

***Civics for  
Christian Homeschoolers:  
Citizen of Heaven, Subject on Earth***

**Answer Key to Review Questions**

**By Scott Clifton**

**Web: [www.homeschoolpartners.net](http://www.homeschoolpartners.net)**

**Email: [scott@homeschoolpartners.net](mailto:scott@homeschoolpartners.net)**

**For a FREE two-week sample of *Classic Literature for Christian Homeschoolers*, *World Literature for Christian Homeschoolers*, and a free copy of *The First Book of Homeschool Follies*, [click here](#).**

## WEEK 1:

### Let's Review! – Week 1, Day 1

1. List the three basic elements that Bastiat says make man.

*Life, faculties, productivity, i.e., man's life, his liberty, and his property.*

2. How does Bastiat define the term *law*? What is its purpose? Why shouldn't the "common force" be used to violate the life, liberty, or property of anyone?

*Since man has a right to self-defense, Bastiat defines the law as the collective right to self-defense; its purpose is to protect the rights of others. The law ("common force") should not be used to violate the life, liberty, or property rights of anyone, since individuals themselves should not be allowed to do the same.*

3. How would a government that limited itself to its proper function affect its citizens?

*It would produce stability, because the citizens would feel secure that the law would protect their rights, and they wouldn't have to worry that the government would be responsible for their misfortunes.*

4. What does Bastiat say would happen if governments did not interfere in citizens' private affairs? What happens when governments interfere in this way?

*That they would take care of their own needs by free interaction with others, prioritizing their own wants. When government interferes, it creates unintended consequences that worsen the lives of many, leading government leaders to want to intervene even more, trying to fix the problems that they themselves created!*

5. What, exactly, does Bastiat say is the "perversion of the law"?

*Using the law to do the exact opposite of its true purpose; that is, using the law to steal from citizens, instead of protecting citizens from theft.*

6. Describe the "fatal tendency" of mankind that contributes to the perversion of the law. How should the law combat this "fatal tendency"? What happens instead, and why?

*The "fatal tendency" is the desire to avoid work—to satisfy his needs and wants at the expense of others. Those in government should use the law to prevent those who would try to steal the labor and property of others from doing so.*

*What happens instead is that, because laws are made by men (who also have the "fatal tendency" to live at the expense of others), the law is used to destroy independence, liberty, and property.*

**For Additional Thought:** In a way that demonstrates you understand the main idea of this section, respond to this statement that you hear from a friend: "The government should make sure that everyone has enough money to live."

*Answers will vary, but should read something like this: The law should be nothing more than the collective right to self-defense. The only way the law could "make sure that everyone has enough money to live" would*

*be to steal money from some and give it to others. But individuals aren't allowed to steal from others, so why should an organization which is supposed to PROTECT property be allowed to steal from others?*

### Let's Review! – Week 1, Day 2

1. What does the example of the Paul and the Berean Christians remind us to do?

*To check every claim, statement, or teaching with God's Word.*

2. How can you respond to those who say something that doesn't line up with what God's Word says?

*With respect, but by pointing out that God's Word comes above man's words.*

**For Additional Thought:** Name another subject of study that you as a Christian homeschooler should strive to approach with a Biblical worldview. Why is this important in the subject you chose?

*Answers will vary. Possibly science, so we can build our faith in what God's Words says about creation, but of course, any subject. It's important to look at all subjects with a Biblical worldview, so we can properly understand how God views and wants us to think about that subject.*

### Let's Review! – Week 1, Day 3

1. List the citizenship requirements for a United States representative, senator, and President.

*Representatives must have been U. S. citizens for at least seven years, senators must have been U. S. citizens for at least nine years, and Presidents must be **natural-born** U. S. citizens who have lived in the U. S. for at least 14 years.*

2. Define the term *naturalized citizen*. Name several requirements a person must meet to become a naturalized citizen of the United States.

*A naturalized citizen is someone who was not a natural-born citizen, but who has met several requirements to become a citizen. To become a naturalized citizen of the U. S., one must get a permit to live in the U. S., live in the U. S. for at least five years, have fingerprints taken, pass an English test and a civics test, and take an oath of loyalty to the U. S.*

**For Additional Thought:** Think of a nation you're interested in. Look up the requirements for citizenship, and jot down one interesting requirement in your notes.

*Answers will vary.*

## WEEK 2:

### Let's Review! – Week 2, Day 1

1. What two ways do plundered groups react when they face “lawful plunder”? What happens to the nation when they choose the second response?

*They try to stop it, or they try to get in on it. When they try to get in on the plunder, it leads to harming everyone, since it creates endless groups of persons trying to plunder others.*

2. List the main negative effects that occur when the law is used to plunder. What accusations are leveled at those who point this out?

*It destroys from the citizens' consciences the difference between justice and injustice, because they think: “The law is moral and just, and the law is plundering, so this plunder must be moral and just!” It also increases the importance of human passions and politics, such as the right to vote.*

*When those like Bastiat point out that law should not be used to steal, they are often called “rebels” and “despisers of the law.”*

3. Explain Bastiat's point about “universal suffrage.” Why is *what* is voted upon more important than *who* has the right to vote?

*His point is that the government restricts voting to certain groups, because the law has become perverted so that it plunders some at the expense of others, and the government wants to make sure the voters are “capable” of voting. But Bastiat points out that it probably wouldn't matter who voted as long as voters were not allowed to vote in any system of plunder! This would stop the arguing and fighting about who had the right to vote, because if the law were restricted to its proper function, the people wouldn't be trying to make sure they could vote because they wanted to vote government policies and plunder in their favor.*

**For Additional Thought:** Bastiat points out in this section that when the law partakes in plunder, it confuses the difference between right and wrong in the minds of the people. Try to name two other acts (not necessarily plunder) that your government takes part in that are actually immoral, but viewed by many citizens as appropriate since “it's legal.”

*Answers will vary, but they might include abortion, gambling, bombing civilians of other nations, arresting parents for spanking their children, and so on.*

### Let's Review! – Week 2, Day 2

1. List the two conditions that qualify someone as a “natural-born citizen,” according to European, English, and American tradition.

*Being born in the United States, and being born to parents who are both U. S. citizens.*

2. Why is a President of the United States required to be a natural-born citizen?

*To lessen the possibility of his being torn between acting in the best interests of the United States and acting in the interests of his native country.*

3. Define the term *anchor baby*. What requirement does an “anchor baby” lack for automatic U. S. citizenship? *An “anchor baby” is a baby illegally born in the U. S. that some say is a citizen because of that, and then has the right to “anchor” the rest of its family into living in the U. S. Anchor babies don’t qualify for automatic U. S. citizenship, because they are not “under the jurisdiction of” the U. S.*

**For Additional Thought:** Look up a news article on either the subject of “natural-born citizen” or “anchor baby,” and write a brief summary (2-3 sentences) of the article’s main point.

