

## Class 2 – The Law’s Purpose • Civics/Citizenship Basics

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

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**Optional – Quiz 1:** Either hand out Quiz 1 for students to take in class (10–15 minutes), or tell them to take it home, take it, and bring it next week for grading.

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### Discussion/Questions for Review/For Additional Thought (as many as you want/have time for):

Here are the questions and answers for the previous week’s Questions for Review (Q4R) and For Additional Thought (4AT):

#### *The Law: Its Purpose and Perversion*

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

*Life, faculties, productivity (man’s life, his liberty, and his property).*

2. How does Bastiat define *law* and its true purpose? Why shouldn’t the “common force” be used to violate anyone’s life, liberty, or property?

*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. If individuals may not use force to violate the life, liberty, or property of others, then the law (the “common force”) shouldn’t be allowed to either!*

3. How would a government that limited itself to its proper function affect those under its rule?

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

4. What does Bastiat say would happen if governments left citizens’ private affairs alone? What happens when governments interfere in them?

*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. When this happens, government leaders often want to intervene even more, trying to fix the problems that they themselves created!*

5. What does Bastiat define as the “perversion of the law”?

*To “pervert” something means to turn it upside down or twist it. Therefore, using the law to do the exact opposite of its true purpose—in other words, using the law to steal from citizens, instead of protecting citizens from theft, is a perversion of the law.*

6. Name the “fatal tendency” of mankind that contributes to the perversion of the law. How should the law combat this “fatal tendency”? What often 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.*

**4AT:** 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 (AWV), but any time the government does something like “make sure that everyone has enough money to live,” it steals from one group and gives that money to another group that didn’t earn it. This is taking from one group and giving to another who didn’t earn it, no matter how well intentioned, and it is the opposite of what the government’s true, moral purpose is.*

### 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?

*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.*

### The Nuts and Bolts of Civics and Citizenship

1. List the citizenship requirements for a U.S. representative, senator, and President.

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

2. Define *naturalized citizen*. Name the requirements a person must meet to become a naturalized U.S. citizen.

*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.*

**4AT:** Think of a nation you’re interested in. Look up the requirements for citizenship, and jot down one interesting requirement in your notes.

*Have each student tell one interesting requirement for citizenship.*

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**GAMES & ACTIVITIES:** Here are the suggested games/activities with short descriptions (you might circle the ones you want to use—**be sure to print your instructions/key and the student handouts!**).

1. **“Law, Perversion, or Neither?” (15 minutes):** This activity helps students identify a government policy as good law, a perversion of the law, or neither.

2. **“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.
  3. **Crossword Puzzle 1 (20–25 minutes):** This puzzle reviews the first three book sections.
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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):

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Justification:

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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):

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Justification:

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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):

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Justification:

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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):

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Justification:

