

Week 1, Day 3 – How To Study Civics • Two Key Questions

Prayer/Review (10-15 minutes):

- Pray for government officials.
- As a class, review Q4R and 4AT from “How To Study Civics • Two Key Questions”:

1. What does the example of Paul and the Berean Christians teach us?

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.

4AT: Name another subject of study that you as a Christian should strive to approach with a Biblical worldview. Why is this important in the subject you chose?

LET STUDENTS ANSWER AT TABLES FIRST, then discuss as a class. Answers will vary (AWV); get student input! One might be “science,” to build our faith in what God’s Word says about creation, but of course, any subject. It’s important to look at subjects with a Biblical worldview, so we can understand how God views and wants us to think about that subject.

Handout: Fix the Law (15 minutes): This game asks students to classify scenarios as proper law or perversion of the law, and it asks them to rewrite perversions of the law into good law.

Section Reading (10-15 minutes/Rest of Class):

- Students read “The Nuts and Bolts of Civics and Citizenship.”
 - Students complete Q4R in writing. Review at the start of next class.
 - **Important:** Tell students to answer the 4AT question by looking up a nation’s requirements for becoming a citizenship and bringing one interesting requirement to class tomorrow!
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Instructor Notes:

Civics: A Christian Worldview. Fix the Law (10–15 minutes)

TEACHER INSTRUCTIONS/KEY

Instructions

1. **Objective:** Students will practice applying Bastiat’s definition of law by rewriting policy proposals so they protect life, liberty, and property (lawful defense) instead of using collective force to violate rights (perversion of the law).
2. Hand out a copy of Page 2 to each student.
3. Read this aloud: *“The law is the collective organization of every individual’s right to self-defense.” In other words: Law exists to protect life, liberty, and property—not to take from one person to benefit another person.*
4. Put students in pairs and have them analyze the four proposals and justify any revisions.
5. Call on students to read their analyses and revisions.

Teacher Moves (to keep students on track)

- If a group proposes any type of taking the money or property of some and giving it to others, ask them: “Whose property is being taken? Who is being forced?”
- If a group proposes more government regulation, ask: “Is this needed to protect against fraud/force/theft?”

Tip

Many students will try to “fix” proposals by adding more government programs. Keep redirecting them back to Bastiat’s test: protection of rights, not transfers of wealth.

Answer Key

1. **Proper Law.** Punishing those who violate the property of others (via vandalism) and lives of others (via assault) is the law’s proper function of collective self-defense.
2. **Perversion of the Law.** In this case, the force of government is being applied to steal opportunities of individuals and groups to form companies to produce and sell bricks.
3. **Proper Law.** Identity theft is by definition stealing someone’s identity to fraudulently make purchases—also another form of theft, so the law is totally justified in getting involved in stopping this.
4. **Perversion of the Law.** Teaching children how to read is a worthy goal, but taking money from some taxpayers and giving it to other individuals whose children need to learn how to read is theft. Some that the law forces to pay for this program have no children, homeschool their children, put their children in Christian schools, and so on. It is unjust to force them to pay for the education of others’ children—a form of stealing. **The law’s proper purpose is to threaten stealing and punish those who steal, not to participate in it!**

Civics: A Christian Worldview. Fix the Law

Directions (work in pairs)

For each proposal below:

1. Decide what Bastiat would call it: Proper Law or Perversion of Law.
2. Rewrite the proposal so it matches the proper purpose of law: protecting life, liberty, and property.
3. Write a one-sentence justification **using at least one of these words:** *life, liberty, property, self-defense, collective force, plunder.*

Bastiat's Test

Law should be “the collective organization of the natural right of lawful defense.”



Policy Proposals

1. The government punishes a group responsible for spray painting a restaurant and attacking its workers.

Proper Law Perversion of Law

Your revision (protect life/liberty/property):

Justification:

2. The government grants a brickmaking company a license so competitors are not allowed to sell bricks.

Proper Law Perversion of Law

Your revision (protect life/liberty/property):

Justification:

3. The government prosecutes a hacker who engages in identity theft and online fraud.

Proper Law Perversion of Law

Your revision (protect life/liberty/property):

Justification:

4. The government funds an after-school reading program to help children struggling to read.

Proper Law Perversion of Law

Your revision (protect life/liberty/property):

Justification:

Week 7, Day 5 – Christians and Community, Part 2: Serving, Providing, Being Cheated

Prayer (3-5 minutes): Pray for government officials (your senators/representative).