*Answers will vary.*

### **Let’s Review! – Week 2, Day 3**

1. What does the word “conversation” mean in Philippians 3:20? Where is a Christian’s true “conversation”?

*It means “citizenship.” A Christian’s true “conversation” is in heaven.*

2. What does Ephesians 2:19 say about Christians?

*It says that they are “fellowcitizens” with other Christians on earth.*

**For Additional Thought:** Pick two of the above bulleted issues above that list the benefits to a nation that increased Christianity would bring, and write brief explanations of how *specifically* your two issues would benefit the nation.

*Answers will vary. Students might note something like how there would be fewer divorces and abusive parents, better relationships between children and parents, murders would decrease if many inclined to kill were converted and had changed hearts, crimes in general would decrease (which should mean fewer judges and policemen needed), better conditions for the poor due to more Christian charitable giving, and so on.*

## WEEK 3:

### Let's Review! – Week 3, Day 1

1. When a nation's people realize that the law is being used to plunder, what happens? Explain the “beggars and bums” argument.

*They all want to get in on it, and the plunder worsens. The “beggars and bums” argument is this: Since the law is being used to enrich others at our expense (through taxes), we should also be able to use the law to enrich ourselves at the expense of others!*

2. What two examples of plunder does Bastiat say exist in the U. S. (in 1850)? How is each plunder?

*Slavery is plunder, because it steals the right of man to be at liberty. A protective tariff is plunder, because it enriches one man's business at the expense of others, who are forced to pay higher prices for goods.*

3. Define the terms *illegal plunder* and *legal plunder*. How can *legal plunder* be identified?

*Illegal plunder is what everyone recognizes as plunder—theft, swindling, etc.—and what the law has traditionally recognized as a crime and punished. Legal plunder occurs when the law is used to steal from one group of persons and give to another.*

*Legal plunder can be easily identified by seeing if the law does something that the average person can't do without committing a crime.*

4. List some fancy names given to forms of legal plunder. What do we call a system that combines many of these forms?

*Tariffs, protection, privileges, benefits, encouragements, progressive taxation, free education, right to labour, right to profit, right to wages, right to assistance, right to instruments of labour, free credit, and so on. The system that combines these forms is called socialism.*

5. Why does Bastiat say that using the law to combat socialism is doomed to fail?

*Because the law itself has been the chief advocate of socialism!*

**For Additional Thought:** Name one example of *legal plunder* that occurs in our nation today—one that is *praised by many people*. Write a brief argument that explains to these people why your example actually is theft committed by the government *and* what would happen if this government program were ended.

*Answers will vary, but might include government education, welfare, tariffs, school lunches, college grants, “free” health care for the poor and elderly, and so on.*

### Let's Review! – Week 3, Day 2

1. Define *capital punishment*.

*The power granted to government to execute murderers.*

2. What does Romans 13:1-2 say about the source of government power? How does it warn Christians?

*The source of government power is from God; Romans 13:1-2 warns Christians that if they resist government powers, they are resisting the “ordinance of God.”*

3. Briefly sum up the section titled “Are All Rulers Established by God?”

*The Bible indicates that God sets up earthly rulers, but also indicates that not all rulers are approved of by God, although He allows these rulers to rule. Even so, they—not God—are responsible for their actions.*

4. Explain what Romans 8:28 means.

*It means that God uses the evil that men do and that happens to Christians to work His eternal purpose.*

**For Additional Thought:** Come up with one specific way that a Christian can *wrongly* resist an earthly ruler.

*Answers will vary, but they could include things like refusing to pay taxes, or refusing to obey other laws passed by earthly rulers.*

### Let’s Review! – Week 3, Day 3

1. Define the words “terror” and “evil” as they are used in Romans 13:3.

*“Terror” is dreadful fear that governments are to cause in those who commit evil acts. “Evil” refers to acts by those who physically harm others. The second part might include examples like assault and battery, stealing money, kidnapping, and so on.*

2. Sum up the two common excuses for big government listed in this section.

*The claim that government should be powerful to take care of people, who are generally too incompetent to take care of themselves, and the claim that government should be powerful, so it can correct immorality in a nation.*

**For Additional Thought:** Give an original example of how a government can properly fulfill its purpose of being a “terror” to evil.

*Answers will vary, but could include things like stopping robbers, someone who beats up someone else, or a murderer.*

Jot down several ways that a modern king or president could act wickedly or unjustly. Then take one of those ways, and think of a way that God could turn it into good (Romans 8:28).

*Answers will vary, but a ruler could steal from the people or set free/refuse to prosecute legitimate law-breakers. God could turn his stealing from the people into a positive, for example, by bringing someone to Christ who loses his money via unjust taxation and turns his heart toward God instead.*

## WEEK 4:

### Let's Review! – Week 4, Day 2

1. What are the three possibilities that a nation can choose regarding plunder?

*The few plunder the many; everybody plunders everybody; nobody plunders anybody.*

2. What is and is not the proper function of the law?

*Its proper function is to protect the liberty and property rights of citizens (to organize justice), and when the law seeks to organize other human activities (religion, education, trade, etc.) it destroys justice.*

3. What attracts some to the idea of socialism? How does Bastiat respond to this?

*Some see socialism as being a benevolent way that government can provide for the needs of its citizens, but Bastiat points out that the State is not benevolent when it uses violence (force) to destroy justice, instead of guaranteeing justice. Citizens are not free under socialism.*

4. What is Bastiat's definition of *plunder*?

*When one person has part of his wealth taken from him and given to someone else who did not earn it.*

5. What is the answer to the socialists' claim that the law should organize labor, education, and religion?

*By doing so, the law disorganizes justice. It destroys the very freedoms it is supposed to protect.*

6. What does the idea that "the law is force" mean about the law? How should the law be only "negative"?

*The law should only use force to prevent any person from violating the rights of other people—that is, to "prevent injustice." This is the "negative" impact of the law. If the law acts "positively"—forcing people to work, learn, or worship, for example, it destroys the very liberty it is supposed to protect.*

**For Additional Thought:** You hear a speaker say, "I believe socialism is a benevolent system that helps provide for the needs of citizens." He asks for a response and you stand up and say, "I reject socialism, because I oppose *violence*." The speaker says, "What do you mean?" How would you answer?