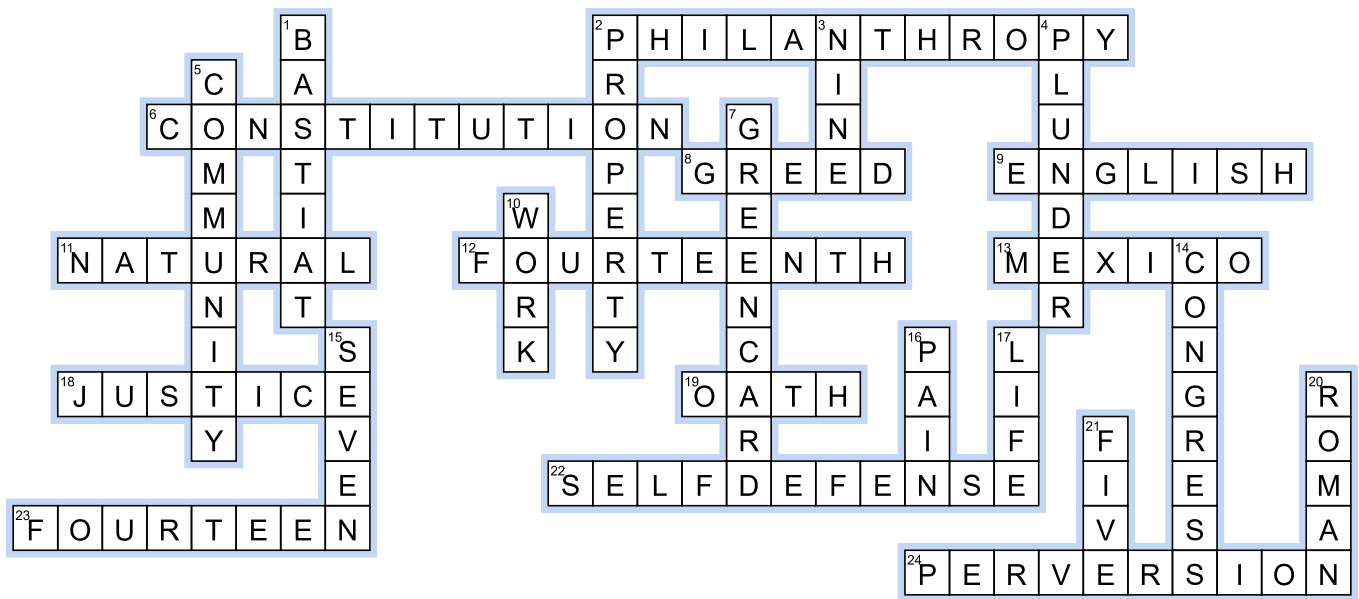
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## ***Civics: A Christian Worldview. Crossword Puzzle 1 (20–25 minutes)***