Discussion (10-15 minutes): At tables first (give students 5 minutes), then as a class, discuss the Q4R and from “Christians and Community.” (Get input from different students!)

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. Give an example of how a Christian's not suing a brother in court over a dispute could have a positive result. Now think of a way that a Christian's suing a brother could have a negative result.

AWV, but encourage students to share their answers!

4AT: 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 today.

Students don't have to share this one; it's just something for them to think about.

Handout: Christians, Churches, Counsel (25-30 minutes): This activity offers scenarios with conflicts between Christian church members and asks students to help resolve them Biblically. Students play the role of victim, counselor, or church council member.

Homework: None.

Instructor Notes:

Civics: A Christian Worldview. Christians, Churches, Counsel (20-30 minutes)
TEACHER INSTRUCTIONS/KEY

Instructions

1. **Objective:** Students evaluate 8 scenarios of Christians and conflict or confrontation to practice the Biblical reaction to each one.
2. Print out these instructions and Scenarios 1-8 (Pages 2 and 3).
3. You will present these scenarios to the class, with each scenario having a victim, a wise Christian church member offering counsel, and a church council.
4. Take turns having students be victims and counselors (depending on the class size, all students should have a chance to at least be a victim or counselor).
5. Read Scenario 1 out loud and ask these three questions:
 - TO THE VICTIM: “What do you *feel* like doing?”
 - TO THE VICTIM: “What should you do as a Christian?”
 - TO THE COUNSELOR: “What is your counsel to this victim?”
6. The church council (the rest of the class) votes on which action(s) the victim should take:
 - Sue/demand payment/restitution/escalate.
 - Confront the offender privately and/or involve the church.
 - Swallow the wrong and forgive the offender.
 - Serve the offender anyway.
7. Reveal the best Biblical answer (suggested answers are under each scenario).
8. After a scenario is complete, rotate in new a new victim and counselor.
9. End with the below “Final Note.”

Final Note

Ask students when finished:

- Which answers felt *most unfair*?
- Which were *hardest* to accept?
- How would suing a Christian damage the church’s witness? In other words, how would unbelievers view Christians in these situations?

Civics: A Christian Worldview. Christians, Churches, Counsel

SCENARIO 1:

A Christian family borrows expensive curriculum from you and never returns it. They stop answering messages.

- ASK THE VICTIM: (1) “What do you *feel* like doing? And (2) “What should you do as a Christian?”
- TO THE COUNSELOR: “What is your counsel to this victim?”
 1. Sue/demand payment/restitution/escalate.
 2. Confront the offender privately and/or involve the church.
 3. Swallow the wrong/forgive the offender.
 4. Serve the offender anyway.
- ASK THE CHURCH COUNCIL (rest of class) to vote on #1-#4, and count the votes on the board.

BEST ANSWER: #3, then #2 if needed. (Of course, these answers are somewhat subjective, but they err on the side of caution, peace, and not making Christians look ridiculous and petty in public by non-Christians.)

SCENARIO 2:

A Christian contractor in your church does sloppy work on your house and refuses to fix it.

- ASK THE VICTIM: (1) “What do you *feel* like doing? And (2) “What should you do as a Christian?”
- TO THE COUNSELOR: “What is your counsel to this victim?”
 1. Sue/demand payment/restitution/escalate.
 2. Confront the offender privately and/or involve the church.
 3. Swallow the wrong/forgive the offender.
 4. Serve the offender anyway.
- ASK THE CHURCH COUNCIL (rest of class) to vote on #1-#4, and count the votes on the board.

BEST ANSWER: #2, not #1.

SCENARIO 3:

A Christian parent owes you months of tuition and keeps promising to pay “next week.”

- ASK THE VICTIM: (1) “What do you *feel* like doing? And (2) “What should you do as a Christian?”
- TO THE COUNSELOR: “What is your counsel to this victim?”
 1. Sue/demand payment/restitution/escalate.
 2. Confront the offender privately and/or involve the church.
 3. Swallow the wrong/forgive the offender.
 4. Serve the offender anyway.
- ASK THE CHURCH COUNCIL (rest of class) to vote on #1-#4, and count the votes on the board.