*Answers will vary, but the essential idea is this: Socialism is violence. It uses force to steal from some and give to others. If you resist having your property taken from you, you will be arrested, thrown in jail, or worse.*

*It sounds very mild and non-threatening to say, "We want to provide for everybody's needs!" But the question is: How are you going to do it? The answer, if you logically follow the steps required of socialism, is by the use of force (violence)! That's why those who oppose violence against others oppose socialism.*

**Let's Review! – Week 4, Day 3**

1. Sum up the two main ways a Christian can be a good subject, according to Titus 3:1-2.

*First, to obey earthly rulers; second, not to speak evil of other men or fight with others, and to have a gentle, meek spirit.*

2. Sum up 1 Peter 2:13-17's instructions to Christians as pertaining to government.

*To submit ourselves to governmental rulers, in obedience to God. This makes a good impression upon non-Christians and makes them look foolish in criticizing Christians. Also, to honor all men, love our fellow Christians, to fear God, and to honor our ruler.*

3. What should Christians do about unjust/dumb laws?

*To do God's will by submitting to them—unless, of course, they contradict what God tells us to do.*

**For Additional Thought:** Give an example of how obeying a ruler can make a good impression upon a non-Christian.

*Answers will vary, but could include things like honoring a tax that the Christian could get away with not paying, or something similar.*

## WEEK 5:

### Let's Review! – Week 5, Day 1

1. Explain when a Christian should disobey his government.

*When it tells him to disobey a command of God.*

2. What did Mayhew and Calvin claim about a Christian's disobeying government? What is wrong about this?

*That whenever a government ruler is a "tyrant" or "unjust" that Christians should disobey him. Christians have no right to do this; we don't get to decide when a ruler is a "tyrant." We are commanded by God to obey earthly rulers.*

3. What does Jesus say about resisting evil and tyranny?

*He said NOT to resist evil, and He never told His followers to resist taxation, injustice at the hand of the government, or any similar thing.*

**For Additional Thought:** Think of an *original* example in history where a Christian (or follower of God before Jesus came to the world) disobeyed the government because the government commanded him to disobey God.

*Answers will vary, but could include things like those Christians who gave their food to the poor suffering under communist governments, those who refused to worship Mary if ordered to by the Roman Catholic Church, those who refused to murder others by going to war for the state, those who refused to lie as a part of their job requirement, and so on.*

### Let's Review! – Week 5, Day 2

1. What does it mean to "speak evil" of rulers?

*To insult, ridicule, mock, or speak abusively of them.*

2. What kinds of people do Jude 1:8 and 2 Peter 2:10 lump in with those who "speak evil" of rulers?

*People who imagine wickedness, pursue fleshly sins, hate authority, act arrogant and selfish, and speak evil of rulers.*

3. Why does God want Christians to pray for earthly rulers, according to 1 Timothy 2:1-4?

*Because He wants all men to be saved, and to "come unto the knowledge of the truth."*

**For Additional Thought:** You hear someone at church say, "Oh, I *hate* that stupid Senator Jones! She's the biggest crook in Washington, and Lord have *mercy*, that woman is ugly as a *toad!*" How could you respond Biblically to that person?

*Answers will vary, but something like, “She might be a crook, but our responsibility as Christians is to pray for those in government positions, not to “speak evil” of them by angrily calling them crooks or mocking their looks.”*

### Let’s Review! – Week 5, Day 3

1. Explain the two main ways that Romans 12:17 teaches Christians to live in their community.

*First, not to return evil for evil, and second to live an honest life among everyone.*

2. Give several ways that Christians can handle, react to, and endure persecution.

*Bless them which persecute you: bless, and curse not (Romans 12:14). Recompense to [pay back] no man evil for evil (Romans 12:17a). If it be possible, as much as lieth in you, live peaceably with all men (Romans 12:18). Love your enemies, do good to those that hate you, bless and pray for those that curse, insult, and abuse you (Luke 6:27-29). Take suffering without threatening your attackers (1 Peter 2:21-23). Refuse to return evil for evil (1 Thessalonians 5:15).*

**For Additional Thought:** What percent of arguments and disputes in a typical community would you guess involve Christians? What percent of the time do you think Christians settle these disputes peacefully, as Christians should?

*Answers will vary*

Give an *original* example of persecution that Christians face in today’s world (in America or any other nation). Why do you think the world often hates Christians?

*Answers will vary. Students might point out that the world hates Christians because Christians are reminders that God expects certain behavior and submission to Him—actions that most of the world does not want to fulfill.*

## WEEK 6:

### Let's Review! – Week 5, Day 1

1. What does the average politician think is the solution to social ills? Why should he know better?

*He thinks the solution is to use the law to plunder one group to give to another; he should know better because this approach has failed repeatedly throughout history.*

2. Explain why the law's providing for charity and education is plunder.

*The government cannot provide welfare or "free" education for one group without destroying justice for another group, since it is from plundering from others that it gets the money to give to one group.*

3. Why do socialists give plunder names like "unity" and "association"? What do they accuse their critics of?

*To disguise the fact that these are systems of plunder, and so they can defend these programs, since they can accuse anyone who opposes their plunder of being against things like "unity" and "brotherhood." When someone opposes the government's running something like education, socialists accuse him of being opposed to **all** education!*

4. What are the two main groups of mankind, according to socialists? How do socialists view these two groups?

*Socialist divide mankind into two groups: men in general, and themselves (the elite).*

*The socialists view man in general as unable to do anything on his own, and innately evil and lazy. They see mankind as a potter sees the clay—as nothing more than organic materials that they have the right to shape as they wish.*

*The legislators view themselves as wise, benevolent supervisors without whom nothing would get accomplished, free from the sin that taints mankind.*

**For Additional Thought:** Someone says to you, "You're *against* programs for the poor? I can't believe it; I thought you Christians were supposed to be *compassionate* toward the poor! You're okay with just letting all poor people starve to death or die out in the cold?" How do you respond, using Bastiat's basic argument above? (See also Acts 20:35.)

*In short, just because someone opposes the government's running charities doesn't mean he opposes ALL charities. Christians, in particular, are duty-bound to help the poor, as Acts 20:35 points out.*

### Let's Review! – Week 6, Day 2

1. List the three main guidelines in this section for Christians who interact with other Christians.

*Serve and submit to other Christians, provide for poor Christians, and don't cheat your fellow Christians (and accept being cheated yourself).*

2. Think of a way that a Christian's *not* suing a brother over a dispute could be **positive**. Now think of a way that a Christian's suing a brother could have a **negative** result.

*Answers will vary.*

**For Additional Thought:** Think of an area in your life where you might be putting *your* needs or desires first, instead of others' needs. Write down one way you could change this *starting this week*.