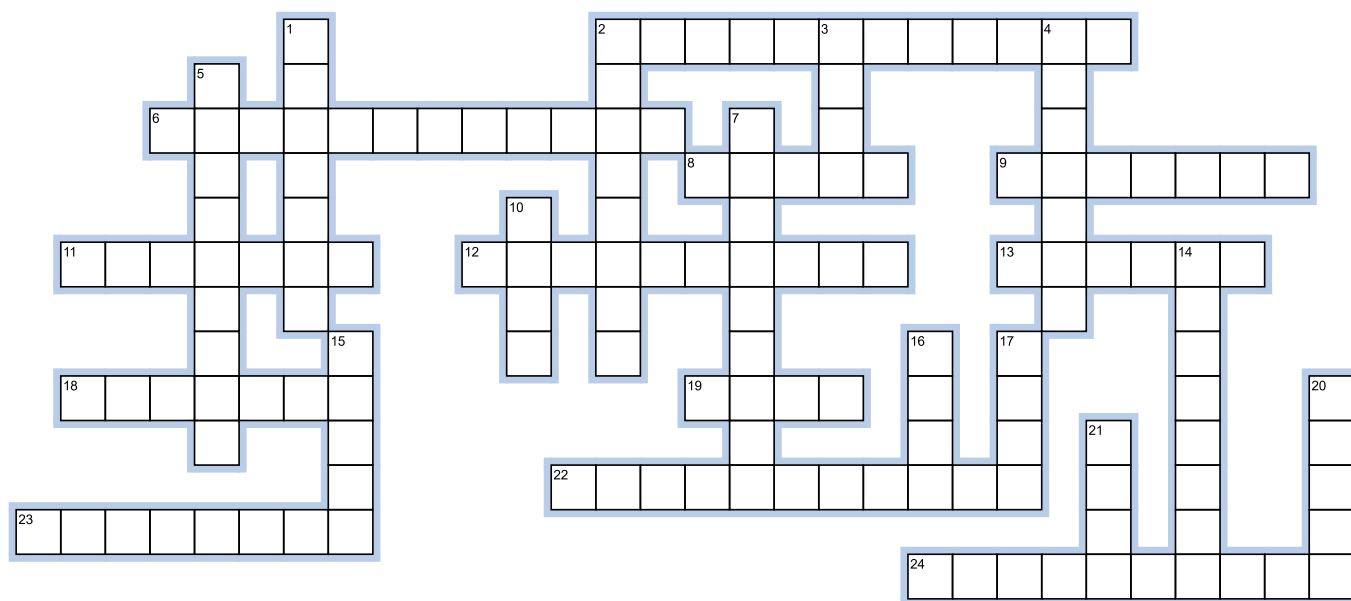
### **Teacher Instructions**

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

## ***Civics: A Christian Worldview. Turning Evil into Good (10-15 minutes)***

### **TEACHER INSTRUCTIONS/KEY**

#### **Instructions**

1. **Objective:** Students see examples of how God turns the evil acts of mankind into good results.
2. Put students into pairs/groups (probably 3 per group at the most, so each has a chance to contribute).
3. Print copies of Page 2 for each student, and hand out.
4. Tell students (give them 5 minutes!) to read the handout and fill in the blanks, then discuss it with their table/group/partner. Then discuss as a class.

#### **Answer Key**

1. By becoming a slave in Egypt, Joseph was able to be put before the Pharaoh, saving many people's lives by interpreting the Pharaoh's dreams about a future famine and preparing for it.
2. Because Saul persecuted the church, they scattered abroad, spreading the gospel even more than before.
3. Through His death, Jesus paid for the world's sins. The Bible says, "For he hath made him to be sin for us, who knew no sin; that we might be made the righteousness of God in him" (2 Corinthians 5:21).

## ***Civics: A Christian Worldview. Turning Evil into Good***

We saw previously how the Bible says this: “When the righteous are in authority, the people rejoice: but when the wicked beareth rule, the people mourn” (Proverbs 29:2). We also read the Apostle Paul’s words, praising God for his persecution: “...[T]he things which happened unto me have fallen out rather unto the furtherance of the gospel; so that my bonds in Christ are manifest in all the palace, and in all other places; and many of the brethren in the Lord, waxing confident by my bonds, are much more bold to speak the word without fear” (Philippians 1:12-14).

Explain briefly how God turned evil into good in these three instances:

1. Joseph’s brothers discussed killing him, and when his brother Reuben convinced them to sell him into slavery instead (intending to go back and rescue him), Joseph became a slave in Egypt for 20 years. How did God turn Joseph’s slavery into good?

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2. Saul persecuted the early Christian church; the Bible puts it this way in Acts 8:1-4:

*And Saul was consenting unto his [Stephen’s] death. And at that time there was a great persecution against the church which was at Jerusalem; and they were all scattered abroad throughout the regions of Judaea and Samaria, except the apostles.*

*And devout men carried Stephen to his burial, and made great lamentation over him.*

*As for Saul, he made havock of [devastated] the church, entering into every house, and haling [dragging off] men and women committed them to prison.*

*Therefore they that were scattered abroad went every where preaching the word.*

How did God turn Saul’s persecution of the Christian church into good?

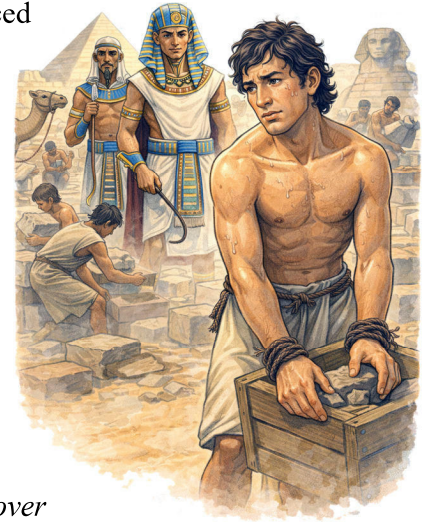
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3. The greatest injustice to ever come to anyone was the unjust crucifixion of Jesus Christ, who did no sin, and of whom Pilate said, “I find no fault in this man.” How did the death of Jesus benefit the world?

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***Civics: A Christian Worldview.***  
**“We’re Not Plundering—We’re HELPING!” (15-25 minutes)**

**TEACHER INSTRUCTIONS/KEY**

**Instructions**

1. **Objective:** Students “think like politicians” to clarify how many politicians justify legal plunder.
2. Put students into pairs/groups (probably 3 per group at the most, so each has a chance to contribute).
3. Print copies of Page 2 for each student, and hand out.
4. Read the instructions and the top example scenario together, then instruct students (give them 15 minutes!) to rewrite the four scenarios on the handout as government officials trying to pretend they’re not plundering. When 15 minutes are up, let each group/pair/table take a turn by reading at least one response. (If you have more than 4 groups/pairs, let more than one group/pair read their answer to a scenario.)

