they could not only endure, but joyfully endure 1: As we saw last time, James exhorts them and us to adopt a radical attitude when we encounter various trials: But it is necessary to submit to the refining process: So James tells us how to obtain wisdom from God: To obtain wisdom to endure trials joyfully, see your need, know your God, and then ask Him in faith to meet your need. The Greek conditional sentence implies that we all lack wisdom when we face difficult trials. To obtain wisdom to endure trials joyfully, see your need. We need to be clear about the terms that James uses here: When you study the Bible, it is crucial to study the text in its context, and also to understand how the words are used in Scripture. Thus he adds verses Of course, we can ask God for wisdom in any matter in life that we face, but in the context here, it is focused on asking God for the wisdom that we need to endure trials joyfully. Enduring trials with joy goes against our natural inclination. Sometimes, God graciously reveals to us the reason for our suffering, but not always. How can I navigate through this storm in such a way as to bring glory to God? How can this trial help me grow in maturity? She had had a stroke, her husband had gone blind, and then he had to be taken to the hospital where, as far as they knew, he would die. Wiersbe saw this woman in church one Sunday and assured her that he was praying for her. Laird Harris, Gleason L. Archer, and Bruce K. James is steeped in the Old Testament. The main idea of Old Testament wisdom is that of skill. It includes the skill of workers who made garments for the high priest and who were able to work with metal, stone and wood Exod. It also extends to those who are able to execute a battle plan Isa. It refers to those who speak prudently Ps. The fool in Proverbs is not the man who is mentally deficient, but rather the man who is morally deficient. The wise man lives in obedience to God. Thus the Bible affirms Job The result will be a truly beautiful life that glorifies God. You must see your need for wisdom to drive you to God to supply the need. By nature, all of us are self-sufficient know-it-all: To come to God, we must humble ourselves and admit that we do not know what we need to know in order to live joyfully in the face of trials. In fact, a main reason that God sends trials is to humble us from our pride, so that we look to Him. So a prerequisite to obtaining wisdom from God is to recognize our lack of wisdom. To obtain wisdom to endure trials joyfully, know your God. Our text shows four ways in which we must know God in order to obtain His wisdom: Know that God is the source for all wisdom. To ask God for wisdom implies that He can deliver. I was a philosophy major in college. They are not so much interested in how to live wisely before God, whose existence they question or deny, but rather in showing how wise they are in being able to win arguments. He sarcastically asks 1: Where is the scribe? Where is the debater of this age? Has not God made foolish the wisdom of the world? For since in the wisdom of God the world through its wisdom did not come to know God, God was well-pleased through the foolishness of the message preached to save those who believe. But, how does God impart the wisdom that we need? God reveals His wisdom by the Holy Spirit to those who are spiritual 1 Cor. That wisdom has to do with knowing how to apply biblical truth to particular situations in life. The time to seek wisdom from God is before the calamity hits Prov. It refers to a man whose heart is divided between allegiance to God and the allurements of the world. James says that such a person will not receive anything from the Lord. I have counseled with women who profess to be Christians, but they are engaged to be married to unbelievers. This

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creates a trial for the young woman! Know that God gives generously and without reproach to all that ask Him in faith. God does not give wisdom to everyone in the world, but rather to every believer in Christ who asks in faith. He gives because He delights to give to His children. Rather, He invites you to ask for all the wisdom you need. Some fathers are stingy and selfish. You have to budget your requests carefully, because if you get a yes on something, it will be a long, long time before you get another yes. I thank God that my Dad is not at all like that! He is a very generous, giving father, both with his money and his time. But if your dad was of the stingy type, you need to be careful not to view God in the same way. God is ready and willing to lavish His wisdom on His children who ask for it. So to obtain wisdom from God to endure trials joyfully, the first thing is to recognize your need for it. Then know your God, who is the source of all wisdom. He reveals that wisdom chiefly in His Word through His Spirit to those whose hearts are ready to obey Him. He gives generously and without reproach to all that ask. That leads to the means of obtaining wisdom from God: To obtain wisdom to endure trials joyfully, ask God in faith to meet your need. There are three parts to this: Every believer is a priest who can approach God directly. You do not need to go through a priest or a pastor. If you know Christ, ask God directly. The Bible never tells us to pray to the virgin Mary or to some other saint. It never tells us to look within ourselves and decide what to do based on subjective feelings. It certainly never tells us to consult with a worldly psychologist or with Dear Abby! I find it incredible at times to read in that column of pastors asking her for advice! Paul assures us Eph. Ask Him to direct you to the wisdom in His Word that you need. He promises to give it generously! Every Christian has sinned. Every Christian has failed. Every Christian is unworthy. We do not come to God based on our worthiness. We come to God on the merit of Jesus Christ and His shed blood. Since God commands us to ask Him for wisdom, we are disobedient and unbelieving if we do not ask. Ask God in faith, without doubting. Faith is essential in approaching God, because as Hebrews So to ask from God, you must believe that He exists, that He personally cares for you, and He is able to give you the wisdom that you need to endure your trial with His joy. It is totally at the will of the wind.