*Answers will vary.*

### Let's Review! – Week 6, Day 3

1. List some major flaws with democracies.

*Majorities aren't reliable and aren't knowledgeable enough to know how to view issues; sometimes majorities do evil; majorities rarely look out for the rights of minorities; majorities tend to try to use their status as a majority to trample the rights of or plunder the minority.*

2. Why do you think average people support democracy?

*The idea of democracy seems "fair" and/or generous, when everyone has input into government.*

3. What did John Adams mean when he said, "There never was a democracy yet that did not commit suicide"?

*He meant that democracies "kill themselves" by destroying themselves through the people's voting to enrich themselves at the expense of others, until the government and nation become unstable because of all the angry members of the minority being plundered.*

**For Additional Thought:** Think of a real-life example in which making a decision based simply on majority rule would harm the minority.

*Answers will vary, but might include anything in which the majority might have a different purpose than the minority.*

## WEEK 7:

### Let's Review! – Week 7, Day 1

1. Sum up Bossuet's beliefs about the State and the average person. How does Fenelon agree with Bossuet's basic principle about rulers?

*Bossuet believed that rulers were personally responsible for every advance in technology, every moral good, and every scientific discovery or increase in wealth; the common man could do nothing but simply wait for the rulers to tell him what to do. Fenelon, in his novel The Adventures of Telemachus, echoes Bossuet's belief that it is the rulers of a nation that make everything progress.*

2. How would you respond to Montesquieu's idea that the law should be used to "equalize" the rich and the poor?

*Answers will vary, but first, what Montesquieu suggests is state-sponsored theft, plain and simple. Another important question: How do those who "equalize" the rich and the poor know when they have been "equalized"? Where is the proof that they have specialized knowledge or genius in the ability to determine how much to steal from one group and give to another? How do they make an accurate determination of who is "poor" and who is "rich"? How can they know to what extent that some are poor because of their own lack of ambition, and therefore should not be rewarded for their own choices?*

3. How would you respond to Bossuet, Fenelon, and Montesquieu about what the responsibility of rulers is as far as aiding "their" nations in advancing in morality, progress, and technology?

*Answers will vary, but the true job of a ruler, if he wants a nation to progress, is to get out of the way—except for guaranteeing justice for the people—and let them pursue their interest. This will lead to the greatest amount of progress and advancement and happiness possible.*

**For Additional Thought:** You find yourself as the ruler of a nation. Briefly explain what would you do to promote the people's progress, happiness, and growth in "your" nation?

*Answers will vary, but the best method would be to stay out of the way of the people's drive to work, to invent, and to succeed—and to let them know that you will use the law only to protect the lives, liberty, and property of everyone.*

### Let's Review! – Week 7, Day 2

1. Define *republic*. Why should republics be better protectors of the people's liberties than democracies?

*A system of government where elected or appointed officials represent the people. Republics should be better protectors of the people's liberties because they should be less volatile than democracies, where only a majority of voters is needed to change a law, plunder, or otherwise violate the rights of the minority.*

2. How was the U. S. Senate set up as a republican form of government? How did it change?

*Originally, senators were sent by state legislatures, not majorities of voters in their states. The Seventeenth Amendment changed the way senators were sent to Congress by making a majority of voters responsible.*

Define *constitutional republic*, *banana republic*, and *fake republic*.

*A constitutional republic is a republic limited by a constitution; a banana republic is a derogatory term for a third-world nation run by a dictator; a fake republic is a republic in name only.*

**For Additional Thought:** Name at least one strength and one weakness possible in a republic. (Hint: Think about the representatives themselves who vote, instead of the people.)

*A strength of a republic is its relative difficulty in changing laws to benefit the majority at the expense of the minority. One weakness of a republic is that the representatives themselves could vote in favor of those who bribe them, instead of the people they are supposed to represent.*

### Let's Review! – Week 7, Day 3

1. Define *socialism*, *communism*, and *fascism*.

*Socialism is a government system with a powerful government, much control over property and business, and high taxes. Communism is a more violent version of socialism, with total control over citizens enforced by the constant threat of imprisonment or execution for resisting. Fascism describes any government system that takes control over the people, heavily regulates and taxes, and disdains individual rights.*

2. Why can't socialism or communism possibly work well (except for those in charge)?

*Because the government has no trustworthy way of knowing how much of all the goods and services in a nation should be produced, since they can't react to customers' choices like a free market economy.*

3. How do atheism and evolutionism contribute to the belief in communism?

*The extreme violence and denial of basic human rights that are always a part of communism stem from the philosophy of communists, who do not believe there is a God who wants man to treat his fellow man well. The belief in evolution to a communist leader means that man is just an evolved animal, and he is in control, so he can do whatever he wants, since he's simply an evolved animal ruling over other animals.*

**For Additional Thought:** If they don't work, why do you think socialistic and communistic governments still exist, and why do many people still support them?

*They still exist because men are evil, and those at the top of socialist and communist governments use the systems to enrich and empower themselves, fulfilling their selfish desires. Probably many people still support them because they feel that somehow "spreading the wealth" is fair, and they are susceptible to claims of many writers and teachers that these systems are benevolent.*

## WEEK 8:

### Let's Review! – Week 8, Day 1

1. Define *statutory law*.

*Written law, passed by a legislature.*

2. How does Frederic Bastiat's *The Law* agree with what the Bible says is the law's purpose?

*Both agree that the law should be a punisher of evildoers—those who harm and steal.*

3. Why do many think statutory law is inherently moral and respectable?

*Because it's written down and passed by a body of lawmakers, which seems to give it more weight.*

**For Additional Thought:** What is the relationship between the law and justice?

*Law IS justice; law should be for the very purpose of administering justice.*

Why do you think so many needless statutory laws keep getting passed?

*Politicians like to imagine that their will should be king, and they should pass any and every law that fulfills their whims and status as power seekers. Some of these laws also, doubtless, benefit the politicians themselves and those they have befriended.*

Ask your parents to name a law that they think is point-less, unjust, or both.

*Answers will vary.*

### Let's Review! – Week 8, Day 2

1. Define *common law*, *natural law*, and *precedent*.

*Common law is law "common" to a nation, spread and regularized by judges. Natural law describes what man naturally knows is right and just. A precedent is a previous decision that judges use to make decisions on similar cases.*

2. With which type of law did the American founders credit the American Revolution?

*Natural law.*

3. How is common law often better than statutory law when it comes to sensible, rights-protecting judge-ments?

*Common law is more often spread by local lawmakers and based upon simple justice, unlike statutory law, which is often passed by faraway legislatures with little thought or care for the people affected by these laws, and often violates the liberties and property rights of the people.*

**For Additional Thought:** How can Christians agree with those who support the idea of natural law? How can Christians disagree?