**Answer Key**

1. Answers will vary, but might be something like this: “We want our wonderful children, especially those who are just starting out, to have the best education they can....”
2. AWV, but something like this: “In our day and age, the health care of our citizens is really important. We want our local colleges and universities to have the best equipment available, so we can provide the best service and help our poor, suffering patients recover from those difficult health care issues....”
3. AWV, but something like this: “Our locals are hardworking and rugged, and we need to step up here in government to honor that wonderful spirit, so we’re going to provide a way for them to travel and help their businesses thrive in this great state of ours....”
4. AWV, but something like this: “Our state wants to be proud of its status and as a home city to a fantastic professional sports team, so we’re going all out to help. This billion-dollar stadium is a great way to enhance our local businesses, which all benefit from the additional money that pro football fans bring to our state....”

**Key Concepts**

- Even though slick politicians can justify all these expenditures, it’s impossible to get around the fact that these are all PLUNDER. They are taking money from one group and giving it to others! It doesn’t matter that it helps those groups that benefit—what about the PLUNDERED groups? Everybody SEES that one group is doing well (“Wow, look at that beautiful new medical center!”), but nobody SEES the fewer things that the plundered groups can now afford to buy, since their taxes went up...to benefit others! This, again, is a PERVERSION of the law, since it PARTICIPATES IN STEALING, instead of threatening theft or punishing it when it happens.
- You can tell your students (because it’s 100 percent true!) that these examples ALL REALLY HAPPENED. All four scenarios are taken from real-life!

## ***Civics: A Christian Worldview. “We’re Not Plundering—We’re HELPING!”***

**You are a government official** who wants to spend money on a special project that is legal plunder (stealing from some taxpayers and giving that money to others). The project makes you look like a generous, helpful government official (and it’s easy to look generous when you’re spending other people’s money!). **YOUR JOB: To rewrite what these programs really do, so you can fool the public** into thinking: “Wow, this government official is really trying to *help* us with this program!” (Choose one person to be the “rewriter,” while everyone gives ideas.)

**EXAMPLE SCENARIO:** You want to spend \$5 million to build a new public library in an area that only has 70 people living within 15 miles of that library. (Why? Because you have arranged for your brother’s construction company to get the contract to build the library, and he promised you a big cash payoff if you did.)

But you can’t tell your voters that! They might get angry and beat you with sticks if they see you at a local grocery store—or even worse, force you to watch golf on TV. So here’s how you announce the project:

*Our county, with all of its wonderful people, has fallen behind in child literacy. But we have a plan to help our precious children: Not only are we going to provide a new library with a multimedia center, but we are also going to provide jobs for 25 individuals to help run it!* [Of course, you don’t dare mention the fact that the \$5 million will be obtained by raising taxes on county residents, or your brother’s construction company and his bribe to you!]

**Now, rewrite these four scenarios in a similar way:**

**SCENARIO 1:** Public school teachers, principals, and school administrators in the school district you represent in Maine have threatened to vote you out of office unless you get them more materials. You then introduce a bill in your state’s legislature that gives every kindergartner in public schools a new iPad. Total cost per year: \$228,000.

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**SCENARIO 2:** You are a U. S. senator who wants \$60 million to spruce up the research department at the College of Medicine at a small university in your state. You insert this request into a U. S. government spending bill; the money will be taken, of course, from taxpayers in other states.

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**SCENARIO 3:** You live in a small town with a population of about 1500. You want to spend \$75 million building an airport and \$29 million building a harbor that people will almost never use. The town only has about five boats, so the harbor sees very little activity. The airport is also unused because no airlines actually fly there.

