



## “Proclaim Liberty” Discussion Guide Lesson One

### Lesson One: Blanks

Throughout Lesson One, there are places to fill in the blanks. Here are the answers.

- |                 |                        |                    |
|-----------------|------------------------|--------------------|
| 1. Ruler’s      | 8. Parliament          | 15. Hooker         |
| 2. People’s     | 9. Freemen             | 16. Written        |
| 3. 3 million    | 10. Petition of Rights | 17. Mission        |
| 4. People’s     | 11. Bill of Rights     | 18. Destiny        |
| 5. Anglo-Saxon  | 12. Communism          | 19. Geographically |
| 6. Corrupted    | 13. Christian          | 20. Population     |
| 7. Magna Charta | 14. Puritans           | 21. servants       |

**Watch:** **The Balance Between Government and You**, Freedom Factor video  
<https://freedomfactor.org/pages/a-revolutionary-story>

**Ponder:** Why are you choosing to participate in this discussion group? What do you hope to see change in your life as a result of your participation in this study group?

**\*Allow a few minutes of silence here before moving on to the discussion question.**

**Discuss:** What does liberty mean to you? Why are you choosing to study liberty? What changes would you like to see in yourself?

**Introduction: “The New Growth of Freedom Begins in America”**

**Read:** PL, Lesson One, Introductory paragraph (page 9)

**Section 1: “Two Types of Law Come to America”**

**Read:** PL Lesson One, Section 1 (beginning on page 9)

**Discuss:** What are examples you can think of in history of ruler’s law and people’s law?

**Section 2: “People’s Law in Europe”**

**Read:** PL, Section 2, Introductory Sentence and Parts A-C

**Read:** Definition of Feudalism: the dominant social system in medieval Europe, in which the nobility held lands from the Crown in exchange for military service, and vassals were in turn tenants of the nobles, while the peasants (villeins or serfs) were obliged to live on their lord's land and give him homage, labor, and a share of the produce, notionally in exchange for military protection. (Definition from Oxford Languages)

**Discuss:** What is the impact of property ownership on personal liberty?

**Read:** PL, Section 2, Parts D-I

**Discuss:** The English barons sought to secure their rights by writing them down in the Magna Charta and forcing the king to sign it, pledging that he would respect those rights. When the Constitution was being ratified, several states requested a Bill of Rights. There were others who felt a Bill of Rights was unnecessary because there was not enough power granted in the Constitution for the national government to be able to infringe on individual rights. What do you believe has been the impact for our nation of having a written Bill of Rights included in the Constitution? What are the pros and cons of having a written Bill of Rights in the Constitution?

**Ponder:** What individual rights are the most precious to you?

### **Section 3: “English Begin to Develop People’s Law in America”**

**Read:** PL, Section 3, Parts A-F

**Discuss:** What are the results when individuals are free to try, free to fail, free to think, and free to keep the fruits of their own labors?

### **Section 4: “A Written Constitution”**

**Read:** PL, Section 4, Parts A-B

**Activity:** Telephone Game

1. Choose one person to think of a message one or two sentences long. They will whisper it in the ear of the person next to them, who will then pass it on to the next person. After the message has been relayed throughout the group, have the last person to receive the message repeat out loud what they heard. Then have the person who initiated the message tell the group what was originally said.
2. Now, have one member of the group write a message down on a piece of paper. They will pass the piece of paper to the next person, and so on until everyone has had a chance to read the message.
3. **Discuss:** Why is it important that our form of government be written down and ratified by the people?
4. **Discuss:** What are ways the meaning of a message can be changed even when it is written down?

## Section 5: “A Sense of Providential Design”

**Read:** PL, Lesson 1, Section 5, Introduction Sentence and Parts A-D

**Discuss:** John Adams spoke of America as being a force for good in the “illumination of the ignorant” and “the emancipation of mankind all over the earth”. Do you believe this has come to pass? Why or why not?

**Discuss:** What can I do now? What are the next steps we can take to protect our freedom and help create positive change?

### Commitments

Each week, we make commitments to act on what we have learned and share our learning with others.

### Act

From your individual pondering and group discussion, choose one thing you will do this week to act on what you learned.

### Ideas

- When there is only one person present, there is no need for government. As soon as there are two people, government is born. Government is the system that allows two or more people to live in harmony with one another. Think about the government in your home or in your relationships. Is there one thing you can do to improve your self-government in one of these situations?
- Learn about a law that is being proposed in your community, state, or nation. Communicate your beliefs about that law to an elected official.
- Thank an elected official for the work he or she is doing.

### Share

Share what you learned today with someone else.

### Ideas

- Post a quote from “Proclaim Liberty” on social media along with your personal thoughts.
- Play the telephone game with your kids. Talk about why a written constitution is important.
- Choose a few discussion questions to lead a family dinner discussion or a discussion with friends.
- Share your thoughts on how the Constitution of the United States has impacted your life.