*Christians can agree with “natural law” in that the law’s purpose should be to protect the safety and property of others, and to reflect right and wrong. They can disagree with natural law supporters who claim that man’s reason is above God’s Word in determining what is right or wrong, and also that man should not obey laws that are unjust.*

### Let’s Review! – Week 8, Day 3

#### Section 1:

- Sum up Section 1’s main idea.  
*When a people wants to cut ties with another nation that is connected to it, and they want to be a new nation—as natural law says they have the right to do, they should tell the world why they want to separate.*
- What reference to *natural law* is made?  
*The reference to natural law is the mention of the “laws of nature.”*
- How does the author refer to the Supreme Being?  
*The DOI refers to God as “nature’s God.”*

#### Section 2: According to this section...

- What rights are called “unalienable”?  
*Life, liberty, and the pursuit of happiness are among the “unalienable” rights.*
- What is the purpose of government as stated here?  
*The purpose of government as stated here is to secure the above unalienable rights.*
- Where do governments derive their powers? What “right” do the people have if they don’t like their government? How do these ideas compare to Romans 13:1-2 and 1 Peter 2:31-17?  
*According to the DOI, governments derive their powers from the people’s approval, and the people can overthrow a government if they don’t like it. This contrasts to Romans 13:1, which says GOD is the source of government, not the people, and to 1 Peter 2:13-17, which says that Christians are to submit themselves to governmental ordinances.*

### Let’s Review! – Week 8, Day 4

#### Sections 3-21:

- What *overall* accusation is leveled at King George III?  
*King George is accused of desiring to completely run over the colonies as a tyrant.*
- List two or three acts that King George is accused of in these sections.  
*Answers will vary on the acts.*
- Can you find any acts that King George is accused of that justify a Christian’s taking part in a violent revolution?

*Answers will vary on whether Christians are justified in revolting against the king, but certainly the answer should be “No”—there’s nothing that a Christian could take in the DOI’s accusations that would require him to violate the Word of God if he obeyed the king.*

### **Sections 22-23:**

- Analyze this *Section 22* line from (a) a non-Christian view and (b) a Christian view: “A prince, whose character is thus marked by every act which may define a tyrant, is unfit to be the ruler of a free people.”  
*From a non-Christian view, it does seem reasonable, assuming the accusations are true. From a Christian view, however, the tyranny of a ruler is regrettable, but God has either placed rulers in their reigns or at least allowed them their places, and it’s not the business of Christians to attempt to overthrow them, as the Bible verses we’ve reviewed say.*
- Sum up *Section 23* in your own words.  
*Essentially, it says that the Americans warned their British friends and rulers to stop harassing them, but they weren’t happy with the results, and now must treat Britain as a separate nation.*

### **Section 24:**

- Write a one-sentence summary of this section.  
*In this section the revolutionaries declare their independence from Britain.*
- What two references to God, one at the beginning, one at the end, does this section contain? What do the revolutionaries request of Him?  
*The two references to God and requests are (1) an appeal to the “Supreme Judge of the world” to bless their efforts at revolution, and (2) a belief that God is on their side, expressed by the words “with a firm reliance on the protection of Divine Providence.”*
- What is your take, as a Christian, to these requests?  
*A Christian would have to object to the idea that God would actually bless a group that declares that they have the right to revolt against a rightful ruler, when the Bible clearly teaches Christians to “be subject to principalities and powers” and to “obey magistrates” (Titus 3:1).*

## WEEK 9:

### Let's Review! – Week 9, Day 1

1. How does Rousseau see the relationship between men and their “prince”?

*Similar to the relationship between the farmer and the soil—the farmer is the prince, and according to Rousseau, his job is to work with the nation’s citizens, treating them as unthinking clods of dirt who cannot act without his direction.*

2. List some examples of Rousseau’s advice to rulers. How are Raynal’s thoughts similar?

*Don’t allow wealth or poverty; direct the people into what work they should pursue; transform the nature of individuals so that they are complete and happy persons.*

*Raynal’s ideas are similar in that he believes the legislator should regiment the lives of all those who live under him—telling the people what occupations to pursue, dividing up land among them,*

3. Under a government-run economy, what does Raynal tell legislators to use to stop the new generation from thinking for themselves?

*A system of government education!*

4. Sum up Bastiat’s thought under “Men, Not Manure.”

*He reminds these arrogant legislators that the “manure” they seek to spread out while planning their “farms” (societies) is not manure—it is made up of members of mankind, who have the same natures, dreams, talents, and God-given ability to think and plan as the legislators themselves.*

**For Additional Thought:** Refer to the answer to Question #3. How, exactly, does this process work?

*Answers will vary, but in a nutshell, here’s how: Christian schools promote God, military schools promote the military, and government schools promote...you guessed it. Since every teacher and administrator in state schools is a government employee, gaining a living through the government’s forced taxation of others, a great preponderance of those who mold young minds in that system will pass to them the belief that government should be the institution that directs everyone, equalizes everyone, and provides for everyone.*

*It’s therefore no surprise that in the United States today, we find ourselves in a situation in which most children and young adults pronounce these same ideas, having heard them for 13 years, and sometimes even 15 or 17, if college is included).*

### Let's Review! – Week 9, Day 2

1. Name the main two parts of the U. S. Constitution.

*The seven articles and the 27 amendments.*

2. What two English documents were key influences on state constitutions and the U. S. Constitution?

*The Magna Carta and The English Bill of Rights.*

3. Explain the Articles of Confederation. Why do many big-government writers and historians criticize it?

*A loose agreement among the 13 states (nations), which did not create a powerful centralized government. The AOC existed from 1781 to 1789, before the U. S. Constitution, and it kept states sovereign. Many big-government supporters criticize it because it didn't create a powerful, central government, leaving the states as sovereign mini-nations.*

**For Additional Thought:** Look up the original state constitution or charter for *one* of the 13 original colonies. *Be sure it's the original constitution, not the present one.* Quickly scan it, and write down several notable phrases or familiar-sounding rights that you find.

*Answers will vary, but students should find guarantees of the rights of the people that sound familiar if the student has read the U. S. Constitution (freedom of speech, religion, the press, the right to bear arms, a jury trial, and so on).*

### Let's Review! – Week 9, Day 3

1. What was the Constitutional Convention's stated purpose of holding the convention? What happened instead?

*Its purpose was to REVISE the Articles of Confederation, but instead it created the United States government, which was given more powers over the states and the people.*

2. What is the Bill of Rights?

*The Bill of Rights is the first 10 amendments to the Constitution, added after many voiced concerns that the U. S. Constitution did not do enough to protect the rights of the people.*

3. Summarize in your own words the “two flawed views” of the United States Constitution.

*The first view is that the Constitution is useless and outdated and should be haphazardly replaced or drastically modified. The second is that the Constitution is a hallowed, holy, flawless document that should be almost as revered as the Bible.*

**For Additional Thought:** Quickly scan the state constitution you read for the “For Additional Thought” question on Week 9, Day 2's reading. Look for any mention of God or Jesus Christ, and write the references down. (God might be referred to as “Providence,” “Divine Being,” “Supreme Ruler,” or something similar.)