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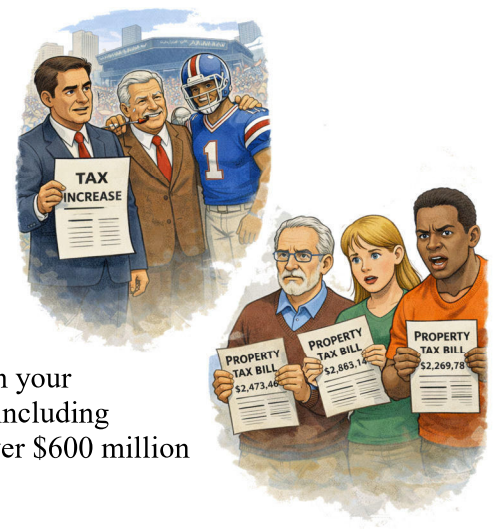
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**SCENARIO 4:** Your city has a pro football team. To get the team to stay in your city, you want to raise taxes on property to give to the team. City residents, including many who have no interest whatsoever in pro football, will end up paying over \$600 million in taxes that go to funding that football team and its billionaire owner.

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## Class 8 – Republicanism, Socialism, and Communism

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

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**Optional – Collect/Grade Quiz 5:** This is if you gave students Quiz 5 to take at home.

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**Discussion/Q4R & 4AT (as many as you want or have time for):**

Review Questions (Q4R & 4AT):

### ***The Law: Perfect Rulers, Helpless People?***

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, moral good, scientific discovery, and 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” rich and poor?

*AWV, but first, what Montesquieu suggests is 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?

*AWV, 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.*

**4AT:** Scenario: You find yourself as the ruler of a new nation. List two actions you could take—without plundering or otherwise violating the proper purpose of the law—to promote the people’s progress, happiness, and growth in “your” nation. (*AWV, but should NOT include plunder!*)

### **What Is a Republic, and Why Is It Better?**

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

*A republic is a system of government in which 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.***

3. 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.***

**4AT:** Name at least one strength and one weakness possible of a republic as a form of government. (Hint: Think about the representatives themselves who vote, instead of the people.)

***One 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.***

### Socialism and Communism: A Critique

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?

***Because 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 the belief systems of atheism and evolutionism contribute to the system of 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.***

**4AT:** If they don't work, why do you think socialist and communist governments still exist, and why do many people still support them? Come up with at least one reason.

***They still exist because men are capable of evil, and those at the top of socialist and communist governments use the systems to enrich/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.***

### Take Action!

**Subject on Earth Question #2** – As mentioned, a system of state-run education is a part of Karl Marx’s requirements to create a communist state, as he stated in *The Communist Manifesto*. Why do you think government-run education is so important to communist rulers?

*AWV, but should mention the state’s ability to control the content of the education being doled out to students, to mold/brainwash/indoctrinate them into being servants to the state. You may wish to encourage students to thank their parents for the opportunity to homeschool!*

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**GAMES & ACTIVITIES:** Here are this week’s suggested games/activities:

1. **Connect Four (20–25 minutes):** This game reinforces all types of Civics topics we’ve reviewed so far.
  2. **“I’m the Ruler, and I Won’t Do This!” (15–20 minutes):** This activity helps students understand a ruler’s proper role: to protect rights, not dole out goodies obtained by government theft to individuals.
  3. **Word Search #3 (15–20 minutes):** This activity tests students’ knowledge of the last several sections with nine fill-in-the-blank questions, each of which is a single word found in a word search puzzle.
  4. **Republic – True or False? (10 minutes):** Students answer 15 True/False questions about republics and democracies to solidify their understanding of the difference between the two.
  5. **What Government System Is This? (10–15 minutes):** Students identify 10 scenarios as just government, socialism, communism, or fascism.
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**Instructor Notes:**

***Civics: A Christian Worldview.***  
**“I’m the Ruler, and I Won’t Do This!” (15-20 minutes)**

**TEACHER INSTRUCTIONS/KEY**

**Instructions**

1. **Objective:** Students understand a ruler’s proper role—to protect rights, not dole out goodies to individuals obtained by government theft—by explaining why certain things are wrong for a ruler to do, answering objections by big-government supporters.
2. Print copies of Page 2 for each student, and hand out.
3. Give students 10-12 minutes to INDIVIDUALLY answer the questions.
4. Review at tables, or in pairs/groups.
5. Review together as a class. (Ask for volunteers! Key is below.)

