

**CURRICULUM DEVELOPMENT AND LESSON PLANNING CHART: USING
THE TAXONOMY OF COGNITIVE OBJECTIVES TO
TEACH A BIBLE PASSAGE***
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CATEGORY	MEANING	MICAH 6:6-16 ILLUSTRATION
1. Knowledge	Recall of information	What are the three things God requires of us? (Verse 8)
2. Comprehension	Understanding of subject matter being communicated, without necessarily relating it to other matters.	What does it mean to be “just”?
3. Application	The use of abstractions in concrete situations; relating concepts to the daily life experiences of the learners	Cite an often-discussed contemporary question that is addressed by this text? Use verse 8 as a means of helping Sam decide among choices A, B, C, and D.
4. Analysis	Breaking a communication into its parts so that organization of ideas is clear	What was animal sacrifice? Why was Micah discussing the offering of oil?
5. Synthesis	Putting elements into a whole	What does verse 8 have to do with verses 6 and 7? Compare this text with Hosea 6:6 and Matthew 9:13.
6. Evaluation	Judging the value of material for a given purpose; using a text to evaluate other subject matters or contemporary experience	Using verse 8 as the standard, what can we say is God’s conclusion concerning how well His people are doing? In the light of this text we’ve been studying, evaluate the behavior of the people in the story in column 3, page 1 of today’s <i>Tribune</i> .

*For the use of this chart, see my essay, “[Curriculum Development and Lesson Planning: For Teachers & for Teachers of Teachers](#)” on the Christian Education page of my [From Acorn to Oak Website](#) and on my [Academia.edu Website](#).