*Answers will vary.*

## WEEK 10:

### Let's Review! – Week 10, Day 1

1. What do Mably and Condillac propose in their excerpts?

*Mably favors creating a dictatorship—temporarily, of course—when he thinks that evil grows too much in a nation. Condillac proposes that the law, somehow, equally distribute both property and dignity to citizens.*

2. What mistake does Bastiat say that 17th- and 18th-century philosophers made regarding ancient cultures?

*Instead of understanding that many ancient cultures—Egypt, Persia, Greece, and Rome—oppressed their peoples in many ways, the philosophers look to these deeply flawed cultures as models for the modern day.*

3. Define *liberty*.

*The right to your own life, liberty, and property, and the limiting of the law to its proper purpose: protecting these rights from others (preventing injustice).*

4. Sum up the common idea of the writers from the French Revolution era whom Bastiat quotes.

*They write that rulers should have absolute power over their subjects in all areas.*

5. What word does Robespierre use to describe what rulers should use to establish virtue?

*Robespierre says that to establish virtue, rulers should use “terror”!*

6. What does Bastiat suggest these writers do before they go about reforming society?

*Bastiat points out that these writers might better use their time working on reforming themselves first!*

**For Additional Thought:** Robespierre’s use of a certain word (the answer to Question #5) recalls God’s Word in Romans 13:1-4 (especially verse 3). Look up this passage, and explain the *difference* in what God’s Word says and what Robespierre promotes.

*Robespierre’s use of “terror” involves using the force of government to steal their property and give it to others. The Bible’s use of the word “terror” in Romans 13:1-4 refers to how good government threatens and punishes those who commit crimes against the innocent.*

### Let's Review! – Week 10, Day 2

1. Name the requirements for a U. S. representative and how long a representative’s term is.

*A representative (term length: two years) must be 25 years old, a U. S. citizen for seven years, and a resident of the state he represents.*

2. Name the requirements for a U. S. senator and how long a senator’s term is.

*A senator (term length: six years) must be 30 years old, a U. S. citizen for nine years, and a resident of the state he represents.*

3. Sum up Article I, Section 8 and Article I, Section 9. About how many powers are listed for Congress?

*Article I, Section 8 lists the powers granted to Congress (about 20); Article I, Section 9 places limits on the powers of Congress.*

**For Additional Thought:** The U. S. government can pass a law with just a majority of the House, a majority of the Senate, and the President’s signature. Can you think how this method could result in what Bastiat calls “plunder”?

*A law could be approved by a majority of House members, sent to and approved by a majority of the Senate, and signed into law by a President—all of these approving a law that plunders from a minority of the people represented by the House and the Senate!*

Which of the powers of Congress listed in Section 8 do you think has the most potential to violate the people’s liberties? Why do you think that the power to declare war was granted to Congress, not to the President?

*Answers will vary, but many students will probably choose the power to tax, since it is such a destructive power to give a government body. Some might put the power to make all “necessary and proper” laws, since that phrase is so malleable that it could allow Congress to pass practically any law.*

*The power to declare was granted to Congress, not the President, ideally to keep a hot-headed President from going to war too hastily, without a great deal of discussion.*

Explain this argument that someone could logically make about the Constitution: “Since Article I, Section 8 lists all the powers of Congress, there doesn’t even need to be a Section 9!”

*Section 9 lists a number of powers that Congress does NOT have...but if all the powers of Congress are already listed in Section 8, what’s the need for listing the powers Congress doesn’t have? If a power isn’t listed in Section 8, Congress shouldn’t have it!*

### **Let’s Review! – Week 10, Day 3**

1. Name the requirements for a U. S. President and how long a President’s term is.

*A U. S. President (term length: four years) must be a natural-born citizen, 35 years old, and a resident of the U. S. for at least 14 years.*

2. Sum up the Electoral College method of electing the President. How many “points” does a candidate need to win?

*The Electoral College is a “point system” used to elect Presidents; candidates get ALL the “points” of a state (the number of representatives plus two senators) if they win a majority of that state’s votes. A candidate needs 270 points to win.*

3. Why *shouldn't* the U. S. President be viewed as “the most powerful man on earth”?

*He shouldn't be because the Constitution grants the President very few broad powers*

4. Define the terms *high crime* and *impeach*.

*A “high crime” is a crime committed by someone in a “high” position. To impeach means to put someone (in this case, the President) on trial for committing a crime or crimes while in office.*

**For Additional Thought:** Do you think big-government fans support a weak President or a strong President? Why?

*Students will probably answer “a strong President,” because a President with a great deal of power fits the mindset of a person who thinks the government should regulate, run, and make decisions about what the people may do.*

Why do you think so many U. S. citizens get so worked up about presidential elections? Do you think they would be so concerned if the President's few powers and duties listed in the Constitution were strictly observed?

*Because many citizens expect the President to do what THEY want, and possibly plunder to benefit THEM. They wouldn't care as much if Presidents strictly followed their constitutional powers and duties, because these are limited to a small group—with NO power over making laws except negative (vetoing a bill sent to him by Congress).*

## WEEK 11:

### Let's Review! – Week 11, Day 1

1. Who appoints Supreme Court justices? Who has to approve their appointments?

*The U. S. President appoints them; they must be approved by the Senate.*

2. What is different about the length of time that federal justices serve, as opposed to the term lengths for representatives, senators, and presidents?

*Supreme Court justices serve life sentences.*

3. Define *original jurisdiction* and *appellate jurisdiction*.

*Original jurisdiction means the right to hear a case first; appellate jurisdiction means the right to hear a case if it is successfully appealed to a higher court*

4. How can Congress use Article III, Section 2 to rein in federal courts that overstep their powers?

*Congress can limit the types of cases that federal courts may hear, to stop them from undoing decisions made by state courts.*

5. How is treason defined in the U. S. Constitution?

*Treason is defined as either making war against the United States or helping the enemies of the United States.*

**For Additional Thought:** What would happen to the U. S. government's power if Congress (a) refused to establish any courts outside of the Supreme Court, and (b) severely restricted the types of cases the Supreme Court was allowed to rule on?

*Doubtless the U. S. government's power would decrease, since it wouldn't be taking over the duties and undoing the decisions of the state governments.*

Give the Constitution's specific definition of treason. Why do you think it's important for the law to require at least two witnesses to convict someone of treason?