**Answer Key**

The answer to all the first questions for each scenario is basically the same: “This action has nothing to do with protecting life, liberty, or property, and/or this action involves legal plunder.”

The answer to all the second blanks would be essentially the same. In order:

- “I can’t believe you’re against the people knowing about the daily news!” (As if there’s no alternative to a public TV station. And won’t a TV station funded by government be biased in favor of big government, since that’s how it’s funded?)
- “Don’t you want there to be roads? They’re important for travel!”
- “It’s important that we have enough food to eat!”
- “People who criticize the government can hinder them from getting things done!”
- “The poor need help! We’ve got to provide food for them.”
- “If we just let those gas station owners charge whatever they want, they’ll rip customers off!”
- “Don’t you think it’s important for people to have access to sports leagues if they like sports?”
- “Electric cars are the future! Isn’t it important that we develop these new technologies?”

**Wrap-Up Note**

The point is that rulers like to pay for these types of programs, because it makes them look generous—which it’s easy to be, when you’re using other people’s money. Not one of these programs has anything to do with the Bible’s standards for rulers—for them to threaten and punish evildoers (those who harm others). (And all could be done more efficiently by private companies, who are motivated by potential profits.) And to repeat, these are mostly examples of legal plunder—stealing from one group of taxpayers and giving the money to another group, one way or another. This is a perversion of the law’s true purpose.

## ***Civics: A Christian Worldview. “I’m the Ruler, and I Won’t Do This!”***

As newly elected ruler of a nation, you’ve been asked to undertake the following government actions. But...they violate the Biblical standard: that the gov’t is only to be a threat to “evildoers”—those who harm or steal from others! Read these scenarios and explain why you won’t be carrying out any of them. Then, predict what your opponents will accuse you of if you refuse. (That is, what would their objections to you be?):

1. Set up a public television station funded by taxes to discuss the daily news.

**Why this is not a legitimate gov’t responsibility:** \_\_\_\_\_

**What big-government supporters would accuse you of if you told them you opposed this action:**

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2. Order a landowner to lend some of his employees to build roads connecting towns.

**Why this is not a legitimate gov’t responsibility:** \_\_\_\_\_

**What big-government supporters would accuse you of if you told them you opposed this action:**

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3. Mandate that farmers plant certain crops to “improve the economy.”

**Why this is not a legitimate gov’t responsibility:** \_\_\_\_\_

**What big-government supporters would accuse you of if you told them you opposed this action:**

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4. Punish citizens for criticizing the government in newspapers or online.

**Why this is not a legitimate gov’t responsibility:** \_\_\_\_\_

**What big-government supporters would accuse you of if you told them you opposed this action:**

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5. Establish a government program to distribute free food to the poor.

**Why this is not a legitimate gov’t responsibility:** \_\_\_\_\_

**What big-government supporters would accuse you of if you told them you opposed this action:**

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6. Regulate how much a convenience store owner may charge for his gasoline.

**Why this is not a legitimate gov’t responsibility:** \_\_\_\_\_

**What big-government supporters would accuse you of if you told them you opposed this action:**

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7. Use tax revenue to set up a national soccer league.

**Why this is not a legitimate gov’t responsibility:** \_\_\_\_\_

**What big-government supporters would accuse you of if you told them you opposed this action:**

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8. Fund someone who is working on a new type of electric car.

**Why this is not a legitimate gov’t responsibility:** \_\_\_\_\_

**What big-government supporters would accuse you of if you told them you opposed this action:**

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***Civics: A Christian Worldview.***  
**Majority Madness Voting Game (10-15 minutes)**

**TEACHER INSTRUCTIONS/KEY**

**Prep**

Print this page for yourself—no student handout for this!

**Objective**

This game shows how majorities can vote for selfish or unjust outcomes.