BEST ANSWER: #3, then #2 if needed.

SCENARIO 4:

A church member spreads false gossip that hurts your reputation.

- ASK THE VICTIM: (1) “What do you *feel* like doing? And (2) “What should you do as a Christian?”
- TO THE COUNSELOR: “What is your counsel to this victim?”
 1. Sue/demand payment/restitution/escalate.
 2. Confront the offender privately and/or involve the church.
 3. Swallow the wrong/forgive the offender.
 4. Serve the offender anyway.
- ASK THE CHURCH COUNCIL (rest of class) to vote on #1-#4, and count the votes on the board.

BEST ANSWER: #2.

SCENARIO 5:

A Christian coworker takes credit for a project you completed.

- ASK THE VICTIM: (1) “What do you *feel* like doing? And (2) “What should you do as a Christian?”
- TO THE COUNSELOR: “What is your counsel to this victim?”
 1. Sue/demand payment/restitution/escalate.
 2. Confront the offender privately and/or involve the church.
 3. Swallow the wrong/forgive the offender.
 4. Serve the offender anyway.
- ASK THE CHURCH COUNCIL (rest of class) to vote on #1-#4, and count the votes on the board.

BEST ANSWER: #3, then #2 if needed.

SCENARIO 6:

A Christian friend breaks your equipment and avoids replacing it.

- ASK THE VICTIM: (1) “What do you *feel* like doing? And (2) “What should you do as a Christian?”
- TO THE COUNSELOR: “What is your counsel to this victim?”
 1. Sue/demand payment/restitution/escalate.
 2. Confront the offender privately and/or involve the church.
 3. Swallow the wrong/forgive the offender.
 4. Serve the offender anyway.
- ASK THE CHURCH COUNCIL (rest of class) to vote on #1-#4, and count the votes on the board.

BEST ANSWER: #3.

SCENARIO 7:

An older Christian in church treats you dismissively and unfairly.

- ASK THE VICTIM: (1) “What do you *feel* like doing? And (2) “What should you do as a Christian?”
- TO THE COUNSELOR: “What is your counsel to this victim?”
 1. Sue/demand payment/restitution/escalate.
 2. Confront the offender privately and/or involve the church.
 3. Swallow the wrong/forgive the offender.
 4. Serve the offender anyway.
- ASK THE CHURCH COUNCIL (rest of class) to vote on #1-#4, and count the votes on the board.

BEST ANSWER: Answers will vary, but arguably #4.

SCENARIO 8:

A wealthy Christian in church ignores a struggling widow in the congregation.

- ASK THE VICTIM: (1) “What do you *feel* like doing? And (2) “What should you do as a Christian?”
- TO THE COUNSELOR: “What is your counsel to this victim?”
 1. Sue/demand payment/restitution/escalate.
 2. Confront the offender privately and/or involve the church.
 3. Swallow the wrong/forgive the offender.
 4. Serve the offender anyway.
- ASK THE CHURCH COUNCIL (rest of class) to vote on #1-#4, and count the votes on the board.

BEST ANSWER: This is something that no one can force upon this person, but he/she needs to be admonished or encouraged to provide for this needy fellowcitizen.

Week 12, Day 4 – Take Action! (Representatives and U.S. Population)

Prayer (3-5 minutes): Pray for government officials (your senators/representative).

Take Action! (15-20 minutes)

- **(BEFORE CLASS, look up the current population of the United States.)**
 - Put students in pairs or groups.
 - Ask students if they brought their calculators.
 - Tell students: “Turn to the **Take Action!** section next in your book.” (This is the one after the section “The Constitution’s Article II: The President.”)
 - Ask for a volunteer to read this “Subject on Earth” question:
Look up the current population of the U.S. Now, since there are also 435 representatives in the House, how many residents does each representative now represent, instead of the original 30,000 residents per member? How effectively do you think a representative can speak for this many residents? Can you come up with one way to fix this? (Be fearless and creative!)
 - Tell students: “The current population of the U.S. is ____.”
 - Tell pairs/groups to answer the three questions in that above section. (They may use their calculators to figure the first question, of course.) Give them 10 minutes, discuss as a class!
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Handout: The Bible and The Law: Government’s Proper Role (20-25 minutes): Students review five scenarios and explain why they are improper uses of government force, then compare to the Bible’s teaching on government’s proper role.

