



**What is This?**

**Looking at Life**  
in the **Womb**  
Teen Edition

TEACHER GUIDE

# Looking <sup>at</sup> Life in the Womb

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## Introduction

“What is this?” That might seem like a strange question to you. It might seem so completely obvious that it’s not even worth talking about. “Duh, it’s a baby,” you might say. “My parents have a picture like that of me in my baby album, and pictures like that of my brothers and sisters, too. That’s what a baby looks like before he or she is born.”

On the other hand, maybe your answer is very different. When you see the picture above, you might say instead, “I see a fetus, not a baby.” Maybe you’re thinking, “I see a blob of tissue, I see a part of a woman’s body, but I don’t see a baby. Babies don’t exist until they are born.”

So which is correct? In reality, what is this? That’s the question that we are going to seek to answer in the course ahead of us, and it’s a very important question. Blobs of tissue are just blobs of tissue, and it doesn’t matter too much what happens to them; but babies are people. Babies have rights. Babies need to be loved and cared for, and we should not hurt them.

This course is made up of six modules. Each module will help you think about and answer the question “What is this?” from a different perspective — a scientific perspective, a visual perspective, a logical perspective, a historical perspective, and a theological perspective. By the end, you should be able to form a very clear and well-reasoned answer to the question, “What is this?” Here’s our plan:

### What Is This?

**Module 1:** What Does Human Development Say?

**Module 2:** What Does the Ultrasound Say?

**Module 3:** What Does Scientific Reasoning Say?

**Module 4:** What Does History Say?

**Module 5:** What Does the Word of God Say?

**Module 6:** What Do You Say?

## Let’s get started!

**Digital versions** of the teacher and student guides, as well as the “Looking at Life in the Womb” videos, are available free of charge on [LCMSlife.org](http://LCMSlife.org).



## Teacher Guide

The Ultrasound Education Project *What is This?* brings the miracle and sanctity of human life into your middle- or high-school classroom through the use of ultrasound technology. Learners will understand that pregnancy, even in its earliest stages, always involves a new human being – a life worth protecting and defending. The content and activities in this unit have been aligned with the Common Core State Standards and other recognized national academic standards.

Through the use of high-quality film and an age-appropriate teaching curriculum, the reality that the pre-born are human beings will be evident. By the end of the unit, learners will understand that pregnancy, even in its earliest stages, always involves a new human being – a life worth protecting and defending.

Ultrasound is proven to be the most effective means of providing education about prenatal development and unborn life. Not only this, but it is also the most valuable tool in the cause to eliminate abortions across our nation. This is because the very sight of a beating heart or a flailing limb of a baby in the womb is enough to convince observers of the humanity of the unborn. For this reason real ultrasounds, provided by volunteers, have been chosen to be at the heart of this unit. The curriculum surrounding these ultrasounds has been developed to enhance their inherent effectiveness.

This unit is comprised of six modules. The basic lesson in each module will require an hour of class time, but each module will also provide additional, optional activities that could require up to an additional hour, for a total of two hours per module. Thus you could cover all six units in as little as six hours, or as much as twelve hours, depending on the time available. Additionally, the curriculum will still be coherent even if some modules (i.e., 4 and 5) are skipped entirely. The goal is to give you maximum flexibility.

The entire curriculum is centered on the simple question, “What is this?” The six modules each investigate the answer to the question from a particular perspective.

### What Is This?

**Module 1:** What Does Human Development Say?

**Module 2:** What Does the Ultrasound Say?

**Module 3:** What Does Scientific Reasoning Say?

**Module 4:** What Does History Say?

**Module 5:** What Does the Word of God Say?

**Module 6:** What Do You Say?

Modules 1 through 4 will be intentionally secular in nature and would be appropriate for use in both public and Christian schools. Module 4, though it will discuss Christianity, will do so only from a historical perspective, simply demonstrating the fact that Christianity effected a radical change in the morality of the Western world in the early centuries A.D. Module 6 will be a culminating exercise that could be either Christian or secular, depending on whether you incorporate module 5, which is the only module that is explicitly Christian.