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### 6: Lesson 2: How Does Government Secure Natural Rights?

*If true learning is to occur, then students have to be at the very least participants in the process, and not merely products. Activity and Ownership I believe that the majority of teachers pick up on the audience cues as they direct-teach and can tell if a student is not interested or not engaged.*

Any form of reproduction by any media is strictly forbidden. In this sample, only the first quarter of the course is available. The remaining section are included in the complete hypertextbook, which does not have the advertisements displayed here in this sample. To learn more about the course and hypertextbook, visit the Principles of Astronomy website. Polaris is less than 1 degree from true north. Polaris is always above the North Pole so by finding it you can find which way is north. Also, by measuring its angle from the horizon you can use Polaris to determine your latitude. And finally, you should appreciate the fact that all the stars appear to circle Polaris at a constant rate and that allows you to keep track of the spinning of the Earth and thus the time. How do you find Polaris? Is it the brightest star? No, Polaris is not the brightest star. There are probably a hundred stars brighter than Polaris. The stars of the Big Dipper are very bright. Four of them form a "bowl" and three others make a handle. You might want to memorize the names of these stars - it will get you used to some of the strange names, most of which go all the way back to Ancient Arabia. Also, we will be talking about these seven stars in subsequent lessons. Starting at the end of the handle and working to the opposite edge of the bowl, the stars of the Big Dipper are: The last two, Merak and Dubhe, are the "pointer stars" that take us to the "North Star" Polaris so they are well worth knowing. When the sky is better no clouds, Full Moon or lights interfering there are more stars and this image gets more complicated, but it also gets more interesting. Look at Mizar, the middle star in the handle. On a very clear night you can see its companion star, Alcor. Our line of sight makes them appear to be side by side but, in fact, they are probably separated by three light-years. So Mizar and Alcor are no more linked than we are to Alpha Centauri. If you were circling either Mizar or Alcor and used a telescope to observe the Sun, you would see that Alpha Centauri and the Sun form an optical double. If you can see Alcor, your eyesight is good, you are far from lights such as streetlights or moonlight and the sky is clear. So, how do you find the North Star? Imagine a line from Merak to Dubhe. Then imagine that line extended through Dubhe about five times as far as the distance between Merak and Dubhe. The bright star you come to is Polaris, the "North Star". Most of stars of the Little Dipper are pretty dim but the brightest of them is Polaris. Notice how the handles on the two dippers bend arch in opposite directions. They always look that way - as the sky rotates the two dippers look as if they would be pouring something between them. Now, how do you figure out your latitude? The Equator always has a latitude of exactly 0o. The angle formed between Polaris and the immediate northern horizon can be measured accurately using a device called a sextant. For hundreds of years sailors, explorers and astronomers used a sextant and Polaris to figure out their latitude. To find your latitude simply measure the angle from the northern horizon to Polaris. There are a variety of different ways to make this measurement. Yes, use your hands! Extend your hand towards the sky and spread all your fingers out as wide as you can. If you look along the length of your arm, the "distance" between the tip of your thumb and the tip of your little finger covers about 20o of the sky. You can "walk" one hand over the other as you count how many open handfuls of sky it takes to reach Polaris from the northern horizon. Your fist, with the thumb tucked in, covers only about 10o when used the same way. So, you can use your hands to measure angles in the sky. Face north and spread out your right hand, placing the tip of your little finger on the northern horizon so your thumb is pointing up. Remember, your hand must be positioned so that you cover the maximum distance with your thumb and little finger. Now place the tip of the little finger of your left hand on the tip of your right thumb and continue "walking" up the sky towards Polaris. When you get close to Polaris use your fist for the final measurement or two, if you must. Add up how many wide open hands 20o and fists 10o it takes to go from the northern horizon to Polaris and you have figured out your latitude. How do you use the night sky to tell the time? Because the axis of the Earth points to Polaris, the stars appear to revolve around it at a constant rate. In any twenty-four hour period a star will return to its original position. You would have to take careful