Announce: Quiz 7 is in our next class; there’s no homework except to study for the quiz!

Instructor Notes:

Civics: A Christian Worldview.
The Bible and *The Law*. Government's Proper Role (20-25 minutes)

TEACHER INSTRUCTIONS/KEY

Instructions

1. **Objective:** Students review five scenarios and explain why they are improper uses of government force, then compare to the Bible's teaching on government's proper role.
2. Print a copy of Pages 2 and 3 for each student (front to back if possible!), and hand out.
3. Read the instructions together, and answer any questions.
4. Give students 15 minutes to answer individually, then discuss together as pairs/groups/tables.
5. When groups are finished discussing together, discuss as a class. Ask for many volunteers!

Answer Key

1. **Student loan forgiveness**
 - **Activity:** Charity/redistribution
 - **Force:** Taxation
 - **Issue:** Takes property from some to benefit others without consent.
2. **Crop limits or destruction**
 - **Activity:** Agriculture
 - **Force:** Legal penalties
 - **Issue:** Destroys productive labor instead of preventing harm.
3. **Corporate bailouts**
 - **Activity:** Business
 - **Force:** Taxation
 - **Issue:** Socializes losses while privatizing profits.
4. **Government-funded art**
 - **Activity:** Art
 - **Force:** Taxation
 - **Issue:** Forces citizens to support expression they may reject.
5. **Mandates violating conscience**
 - **Activity:** Religion/moral action
 - **Force:** Legal penalties
 - **Issue:** Compels moral contradiction.

Key Takeaway

The Bible teaches that government exists to restrain evil and punish wrongdoing, not to manage peaceful human activity. When government uses force to control these, it goes beyond being “a terror to evil” and becomes a source of injustice.

Civics: A Christian Worldview.
The Bible and *The Law*. Government's Proper Role

Remember that the Bible teaches that government exists to restrain evil (harm, theft), saying that the purpose of government is to be “*not a terror to good works, but to the evil...for he [the ruler] is...a revenger to execute wrath upon him that doeth evil*” (Romans 13:3).

<p>Scenario 1: The federal government cancels large amounts of student loan debt and shifts the financial cost to taxpayers. People who did not attend college or who already paid off their loans are required to help fund the program through taxes.</p>	<p>What action is the government taking?</p> <p>What human activity is being organized by law (labor, charity, religion, agriculture, business, art, or education?)</p> <p>What force/penalty is used to enforce this policy?</p> <p>Why is this not a proper role for government?</p>
<p>Scenario 2: The government collects tax money and distributes it to certain farmers to support specific crops or agricultural businesses. These payments continue even when farms are profitable and consumers willingly buy their products.</p>	<p>What action is the government taking?</p> <p>What human activity is being organized by law (labor, charity, religion, agriculture, business, art, or education?)</p> <p>What force/penalty is used to enforce this policy?</p> <p>Why is this not a proper role for government?</p>
<p>Scenario 3: During economic downturns, the government uses taxpayer funds to rescue large corporations or banks that face financial collapse. Citizens are required to cover these losses even if they never benefited from the companies' earlier profits.</p>	<p>What action is the government taking?</p> <p>What human activity is being organized by law (labor, charity, religion, agriculture, business, art, or education?)</p> <p>What force/penalty is used to enforce this policy?</p> <p>Why is this not a proper role for government?</p>
<p>Scenario 5: Tax money is used to fund art projects, museums, or performances selected by government agencies. Citizens are required to support these works financially even if they find them offensive or morally objectionable.</p>	<p>What action is the government taking?</p> <p>What human activity is being organized by law (labor, charity, religion, agriculture, business, art, or education?)</p> <p>What force/penalty is used to enforce this policy?</p> <p>Why is this not a proper role for government?</p>
<p>Scenario 5: Christian schools are required to teach or affirm material in health or social-studies classes that contradict their stated beliefs. Schools that refuse may lose state recognition or the ability to operate legally.</p>	<p>What action is the government taking?</p> <p>What human activity is being organized by law (labor, charity, religion, agriculture, business, art, or education?)</p> <p>What force/penalty is used to enforce this policy?</p> <p>Why is this not a proper role for government?</p>

Week 15, Day 1 – Juries, Part 2: Christian Jurors and Nullification

Prayer (3-5 minutes): Pray for government officials (your senators/representative).

