

inward worship of our affections, the outward worship of solemn address and attendance. This is spoken of as the sum

and substance of the everlasting gospel. Rev. xiv. 7, *Worship God.*”

Matthew Henry, *Commentary*

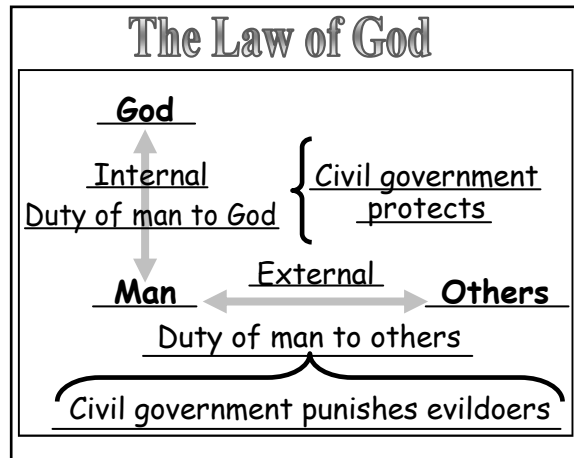
For Reflection and Reasoning

- Review: What is government? What is civil government?
- Read Exodus 20:1-17. The Ten Commandments may be divided into two groups. The first four commandments deal with what relationship? The last six commandments deal with which relationship? The student may name the commandments which fit in each category.
- Our life consists of two spheres: One is internal — our relationship to God; The second is external — our relationship to others. How does our relationship with God govern the quality or character of our relationship to others?
- Read Scriptures which illustrate the cause → effect relationship between internal duty to God and how we fulfill our duty to others: Proverbs 4:23, Proverbs 23:7a, Matthew 12:35, etc.

- *Student Activity Page 4-1.* Label the chart, identifying the internal and external relationships.

Students may compose a summary statement at the bottom identifying how the internal duty to God governs the character and quality of the external relationship to others.

The remainder of the chart will be completed in following lessons.



Leading Idea *God's Law — the basis for civil law.*
Student Text, page 24

For Reflection and Reasoning

- Review: What is law?
- Name the Ten Commandments. What area of life do the first four commandments control? What is the responsibility of civil government in regard to these commandments? Should civil government

punish if these laws are not obeyed? Civil government should protect a person's right to obey the commandments according to his own conscience.

- Throughout history there are many examples of kings and rulers trying to control or govern man's duty to God. Examples include such acts as punishing indi-

viduals for reading the Bible, requiring all people of a nation to worship a false god or attend a certain church. Students may give additional examples.

- Record **Civil government protects** on *Student Activity Page 4-1*.

- What area of life do the last six commandments control? Should a nation have laws based on those commandments? What laws in the United States are based on the last six commandments? Should an individual be punished for breaking those laws?

- Record **Civil government punishes evildoers** on *Student Activity Page 4-1*.

- Review the Biblical origin of civil government and law.

- Cain and Abel — God punished murder.

- God's covenant with Noah — God established civil government. He gave man authority to punish for murder.

- Moses and the Ten Commandments — God gave laws to guide and govern the individual's relationship to Himself and to others.

- Scripture identifies God's plan for civil government — to protect good and punish evil.

Cultivating Student Mastery

1. Complete *Student Activity Page 4-2* or *4-3*.

Supplemental Activities

- The students may research current events to identify a nation in the world today where tyranny exists. A summary may be written considering the following questions:

- How is tyranny practiced in this nation?
 - How does tyranny affect the liberty of the people?
 - Are the citizens of the nation content with tyranny?
 - Do the people of the nation have the Bible in their hands?