

## ***Civics: A Christian Worldview.***

### **The Magic Slope – When “Helping Society” Becomes Control 2 (20-25 minutes)**

#### **TEACHER INSTRUCTIONS/KEY**

##### **Prep**

- **Objective:** Students learn to recognize how laws presented as “helpful improvements” can gradually increase government control over individuals.
- Students in pairs/groups “fill in the blanks” for examples of liberty turning into the Magic Slope, which itself turns into government tyranny.
- Print this page and a copy of Page 2 for each student.

##### **Instructions**

1. Hand out Page 2 to students.
2. Read the instructions aloud with the students. (Get a volunteer if possible!) Today, students will work in pairs/groups on the scenarios.
3. Give students 15 minutes to complete the scenarios. (Running short on time? Do fewer of them!)
4. Discuss as a class. (Take turns calling on different pairs/groups!)

##### **Answer Key to Scenarios (AWV on All of These)**

1. (T) The government bans certain careers, claiming they are harmful to society.
2. (T) The government arrests individuals for posting opinions that disagree with government policy.
3. (T) The government taxes citizens and uses the money to support government-approved charities.
4. (T) The government bans certain cars, claiming they are not in society’s best interest.
5. (T) The government bans books it considers harmful.
6. (S) The government requires permission (licenses) before entering certain jobs.  
(T) The government assigns each person his job.
7. (S) The government regulates religious practices.  
(T) The government bans certain religions.
8. (S) The government requires permission for certain travel.  
(T) The government restricts where citizens may live or travel.
9. (S) The government requires permits and inspections.  
(T) The government bans homemade food sales.
10. (S) The government issues mandatory “parenting standards” to ensure child well-being.  
(T) The government removes children from parents who fail to follow state-approved methods.

##### **Wrap-Up Questions**

- What do you think the main lesson is for this activity? *AWV.*
- Can you think of other scenarios in which the government tries to gain control over the people and claims it’s just because they’re trying to help keep the people happy/safe/healthy? *AWV.*

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Similar to your last set of scenarios, you’re going to start with a “Liberty” (L) and “Magic Slope” (S) scenario, then anticipate what a tyrannical government might end up with for the “Tyranny” (T) scenario. In the last five, you’ll anticipate both “Magic Slope” and “Tyranny.”

**Scenario 1:**

- (L) The government creates a free website explaining the benefits and risks of different careers.
- (S) The government offers tax credits only to students who pursue careers in government-approved fields.
- (T) \_\_\_\_\_

**Scenario 2:**

- (L) Parents may decide whether or not their children use social media.
- (S) The government requires all social media platforms to remove “harmful” opinions.
- (T) \_\_\_\_\_

**Scenario 3:**

- (L) Citizens may choose whether or not to donate money to charity.
- (S) Laws are passed that provide “free” benefits for those who donate to certain charities.
- (T) \_\_\_\_\_

**Scenario 4:**

- (L) Families may choose what type of car to buy.
- (S) A state legislature passes a law taxing gasoline-powered cars for “contributing to climate change.”
- (T) \_\_\_\_\_

**Scenario 5:**

- (L) People may read any books they choose.
- (S) The government requires warning labels on books it considers “harmful.”
- (T) \_\_\_\_\_

**Scenario 6:**

- (L) People may choose any job they wish.
- (S) \_\_\_\_\_
- (T) \_\_\_\_\_

**Scenario 7:**

- (L) People may worship freely.
- (S) \_\_\_\_\_
- (T) \_\_\_\_\_

**Scenario 8:**

- (L) People may travel freely.
- (S) \_\_\_\_\_
- (T) \_\_\_\_\_

**Scenario 9:**

- (L) A family sells homemade baked goods to neighbors.
- (S) \_\_\_\_\_
- (T) \_\_\_\_\_

**Scenario 10:**

- (L) Parents decide bedtime, discipline, and daily routines for their children.
- (S) \_\_\_\_\_
- (T) \_\_\_\_\_