Discussion (10-15 minutes): At tables or in pairs/groups, discuss the Q4R and 4AT from “Juries, Part 2: Christian Jurors and Nullification.” Then discuss as a class.

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 some of the pros and cons of a Christian’s serving 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.

4AT: 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?

AWV.

Handout: Justice or Legalism? – Part 1(20-25 minutes): This activity helps students distinguish between justice and legalism by evaluating 10 real-life scenarios.

Homework: None.

Instructor Notes:

Civics: A Christian Worldview.
Justice or Legalism? (20-25 minutes)

TEACHER INSTRUCTIONS/KEY

Prep

- Put students in pairs/groups.
- Print this page and a copy of Page 2 for each student.

Instructions

1. This activity helps students distinguish between justice (fairness, protection of the innocent, proportional punishment) and legalism (blind enforcement of rules regardless of fairness, intent, or moral rightness). Students must evaluate each real-life style scenario and decide whether it reflects JUSTICE or LEGALISM.
2. Hand out Page 2 to students.
3. Read the instructions aloud with the students. (Get a volunteer if possible!)
4. Give students 10 minutes to complete the scenarios. (Running short on time? Do fewer of them!)
5. When individual students finish, they can discuss in pairs/groups.
6. Discuss as a class. (Take turns calling on different pairs/groups!)

Answer Key to Scenarios

1. LEGALISM
2. JUSTICE
3. LEGALISM
4. JUSTICE
5. LEGALISM
6. LEGALISM
7. JUSTICE
8. LEGALISM
9. LEGALISM
10. JUSTICE

Wrap-Up Questions

- Why is blindly following laws sometimes dangerous?
- What role do juries play in protecting justice?
- Why should intent and circumstances matter when judging cases?
- What qualities should judges and jurors have to promote justice?
- The Bible says in Romans 13:3, “For rulers are not a **terror** to good works, but to the **evil**” (meaning *harm*). What does this verse have to do with the cases we looked at today?

Civics: A Christian Worldview. Justice or Legalism?

Individually, read each scenario and write JUSTICE or LEGALISM. Be prepared to explain your reasoning! After you're finish individually, get with your team/group and discuss them your answers together.

1. A high school enforces a “zero tolerance” weapons policy and suspends a 12-year-old student for bringing a small camping utensil knife in his backpack after he forgot it from a family camping trip.

2. A North Carolina judge dismisses charges against a father who exceeded the speed limit while rushing his unconscious child to the emergency room. _____
3. In 1850, under the federal Fugitive Slave Act, a U. S. commissioner orders a runaway slave returned to his owner, even though the slave clearly escaped severe abuse. The commissioner states he must enforce the law as written. _____
4. A federal court overturns a wrongful conviction after DNA evidence proves a man did not commit the crime, even though he has already served 15 years in prison. _____
5. A city government passes an ordinance fining homeowners \$500 per day if their grass exceeds 10 inches in height, and fines a hospitalized elderly man who could not maintain his lawn while recovering from surgery. _____
6. In 1942, under Executive Order 9066, government officials force Japanese-American citizens into internment camps, even though there is no evidence they committed any crimes. _____
7. A judge gives probation instead of jail to a teenager who stole food because his family had no money and he showed genuine remorse. _____
8. A public school automatically suspends a student for five days for accidentally leaving a plastic toy soldier in his desk, because the rule bans all “weapon replicas.” _____
9. A Pennsylvania woman with a legal concealed carry permit, accidentally drove into New Jersey—where her permit was not valid. She told an officer she had the gun and was arrested. _____
10. A jury refuses to convict a defendant under a law criminalizing peaceful public criticism of government officials.