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measurements to notice that daily change. That means in 12 hours it will be 0 from its original position in the sky, on the "other side" of Polaris. Or in 6 hours it will be 90° from its original position. In just 1 hour any star will be 15° from its original position in the sky. As you stare towards Polaris, imagine a "sky-clock" imposed upon it. The stars revolve around Polaris in a "counter clockwise" or "anti-clockwise" direction. Polaris is at the center of the sky-clock and any star Merak in my example is an hour hand. So, how do you tell how much time has passed? Imagine a line drawn from Polaris to Merak. Then imagine another line drawn from Polaris but 30° counterclockwise from the first line. Make a note where that second line meets the horizon. Two hours later Merak will be along that second line. Study these two images and understand that the one of the right shows that the Dipper and all other parts of the sky has rotated 30° counterclockwise. The sky two hours later. You can use any star you want to be the hands of the clock but you must always use Polaris as the center. What are you talking about? However, we could pick any place to start our clock. Astronomers have agreed which part of the sky to call "zero hour" and that sets the standard we all follow. It is convenient to imagine the night sky as a giant globe in which we the Earth are centered. This allows us to use coordinates to describe places in the sky, just like we use longitudes and latitudes to describe points on the Earth. Take a look at a globe of the Earth. It has a zero longitude that runs from the North Pole, through England, through Spain, down through the west side of Africa where it passes the Equator and then continues all the way down to Antarctica and the South Pole. People agreed to define this line as the "zero degree longitude" 0°. Any line that goes from pole to pole along the surface of the Earth is a line of longitude and any such line could have been called "zero degree longitude" but it was agreed to use this one so we would all know which longitude line we were talking about when we said "zero degree longitude" 0°. Look at the line that comes up from the South Pole on the other side. Together, both these lines of longitude create a circle around the globe. Indeed, any two lines of longitude that are degrees apart will form a circle around the globe. Now imagine a line through the sky that runs from Phad through Polaris and beyond. If you extend that line on both sides it meets the horizon at opposite ends of the sky. If you could continue those lines you would see that they meet on the opposite side of the Earth right under your feet creating a giant circle. That is our special "sky longitude". The line from Polaris to Phad is like the 0° longitude line on the globe. The line going from Polaris to Chaph is like the 0° longitude line. Astronomers call it a line of right ascension and rather than measure these lines in degrees we use hours. The line from Polaris to Chaph is on the line defined as zero hour right ascension 0h. Imagine Chaph was due south at some particular time. Twelve hours later it would have moved to the other side of the sky and be due north. Phad would now be due south. Therefore Phad is on the twelfth hour right ascension 12h. Chaph is not exactly on the line of zero hour right ascension and Phad is not exactly on the twelfth hour right ascension line either! They are merely close to these imaginary lines. By learning to recognize Phad and Chaph you can get a rough idea about the right ascension lines and make estimates of the right ascension of other stars. See how they radiate away from Polaris in all directions? I know this image is a bit thick with confusing lines, but try to imagine it on a real night sky and imagine how the stars would move as the hours pass by. Notice that the clock rotates "backward" but the numbering of the right ascension lines is clockwise. More on that later. Merak and Dubhe follow the eleventh hour ascension line 11h very closely.

### 7: How to Know the Difference Between Love, Infatuation and Lust

*The best-selling book in history remains one of the most controversial. Revered by Christians as God's holy Word, the Bible spans centuries of history, contains a variety of literary styles and culminates in the person of Jesus Christ.*