Please note: All of the sections that have a blue line are not included in the student edition.

### Vocabulary:

To assist with the implementation of this unit, the following vocabulary words will be helpful for the students to know. Some of these are introduced within the context of the module itself.

**womb** – uterus

**zygote** – fertilized egg; single-celled (in the first week)

**embryo** – after zygote starts to multiply (2 – 7 weeks)

**fetus** – baby that has all major parts, is at least eight weeks old and is in the mother’s womb

**conception** – fertilization of an egg by the sperm

**trimester** – three month period

**gestational age** – measure of the baby’s age starting from the time of the mother’s last menstrual period

**ultrasound** – medical imaging of a baby using sound waves

**sonographer** – medical person who performs the ultrasound

**argumentation** – systematic reasoning based on scientific evidence

**eugenics** – study improving the human race by selective breeding

**incarnation** – the embodiment of a deity in human flesh

**project cycle** – stages a project goes through from the inception of the idea through evaluation of its value

**project-based learning** – instructional approach to learning that occurs as the result of utilizing projects

**service learning** – learning that occurs as the result of integrating formal instruction with community service

### Materials:

picture cards, presentation slides, ruler (cm), string, large paper clips, cups, (optional – modeling materials), ultrasound video ([lcmsslife.org/resource/looking-at-life-in-the-womb-teen-edition/](http://lcmsslife.org/resource/looking-at-life-in-the-womb-teen-edition/)), Power Points, Student Recording Sheets



# Module 1:

## What Does Human Development Say?

**Objective:** Explore human growth and development from conception through adulthood and understand the changing characteristics and the timeline in which they occur.

**Materials:** picture cards, presentation slides, ruler (cm), string, large paper clips, cups, Power Point, Student Recording Sheets 1A and 1B, (optional: modeling materials)

**Vocabulary:** womb, conception, zygote, embryo, fetus, trimester

When scientists conduct research, they often make a claim, gather evidence, analyze the information, and communicate a conclusion based on their findings. In these first three modules you will look at the scientific evidence for human development and use this to support your own conclusion as you answer, “What is this?”

Let’s begin ...

## Part I – Identification of the Images

You will start by looking at some images from Mayo Clinic<sup>1</sup>, a well-known and respected medical facility. As you look at each slide, answer these questions for yourself: What is it, and why do you think so? Write your ideas on the Student Recording Sheet 1A.

<sup>1</sup> Images from: Mayo Clinic Healthy Lifestyle: “Pregnancy Week by Week, Fetal Development: The 1st Trimester”, Mayo Clinic, Accessed 13 January 2015 [mayoclinic.org/healthy-living/pregnancy-week-by-week/in-depth/prenatal-care/art-20045302](http://mayoclinic.org/healthy-living/pregnancy-week-by-week/in-depth/prenatal-care/art-20045302)  
“Pregnancy Week by Week, Fetal Development: The 2nd Trimester”, Mayo Clinic, Accessed 13 January 2015 [mayoclinic.org/healthy-living/pregnancy-week-by-week/in-depth/fetal-development/art-20046151](http://mayoclinic.org/healthy-living/pregnancy-week-by-week/in-depth/fetal-development/art-20046151)  
“Pregnancy Week by Week, Fetal Development: The 3rd Trimester”, Mayo Clinic, Accessed 13 January 2015 [mayoclinic.org/healthy-living/pregnancy-week-by-week/in-depth/fetal-development/art-20045997](http://mayoclinic.org/healthy-living/pregnancy-week-by-week/in-depth/fetal-development/art-20045997)

MODULE 1 - Student Recording Sheet 1A

Slide	What is it?	Why do you think so?
A		
B		
C		
D		
E		
F		
G		

At which point in the slides did the images become recognizable? \_\_\_\_\_

How old do you think the image in this slide is? \_\_\_\_\_