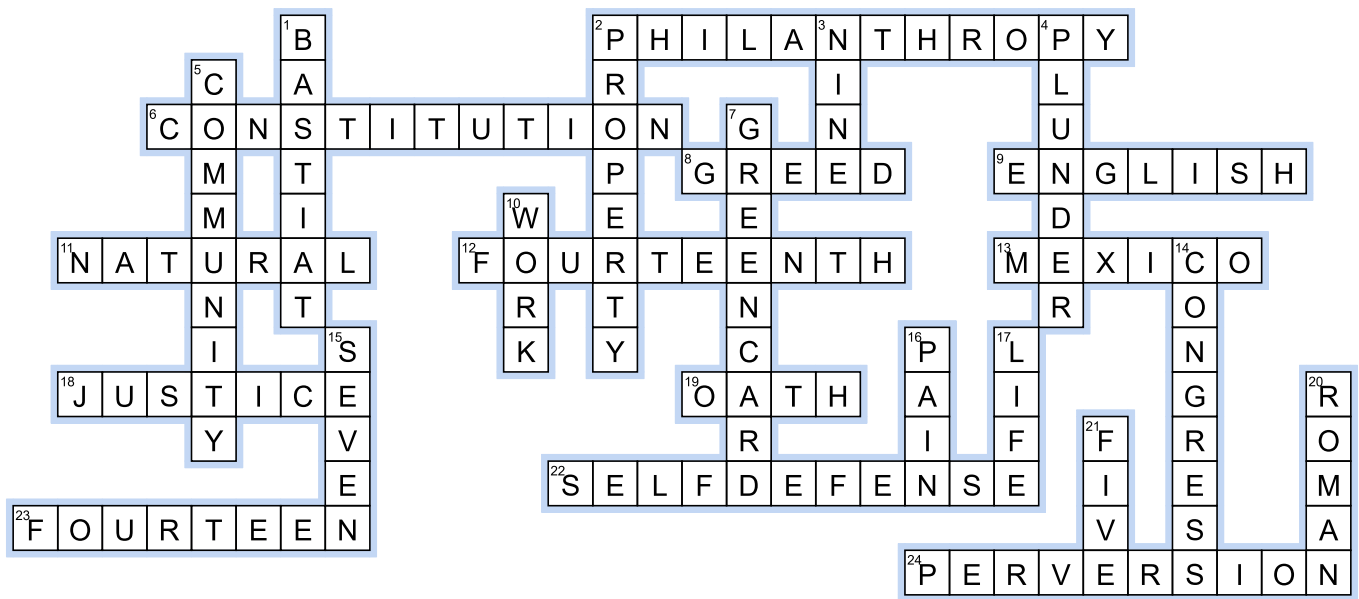


Civics: A Christian Worldview. Crossword Puzzle 1 (20–25 minutes)