**Instructions**

1. Tell students: “You are voting on class policies. Majority wins. No discussion.”

**Vote 1:** Should everyone get 5 extra minutes of lunch tomorrow? Vote by raising hands for “Yes” or “No,” count votes, and write the total on the board.

**Vote 2:** Should everyone get free snacks tomorrow? Again, vote by raising hands for “Yes” or “No,” count votes, and write the total on the board.

**Now reveal the consequences:**

- Extra lunch time → next week’s lunch shortened by 10 minutes
- Free snacks → one randomly chosen student must pay \$20

**Ask students these questions:**

- Would you have voted differently had you known the consequences?
- Was the majority wise in voting this way? (Assuming they voted “Yes”!)

2. Tell students: “Take out a piece of notebook paper. You’re going to vote by secret ballot on two scenarios.”

**Scenario 1:** Everyone gets \$5, but one student chosen at random has to pay \$50.

**Scenario 2:** Everyone gets an “A” in Civics this year, but one student chosen at random gets an “F.”

3. Students SECRETLY write “Scenario 1” and their vote of “Y” or “N,” then write “Scenario 2” and either “Y” or “No,” then turn in their votes.

4. Count the votes and write the totals on the board, one scenario at a time.

**Wrap-Up**

Ask students these questions:

- Why is it easy to vote for benefits when someone else pays?
- Does majority vote always equal justice?
- Would you feel differently if YOU were the one paying?
- What do you think is the lesson of this game?

***Civics: A Christian Worldview.***  
**Civics-tionary, Round 2 (30 minutes)**

**TEACHER INSTRUCTIONS/KEY**

**Prep**

- **Objective:** Students review Civics terms in a game called “Civics-tionary,” a game in which players draw pictures to make their team members guess the answers..
- 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:**

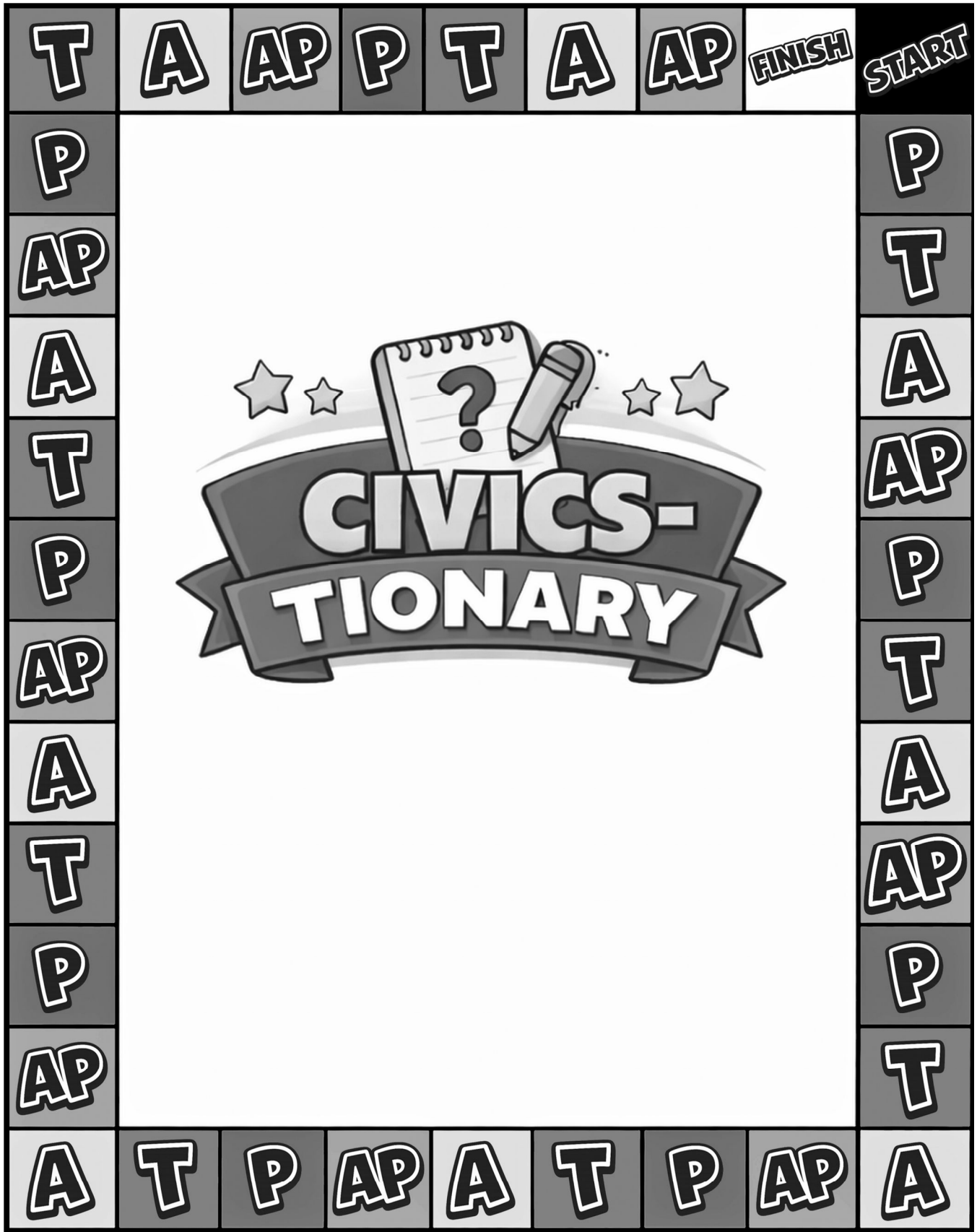
- A 6-sided die • 2 whiteboards/dry erase markers (pens/pencils/paper will do in a pinch)  
2 “service bells” • 2 game tokens (different coins will do) • A timer (a smartphone is fine)