Upon successful completion of this lesson, you will be able to: So far in our course, we have only discussed measurements taken in one variable for each sampling unit. This is referred to as univariate data. In this lesson, we are going to talk about measurements taken in two variables for each sampling unit. This is referred to as bivariate data. In this lesson, we are going to talk about the very practical problem of situations where two measurements are being compared. If the measurements are categorical e. Yes or No to the question "Do you smoke? Female, Male the analysis will involve comparing two independent proportions. If the measurements are quantitative e. GPA and taken from two distinct groups e. Graduate, Undergraduate the analysis will involve comparing two independent means. Weight and taken twice from each subject e. Finally, there are situations that involve dependent proportions e. However, we will not discuss this last situation. To begin, just as we did in the case for one-proportion or one-mean, one has to first decide whether the problem you are investigating requires the analysis of categorical or quantitative data. Next, one has to determine if the samples are independent samples or dependent samples in order to choose between a 2-sample test and the paired test. We will start with comparing two independent population proportions, move to comparing two independent population means, from there to paired population means, and ending with the comparison of two independent population variances. The latter can help us determine in the analysis of two independent population means whether to use the equal variances 2-sample t-test or pooled variances 2-sample t-test. You will find that much of what we discuss here will be an extension to our previous lessons on confidence intervals and hypothesis testing for one-proportion and one-mean. We will want to check necessary conditions in order to use Z-methods for comparing two proportions or to use t-methods for comparing two means independent and dependent. If conditions are satisfied, we calculate the specific test statistic and again compare this to a critical value rejection region approach or find the probability of observing this test statistic or one more extreme p-value approach. The decision process will be the same as well: The interpretation of an confidence intervals in support of the hypothesis decision will also be familiar: One departure we will take from our prior lesson on hypothesis testing is how we will treat the null value. In the previous lesson the null value could vary. In this lesson when comparing two proportions or two means, we will use a null value of 0. Although we can test for a specific difference, for example does the diet result in an average weight loss of more than 10 pounds. However, common applications commonly research only for a difference. Unlike prior lessons where we introduced software at the end of the lesson, here we will introduce software within the specific topic. The motivation for this change are the more complex expressions. Though the formulas are not strenuous - if you think about it the expressions are more like "puzzles" where you need to input numbers into their specific location - doing them by hand can be cumbersome. Therefore, while we will provide the formulas and examples by hand, we will use software to complete the analysis. The Software is Only as Good as the User! After reading the prior paragraph students often feel some relief because they will move to using computers over by-hand methods. Be careful of what you wish for! We frequently tell students that despite the speed of the software, the user is ultimately smarter. That is, the software will perform the complicated math, but we are responsible for telling the computer what is the correct math to perform. The software will not provide prompts such as, "Are you sure this is the right analysis"? Instead, the researcher is responsible for understanding and interpreting the results. This becomes especially true in this lesson where one has to pay attention to how any difference is calculated. For example, imagine you are conducting a weight loss study where you compare starting weight of your subjects to the end weight. In such a study if you calculate the difference as "Start Weight - End Weight" you would expect the difference to be greater than zero. In the software you would choose the option of "Difference greater than hypothesized difference". However, if you were to select the options of "Difference less than hypothesized difference" you would get a decision that conflicts with the the prior option. That is, one could fail to reject a null hypothesis concluding that the diet did

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not result in a significant weight loss, where instead, if the proper alternative would have been selected a rejection would have taken place and the diet would have shown a significant weight loss. A seemingly small mistake that has big consequences!! Pay attention to how the difference is being defined so as to properly choose the alternative and make correct decisions based on the sample data.

### 8: How to Set Goals: 12 Steps (with Pictures) - wikiHow

*James wanted them to know how to navigate through these trials so that they could not only endure, but joyfully endure (). As we saw last time, James exhorts them (and us) to adopt a radical attitude when we encounter various trials: "Consider it all joy" ().*