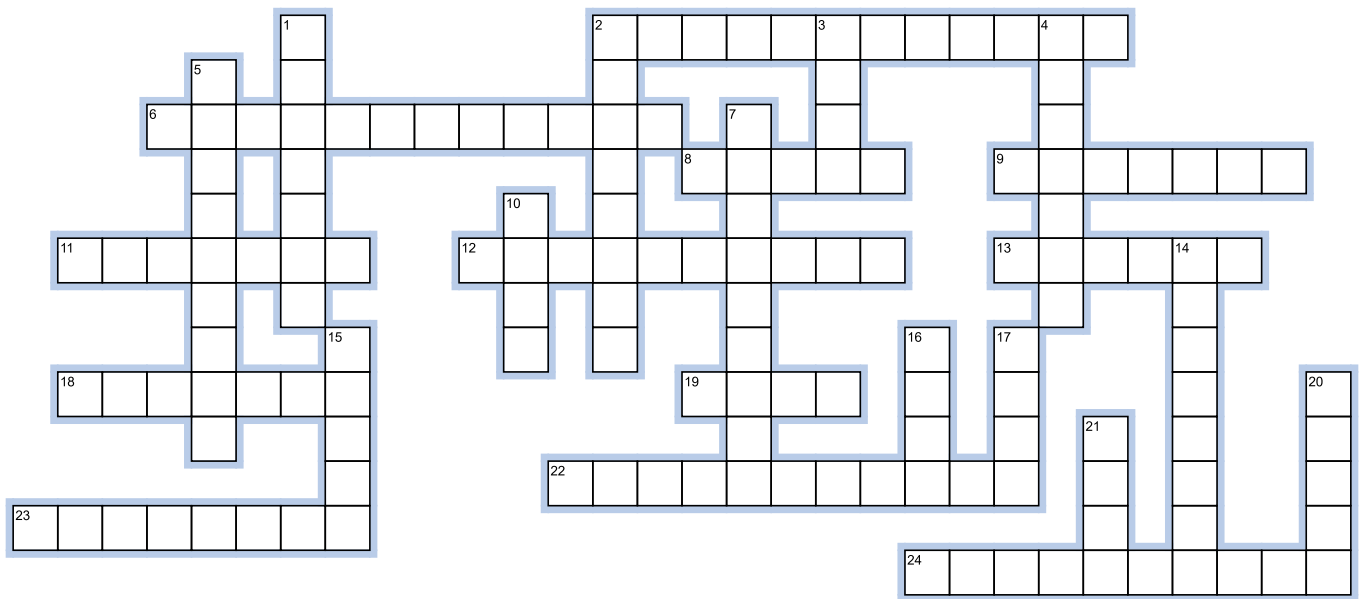
Teacher Instructions

1. Print a copy of this page and the Answer Key (Page 2) for yourself.
2. Print a copy of Page 3 for each student.
3. Hand out to students.
4. Suggestion 1: Tell students to try to get all the answers *before* using their notes, but that they may use their notes if they'd like.
5. Suggestion 2: Students may help each other out by giving hints to each other once they've gone through the puzzle a few times, and if they can't solve certain clues.
6. Go over the answers when a reasonable time has passed (15-20 minutes).

Civics: A Christian Worldview - Crossword Puzzle 1



Civics: A Christian Worldview - Crossword Puzzle 1



EclipseCrossword.com

Across

2. Two causes of upside-down law: selfishness and false ____
6. It mentions "citizen(s)" 22 times.
8. The law becomes a tool of this when corrupted
9. A potential U.S. citizen must first pass this kind of test
11. To be a U.S. President, a person must be a ____-born citizen.
12. The amendment that defines citizenship for those born or naturalized in the U.S.
13. This nation requires proof that a person can speak Spanish before becoming a citizen there
18. The law should make this "reign over all"
19. The naturalization/citizenship process ends with taking an ____ to the U.S.
22. The law is defined as the collective right of this (two words)
23. A U.S. President must have lived in the U.S. for at least this many years
24. A ____ of the law occurs when it does the opposite of what it should do.

Down

1. Author of "The Law" (last name)
2. One of three things the law should protect
3. Requirement to serve in the Senate: citizen for at least ____ years
4. Another word for "theft"
5. One meaning of the Latin word "civitas"
7. The term for a legal permit to live in the U.S. (two words)
10. Man's "fatal tendency" is to try to live without having to ____.
14. The U.S. government branch that sets up rules for naturalizing citizens
15. Requirement to serve in the House: citizen for at least ____ years
16. Labor is described as a ____ that mankind tries to avoid.
17. One of three things the law should protect
20. The Apostle Paul used his status as a ____ citizen to his rightful advantage.
21. Number of years a person must live in the U.S. before becoming a citizen

Week 14, Day 1 – Take Action! (Electoral College Maps, Civics-Tionary)

Before beginning today, access the 2016 Electoral College state and county “maps” online to show the class for the below discussion.

Prayer (3-5 minutes): Pray for government officials (your senators/representative).

Take Action! – Electoral College Maps (5-7 minutes):

(Show the 2016 Electoral College Map 1 of the states from Week 14, Day 1’s online resource page.)

- In 2016, when Hillary Clinton reportedly received three million more votes than Donald Trump, Trump still won the Presidency via the Electoral College.
- **State Map** – The state map of this election showed that Trump won 30 states to Clinton’s 20 states (and Washington, D.C.). Trump won the Electoral College vote total, 304-227.

(Show the 2016 Electoral College Map 2 of the states from Week 14, Day 1’s online resource page.)

- **County Map** – The county map reveals that Trump won 2,600+ counties, while Clinton won fewer than 500. Trump’s victories were mostly in smaller, more rural counties, and Clinton’s were in more densely populated areas like Los Angeles County, Cook County (with Chicago), and New York County (with New York, New York).
- **ASK STUDENTS:** “What does this show about the popular idea that the presidency should just be awarded to whichever candidate gets more votes (as in a democracy)?”