**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 it 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 a few) 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. |
|-------------------|-----------------|----------------|----------------|
| GARDENER          | MONEY           | MOW            | WAR            |
| BROTHER           | TOOL            | LOVE           | FARM           |
| CHEMIST           | TORCH           | DRAW           | PLANT          |
| JUROR             | PYRAMID         | EAT            | HOOK           |
| WIFE              | SEED            | TRIM           | COLD           |
| STUDENT           | BRAIN           | SERVE          | DOLLAR         |
| VOTER             | BOOK            | WALK           | TOWN           |
| BEN. FRANKLIN     | HEADACHE        | LIGHT          | HAPPY          |
| SHERIFF           | TREE            | SELL           | JAR            |
| MOTHER            | CROWD           | CALL           | SAW            |
| BARBER            | JELLY           | BREAK          | HOURL          |
| (ADOLPH) HITLER   | BENCH           | STUMBLE (FALL) | SICK           |
| KING GEORGE (III) | MUSIC           | SWALLOW        | DOG            |
| SON               | FOOD            | LAUGH          | ISLAND         |
| WRITER            | FLOCK           | CARRY          | GRAPE          |
| PIRATE            | TOWN            | WORK           | CAR            |
| DEPUTY            | FIELD           | WATCH          | STRONG         |
| PARENT            | BANANA          | SHARE          | CAT            |
| JUSTICE           | HORSE           | EXERCISE       | ARMY           |
| WIDOW             | RUSSIA          | TAKE/SEIZE     | RUN            |
| NAPOLEON          | RECORD          | ROB            | EGYPT          |
| (WILLIAM) PENN    | 10 COMMANDMENTS | LOOK           | BRANCH         |
| RANCHER           | DYNAMITE        | JAIL           | CALCULATOR     |
| COWBOY            | FIRE HYDRANT    | DIRECT         | WRAP           |
| JUGGLER           | CITY            | OPERATE        | TOENAIL        |



|    |   |    |    |   |   |    |        |       |
|----|---|----|----|---|---|----|--------|-------|
| 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     |       |
| P  |   |    |    |   |   |    | P      |       |
| AP |   |    |    |   |   |    | T      |       |
| A  | T | P  | AP | A | T | P  | AP     | A     |