This is the second in a series of four lessons on close-up and macro photography by Andrew S Gibson, author of *Up Close*: In the last lesson, I wrote about close-up lenses and how they can help you get closer to the subject for close-up photography. Extension is the term used to describe the distance that the front element of your lens can be moved forwards. The further forward the element, the closer your lens can focus to your subject. Extension tubes work by increasing the extension of your lenses. An extension tube is a hollow, light-tight tube that fits between your lens and your camera mount. It moves your lens further from the camera, and the front element closer to the subject. The closer you can focus, the more magnification you get. The above photo shows a 50mm lens fitted with a 25mm extension tube. Extension tubes, generally speaking it depends on the lens get you closer to your subject than close-up lenses, in some closes nearly as close as you would be able to get with a macro lens. There are two types of extension tube that you can buy: The camera can still handle exposure "â€” just set it to aperture priority or program mode. The biggest drawback of these extension tubes is aperture control. While wide apertures can be used creatively, the narrow depth-of-field you get with close-up photography means that you usually need to stop down to get a large enough zone of sharpness to suit the image. However, if you have a lens with a manual aperture ring, this may not matter too much, as you can stop down manually although the viewfinder will get darker as you do so, making it hard to see at small apertures. The second type of extension tube is one with electrical contacts that maintains communication between the lens and camera body. You can see the electrical contacts in the extension tubes. You will find plenty of inexpensive extension tubes if you search on Amazon or eBay, and they are fine if you are on a tight budget or just want to play. But if you can, you should buy the second type of extension tube, which is one that maintains the electrical connection between the lens and the camera body. Nikon, Canon and Olympus make extension tubes for their cameras. These tubes are all of the second variety. Extension tubes work best with lenses of short to medium focal lengths. They are less effective with telephoto lenses. This is the opposite way around to close-up lenses see my first article here , which work better with telephoto lenses. The focal length of the lens you intend to use for your close-up work may determine which is the best accessory to buy. An advantage of extension tubes is that you can use them with any of your lenses. If you buy a set, you can join two extension tubes together to give you even more magnification. The only disadvantage of extension tubes is that there is some light loss. Adding an extension tube increases the effective aperture of the camera lens, which means you need to use either a longer shutter speed or higher ISO to compensate for the loss of light. Using extension tubes The best way to use extension tubes is to set the lens to manual focus. You can use the manual focusing ring on your lens to focus on the subject. Depth-of-field is very narrow this close up. If you are hand-holding the camera, you may need to use a faster shutter speed than normal to obtain a sharp image. The extra magnification also magnifies camera shake as well as the subject. What sort of thing can you take photos of with extension tubes? I like to use them for taking photos of flowers.

### 9: Sunday School Teacher's Guide - God's book the Bible

*Essential Questions. by Jay McTighe and Grant Wiggins. Table of Contents. Chapter 1. What Makes a Question Essential? Teachers regularly pose questions to their students, but the purpose and form of these questions can vary widely.*

Because it is so important to shape and guide children, God has given them the capacity to receive and understand spiritual truths from an early age. Children are trusting by nature and will believe whatever adults tell them—be it fairy tales, fascinating facts or Bible stories. They believe the miracles in the Bible without question and find it easy to talk to their unseen friend Jesus. Children are also keen to discover and learn new things. They easily learn new songs and Bible verses, and they love to listen to stories. But where does one start, and is it enough to keep telling children the same Bible stories? There is no specific order in which stories need to be told. Every story helps us to get to know what God is like, what we are like, and the way God wants us to live. When teaching the Bible one can use three progressive steps: Facts, Truths, and Application build on each other as the child progresses from infancy to adulthood. Facts A house without a foundation is unstable and, eventually, it will start to crack and crumble. Relating this analogy to our spiritual lives, the facts we learn from the Bible are the foundation stones upon which our spiritual insight is based. Bible knowledge does not ensure salvation but it does give children the opportunity to build their lives on the foundation of Truth. Facts from the Bible can be taught from the earliest years of a child because these relate to the characters and events that make up the many well-loved stories. At a young age when children are not yet able to differentiate between fact and fiction. The Bible is true—it is not just another story book. Get ideas and topics for teaching preschoolers from the illustrated devotion, I believe. Truths spiritual lessons A solid foundation without a house built on it has no real purpose. As such, every event and teaching in the Bible has been included for a reason. These lessons are spiritual truths which lead to Life and godliness. Spiritual truths can be taught to children from their preschool days. Download a list of Basic Bible truths: Truths for preschoolers 3. Application The roof makes the house practical by completing the purpose for which it was built. From the age of 7 or 8, children develop a spiritual awareness and a growing consciousness of right and wrong. At this stage of their lives it is important to link the spiritual truths lessons from the Bible to their everyday lives. The application of the written Word makes it the living Word because it changes us and leads to life Hebrews 4: Always try to creatively weave in the application with the story rather than tagging it on at the end with a phrase like, "Now what can we learn from Gideon today? You could say something like, "Can you imagine what Gideon must have been thinking? Unless the Bible is relevant to the everyday life of a child and unless the child develops a meaningful relationship with God, the Bible stories he or she has been taught may eventually be equated with fables and childhood stories. To summarize; by the time a child reaches the pre-teen years, the content of what is taught should include the following: Facts - what new facts have I learnt? This leads to Bible knowledge. Truths - what lessons have I learnt? This leads to spiritual understanding. Application - how can I apply this to my life? This leads to spiritual growth. Below are templates as well as information to help you plan and develop your lesson. Click on the titles to download Pdf format.

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