AWV, but the point is this: The Electoral College system gives more weight to the states and doesn’t allow a presidential candidate to win just because that candidate has a majority of votes. (Otherwise, high-density population areas in a few states would determine the entire nation’s elections.)

Civics-Tionary (30 minutes): In this game, students give clues for persons, terms/objects, and actions that have appeared in the Civics book.

Announce: Quiz 8 is in our next class, **AND** Test 4 is two classes from today! Have students (tables/groups/pairs) try to predict quiz questions. No homework except to study for the quiz!

Instructor Notes:

Civics: A Christian Worldview.
Civics-tionary (30 minutes)

TEACHER INSTRUCTIONS/KEY

Prep

- **Objective:** Students review Civics terms in a game called “Civics-tionary,” a game that does not even come CLOSE to copyright infringement, in case any lawyers are reading this.
- Print the instructions on this page, the category page (Page 2), and either a color or black and white game board (Page 3 or 4)

Materials Needed:

- A 6-sided die • 2 whiteboards/dry erase markers (pens/pencils/paper will do in a pinch)
- 2 “service bells” • 2 game tokens (different coins will do) • A timer (a smartphone is fine)

Instructions

1. Divide class into 2 teams; tell teams to get in some kind of order and **stay in/rotate using** this order!
2. Decide which team goes first by having one member of each team roll the die. Higher number wins.
3. First team member/artist rolls the die and moves token that number. Whatever space the token lands on is the category that artist draws. (P = Person, T = Term/Object, A = Action, AP = All Play/Miscellaneous). Tell students: All of the words/terms/persons in this game (except for one) are found in our Civics book!
4. Look at your category list for the first item on whatever space that token lands on, write this word/term down (on your own whiteboard if you have one), and show it **ONLY** to the first artist on both teams.
5. Set the timer for 45 seconds, say, “GO!” and watch the artists draw a picture to get their teams to say the word/term first. The first artist to ring the bell (after hearing the word said by his team) wins. (If neither team gets the answer in time, choose the next two artists and a random category for them.)
6. Artists may **NOT** draw numbers, letters, or words with blanks to show how many letters the answer has. They also may not gesture with their hands, point, speak, or mouth any words!
7. When a team wins a round, the next player on that team rolls the die and moves the token, gets the corresponding category word from you, and takes a turn as the artist, drawing against the next player on the other team.
8. First team to reach the finish line wins! (You’ll probably have enough time to play two games.)

CIVICS-TIONARY CATEGORIES

PERSON	TERM/OBJECT	ACTION	ALL PLAY/MISC.
PREACHER	TOWN	READ	ANCHOR
PRESIDENT	BIBLE	STEAL	AFRICA
NOAH	STATE	WHIP	TRUCK
(GEORGE) WASHINGTON	FINGERPRINT	PRAY	TENNIS BALL
WOMAN	EGYPT	WRITE	TONGUE
BABY	WHITE HOUSE	TAX	DANIEL
WAITRESS	FLAG	VOTE	EARTH
MARTIAN	FRANCE	ERASE	HEAVEN
SENATOR	NEWSPAPER	HAMMER	CARPET
NURSE	SALT	THINK	FOOTBALL
CHILD	PRISON	CHAIN	DAY
TEACHER	SCHOOL	PLANT	DIRT/SOIL
PILGRIM	AMERICA	BRUSH	DREAM
KING	KEY	FIGHT	SLAP
SHEPHERD	SWORD	PAY	WIFE
MOSES	SPIDER	VETO	BUS
RULER	BREAD	CHOOSE	REFEREE
POLICE	BOOK	GIVE	HEAR
CHRISTIAN	CHURCH	WORSHIP	RHINOCEROS
PHARAOH	CALIFORNIA	TALK	RUN
JESUS (CHRIST)	HOUSE	THROW	TOWN
DOCTOR	SNAKE	SHOOT	BAKER
FLORIST	WEDDING	LOVE	LIPS
SOLDIER	DOOR	SPEAK	MEXICO
JUDGE	DOLLAR	CUT	FIST

T	A	AP	P	T	A	AP	FINISH	START
P								P
AP								T
A								A
T								AP
P								P
AP								T
A								A
T								AP
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