*Treason is defined as making war against the United States and helping the enemies of the United States. Two witnesses are required to convict someone of treason because it is such a serious crime to be accused of (with potentially the death penalty as punishment) that two witnesses are more trustworthy.*

### Let's Review! – Week 11, Day 2

1. Why doesn't the Bible teach that God guarantees *political* liberty to Christians, regardless of Bible verses that mention liberty?

*These verses don't discuss political liberty. When the Bible says, "Where the Spirit of the Lord is, there is liberty," it's clear that Christians have the Spirit of the Lord, yet there are numerous examples of Christians living in nations without political liberty.*

2. How did the Apostle Paul use the law to protect his rights? What can Christians do similarly?

*He appealed for the laws of Rome at the time to be honored when he was jailed and beaten. Christians can also appeal to have the law upheld and honored when they are persecuted wrongly.*

3. What "right" should Christians focus on, instead of political rights?

*The right to the tree of life—citizenship in the Kingdom of God.*

**For Additional Thought:** How does a Christian have the ability to let go of anger and frustration toward unfair taxes, regulations, and government harassment, no matter what government he lives under?

*A Christian sees himself as a citizen of heaven, not of earth, and doesn't expect this world and its governments to be perfect, frustrated with the belief that "this is all there is."*

### Let's Review! – Week 11, Day 3

1. How are grand juries and petit juries different?

*Grand juries are larger than petit juries. Also, grand juries determine if there is enough evidence to charge someone with a crime, and petit juries determine whether someone charged with a crime is "guilty" or "not guilty."*

2. How can judges and laws, which are supposed to provide justice, result in injustice?

*Judges can be biased and hurt an innocent person by running a courtroom in such a way so that he is found guilty, even though he might be innocent. Laws themselves can be unjust, plundering the property of others, and even violating their rights to live and work as they see fit.*

**For Additional Thought:** Think of a way that a judge presiding over a case can create a situation where there is injustice for the accused person.

*Answers will vary. Students might mention how judges can silence certain testimony that could help an accused person, allow damaging testimony toward the accused that isn't really true or shouldn't be allowed, or keep the accused person's attorney from thoroughly questioning witnesses for the prosecution.*

## WEEK 12:

### Let's Review! – Week 12, Day 1

1. How does Louis Blanc explain how society should be directed?

*He says that since society is incapable of acting on its own, the government should place it on an “incline” (some kind of magical plan) to make it start up and go.*

2. In what way does Louis Blanc’s definition of *liberty* sound correct to those who favor liberty? In what way does it sound false?

*Blanc is correct when he says that liberty consists of the freedom of citizens to use and develop their abilities. But he is incorrect when he says that the State should pay for them, since this would involve plundering from some and giving it to others.*

3. List the three parts of the Democrats’ doctrine. What contradictory beliefs do they hold about “the people”?

*The three parts of the democrats’ doctrine: Mankind is passive, the law should hold all power, and legislators are infallible.*

*Democrats can’t decide if people are (a) brilliant and upright—which democrats claim the people are when they elect legislators, or (b) complete idiots that have to be led around on a leash by the same legis-lators they elect, since supposedly without these legislators the people would walk around in circles not knowing what to do, and if they did anything, it would only be something evil.*

4. List some of Louis Blanc’s strange views on liberty.

*He believes liberty tends to poverty, ruination, and extermination of the people, since they don’t know what they are doing and produce too many goods, transform low prices into high prices, and go insane from choosing what kind of work they want to do.*

5. In a sentence, sum up the socialists’ view of liberty. What is the almost unanswerable question for socialists regarding mankind?

*Answers will vary, but might reading something like this: Socialists believe any kind of liberty (economic, labor, educational, religious, and so on) only leads to the degradation of the human race, since no human can be trusted to take care of himself—except legislators, of course!*

*The question socialists can’t answer is this: If humans are all so hopelessly evil and lazy and stupid, why do you defend so passionately their right to vote?*

**For Additional Thought:** A socialist tells you, “You’re a *Christian*, but you’re *against* socialism? Haven’t you ever read Acts 2:44-45 or Acts 4:32?” Look up these verses and write how you would respond to the socialist.

*These verses refer to VOLUNTARY sharing among Christians, not the use of government force to steal from one group and give it to another.*

## Let's Review! – Week 12, Day 2

1. Briefly define *jury nullification*.

*Jury nullification is an act of a jury that admits that a defendant is technically guilty of breaking a law, but still finds him “not guilty” because the jury disagrees with the law.*

2. What is a jury's purpose as it relates to *justice*?

*A jury should concentrate on providing justice for an accused person, not simply find someone guilty who might or might not have broken a law.*

3. Sum up the pros and cons of a Christian who serves on a jury.

*Pros – It's a chance to do justice; it's a chance to stymie unjust judges and prosecutors. Cons – Christians are forbidden to swear oaths, Christians are supposed to only judge other Christians, Christians shouldn't participate in avenging others.*

**For Additional Thought:** How can serving on a jury and being determined to prevent injustice compare to standing up for what you know is right in a different situation?

*Answers will vary.*

How is exercising caution in believing the claims of a government prosecutor similar to being skeptical of a federal scientist who warns of approaching doom due to “serious man-made climate change”?

*Both are government employees who are probably authoritarian in nature, and have other agendas to hide by making the claims.*

## WEEK 13:

### Let's Review! – Week 13, Day 1

1. What important question does Bastiat have for legislators? What proof does he require?

*Bastiat's question is this: If you believe the nature of mankind only pushes him to do evil constantly, then how did you—the legislator—escape this natural tendency, since you are also a part of mankind?*

*The proof Bastiat wants is the proof that legislators are indeed somehow superior to the rest of mankind.*

2. Sum up what Bastiat says about the “right” of socialists to try their social programs. What two points does he note about their beliefs on their social programs?

