



## “Proclaim Liberty” Discussion Guide Lesson Twelve

### Lesson Twelve: Blanks

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

- |               |                 |                |
|---------------|-----------------|----------------|
| 1. anarchy    | 17. God         | 33. consent    |
| 2. tyranny    | 18. Victim      | 34. limited    |
| 3. middles    | 19. war         | 35. victim     |
| 4. ruler      | 20. law         | 36. democracy  |
| 5. men        | 21. peaceful    | 37. republic   |
| 6. Taxes      | 22. Black Sea   | 38. freedom    |
| 7. Violence   | 23. Roman       | 39. 6000       |
| 8. Misery     | 24. Celts       | 40. weary      |
| 9. People     | 25. Vikings     | 41. war        |
| 10. Jefferson | 26. government  | 42. rights     |
| 11. freemen   | 27. freemen     | 43. wealthy    |
| 12. morality  | 28. tithing man | 44. senate     |
| 13. vote      | 29. village     | 45. freedom    |
| 14. money     | 30. hundred     | 46. efficiency |
| 15. leaders   | 31. earl        | 47. elect      |
| 16. laws      | 32. sheriff     | 48. study      |

### Lesson 11: “The Founders Learn Lessons From the Past”

#### Section 1, The Founders’ Political Spectrum

**Read:** PL, Section 1, Part A

**Discuss:** What is communism? What is fascism?

**Discuss:** Can you think of examples from history that illustrate George Washington's description of "a natural and necessary progression from the extreme of anarchy to the extreme of tyranny"? Can you see examples of this in your personal life?

**Discuss:** How do you determine how much coercive power or systematic control is needed from the government in a given situation?

**Read:** PL, Section 1, Part B

**Discuss:** What are the differences between today's political spectrum and the political spectrum used by the Founding Fathers?

**Discuss:** Discuss examples of Ruler's Law in history. How does Ruler's Law impact the growth and development of the people who live under Ruler's Law?

**Read:** PL, Section 1, Parts C-D

**Discuss:** What happens if there are no limits on governmental power? How do the people place limits on governmental power? How are these limits enforced?

## **Section 2, The Government of Ancient Israel**

**Read:** PL, Section 2, Parts A-K

**Discuss:** Compare elements of Ruler's Law to elements of People's Law.

## **Section 3, The Development of People's Law by the Anglo-Saxons**

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

**Discuss:** How is the system of justice practiced by the Anglo-Saxons different from what is practiced today? Which do you think is better? Why?

## **Section 4, Lessons from the Greeks and the Romans**

**Read:** PL, Section 4, Introduction, Parts A-C, and Conclusion

**Discuss:** What lessons did the Founding Fathers learn from the Greeks about democracy? What are the desirable elements of democracy? In what situations does democracy work well?

## **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

- Research the establishment of government in ancient Israel.
- Learn more about the governmental system of the Greeks or Romans.
- Make a list of ways to enforce limits on governmental power. Act on one of these methods.

### **Share**

Share what you learned today with someone else.

#### Ideas

- Share a quote from this lesson, along with your thoughts, on social media.
- Discuss the story of Moses.
- Discuss People's Law vs. Ruler's Law.