*He says that if they want to form groups and experiment with their social programs, fine! Go right ahead! But what gives them the right to experiment on the rest of us?*

*The two points Bastiat makes regarding this are these: First, the fact that socialists think they have the right to plunder from others to spend on their social programs, and the fact that they think they have the right to force others to submit to them, shows that socialists are unjust tyrants. Second, this kind of nutty behavior makes it easier for superior-acting rulers to say, “Look at these people trying to fix society's problems and failing miserably! There's the proof that only WE legislators are superior beings!”*

3. How does the State create conditions that provoke revolutions in nations like France?

*Because the State believes it has the right to control everyone and solve all societal problems, and when it fails, as it inevitably does, it decides to “fix the problem” with (surprise!) more government intervention. When this also fails—and creates conditions worse than the problem it was trying to fix—the conditions in a nation are ripe for revolution, because it angers so many of the people.*

4. Once again, write down Bastiat's definition of what the law should be. What is the law's proper mission?

*The law should be nothing more than common force organized to prevent injustice. Its proper mission is to protect one man's rights from being violated by someone else.*

5. Sum up Bastiat's reasoning for why the law should not be “generous.”

*Because the only way the law can be “generous” is to violate its only proper function. Instead of **protecting** the property of the people, it would be **stealing** the property of the people.*

6. How do nations end up with communism?

*Legislators use the law, a little bit at a time, to benefit one group or another. Very soon, all groups are fighting for control of the law, so they can use it to benefit themselves at the expense of others.*

**For Additional Thought:** Bastiat points out the fact that legislators are not somehow free from the greed and other sins that plague humanity. How can Christians take heart even though they might live under a government run by evil, plundering rulers? (See John 18:36, Romans 8:18, and Philipians 3:20.)

*Christians shouldn't despair if we live under an oppressive government that overtaxes us and otherwise violates our rights. Jesus's kingdom is "not of this world" (John 18:36), our "sufferings of this present time are not worthy to be compared with the glory which shall be revealed to us" (Romans 8:18), and the Christian's "conversation [citizenship] is in heaven" (Philippians 3:20), so this world and its governments are not the only reality that exists!*

### Let's Review! – Week 13, Day 2

1. How are United States representatives, senators, and Presidents put into office?

*Representatives and senators are both put in by majority votes of voters in their state (although senators were originally put into office by state legislatures). Presidents are put into office by the Electoral College.*

2. Why have some governments restricted the right to vote to those who own property and/or pay taxes?

*So those who vote have something at stake, and to limit the ability of non-property owners and non-workers to try to vote themselves the property of others.*

**For Additional Thought:** What additional requirement(s) would you place upon a person before he is eligible to vote?

*Answers will vary, but might include things like having a job, owning property, being able to pass a civics test, or something similar.*

### Let's Review! – Week 13, Day 3

1. Why do big-government politicians support the idea of more voter participation in elections?

*Because it legitimizes their actions as public officials by giving them the ability to say, "What I did was just—look how many people voted for me!"*

2. How does a Christian's proper focus relate to elections?

*We shouldn't worry about who is elected, and many Christians place too much faith in elections to make a difference in a nation. Christians can also have a clear conscience if they don't vote, knowing they have no responsibility for a candidate whom they voted for who does wickedness instead of what he promises (which happens regularly).*

**For Additional Thought:** Explain this response of a Christian, who tells his friend, "You say I have no right to complain if I don't vote? Actually, you have no right to complain if you *do* vote!"

*The response means that by participating in the process of a giant group of voters trying to beat another group of voters for the right to plunder each other, a participant legitimizes the process and "proves" to politicians that they should try to pass laws that favor one group over another. Then if a voter's candidate doesn't win, he has no right to complain, because the other side was trying to do the exact same thing!*

## WEEK 14:

### Let's Review! – Week 14, Day 1

1. How is a government that limits itself to its proper function inherently more stable than a government that does not?

*A government that limits itself to protecting the rights of its people is more stable because it doesn't continually anger the people by stealing their property. A limited government also doesn't claim it is responsible for everything, so when things go wrong, the people are less inclined to rebel and try to violently overthrow the government, which is chronically unable to solve problems (even often making them worse).*

2. What two thoughtful and amusing questions does Bastiat ask regarding the plans of organizing society that originate from Mr. Mimerel, Mr. de Melun, Mr. Thiers, and Mr. Blanc?

*First, "What right does the law have to impose the plans of these men upon the rest of society?" Second, "Why doesn't the government force everyone to submit to MY plans?" (That is to say, what makes these men's plans inherently better than Bastiat's?)*

3. How does Bastiat answer the objection of some that without government direction and control over every aspect of their lives, the people would degenerate into atheism and greed?

*It doesn't logically follow. Obviously, if government didn't force religion, there would still be many Christians; if government allowed men to act on their own (learn, work, give, and so on), the great majority of them WOULD act on their own, and if they didn't would have to face the consequences of their own lack of motivation.*

4. What is Bastiat's proof that liberty produces greatness?

*The happiest, greatest, most morally upright nations are the ones in which the government does the least to interfere in their lives.*

5. Explain Bastiat's complaint that there are too many "great" men. What does the story of the famous explorer illustrate?

*Bastiat says there are too many persons who want to rule over others, who think that they are inherently better than the rest of mankind. The story of the famous explorer illustrates that men try to interfere too much so they can "improve" what God has given mankind.*

6. How is liberty, as Bastiat says, an act of faith in God and His work?

*Answers will vary!*

**For Additional Thought:** Bastiat remarks that there are too many "great men" in the world. Whom does Jesus call the "greatest" in Matthew 18:1-4 and Matthew 23:1-12?

*Jesus says that those who humble themselves like children and believe on Him are the “greatest in the kingdom of heaven” and that “he that is greatest among you shall be your servant” (the second one could refer to Himself, of course!).*

### Let’s Review! – Week 14, Day 2

1. How does God view the poor, especially those who are oppressed, according to the Bible?

*He knows they are more likely to trust in Him instead of their wealth. He is angry about those who oppress and judge wrongly against the poor. He sees the godly poor as higher than the evil rich.*

2. List some main causes of poverty.

*Oppression by others, lack of technology, family hardships (mostly involving an absent father), character faults (drunkenness, drug addiction, laziness, gluttony, a “get-rich-quick” attitude).*

**For Additional Thought:** Can you think of a way you could handle a situation in which someone you’re not convinced is actually needy comes up to you and asks for money? What questions could you ask first?

*Answers will vary, but students might mention things like maybe just buying someone a meal instead of giving him money. Questions could include “Who are you?” “How do I know you’re really needy?” “How do I know you won’t use this money for drugs, alcohol, or cigarettes?” among many others.*

### Let’s Review! – Week 14, Day 4

1. Why do government programs almost never actually accomplish what they set out to do?

*Because there’s no effective mechanism to tell them if they’re succeeding, like business have when they gain or lose customers. Also, if they succeed in what they set out to do, all those in the government program would lose their jobs!*

2. Name some ways governments can help the poor.

*Cutting taxes, ending minimum wage laws, stop handing out freebies to the poor.*

3. Name some ways Christians can help the poor.

*Set an example of being a hard worker, take care of the truly poor and needy, especially our fellowcitizens.*

**For Additional Thought:** Can you think of another specific way that a government that lowers taxes can help the poor?

*Answers will vary, but could include things like making more money available for people to invent technology that make goods and services cheaper for the poor, making more money available for individuals to donate to charity, and so on.*