**Lesson Plan Sheet**

Name: Time Allotted: 35 min

Subject: Grade Level: Date

**Instructional Objectives: (The student will be able to…)**

-explain the Biblical basis for government

-compare/contrast the kingdom of God and government

-identify the Bill of Rights as the first 10 amendments to the US Constitution

**Materials Needed:**  TR123 for students

**Scope and Sequence of the Lesson**

**Introduction**:

LOOK at picture

-why do you think government buildings look impressive

**In this chapter we look at government**

-its authority; how it operates; how we should respond

READ voc words

**Lesson:** (Verbal input and visual modeling)

**Basis for government**

**God instituted government**

Romans 13

ESV Romans 13:1-14 Let every person be subject to the governing authorities. For there is no authority except from God, and those that exist have been instituted by God. (2) Therefore whoever resists the authorities resists what God has appointed, and those who resist will incur judgment. (3) For rulers are not a terror to good conduct, but to bad. Would you have no fear of the one who is in authority? Then do what is good, and you will receive his approval, (4) for he is God's servant for your good. But if you do wrong, be afraid, for he does not bear the sword in vain. For he is the servant of God, an avenger who carries out God's wrath on the wrongdoer. (5) Therefore one must be in subjection, not only to avoid God's wrath but also for the sake of conscience. (6) For because of this you also pay taxes, for the authorities are ministers of God, attending to this very thing. (7) Pay to all what is owed to them: taxes to whom taxes are owed, revenue to whom revenue is owed, respect to whom respect is owed, honor to whom honor is owed. (8) Owe no one anything, except to love each other, for the one who loves another has fulfilled the law. (9) For the commandments, "You shall not commit adultery, You shall not murder, You shall not steal, You shall not covet," and any other commandment, are summed up in this word: "You shall love your neighbor as yourself." (10) Love does no wrong to a neighbor; therefore love is the fulfilling of the law. (11) Besides this you know the time, that the hour has come for you to wake from sleep. For salvation is nearer to us now than when we first believed. (12) The night is far gone; the day is at hand. So then let us cast off the works of darkness and put on the armor of light. (13) Let us walk properly as in the daytime, not in orgies and drunkenness, not in sexual immorality and sensuality, not in quarreling and jealousy. (14) But put on the Lord Jesus Christ, and make no provision for the flesh, to gratify its desires.

-it is for the punishment of evil doers and approval of those who do well

God put it in place to keep things from degenerating like they did before the Flood

-Gen 9:6 –whoever kills a man will be killed by man

-it operates by force

-slows progression of sin

**Different from God’s kingdom**

-it operates by love

**-**reverses the progression of sin

**Laws on many levels**

-federal, national -list headquarters

-state

-local

**Government of US**

-Declaration of Independence July 1776 “We the people…”

-first? Articles of Confederation

*-why changed*

-2nd? Constitution

-ratitfied by 9 states in 1788; by all 13 in 1790

**Limiting powers**

-written to limit the powers of government

-republic: people elect representatives to make laws

-democracy: people have the power

**Changing Constitution**

-Bill of Rights: first 10 amendments; protect rights of people

*-look at*

**Guided Practice:** (Teacher assisted Practice)

**Closure:** (check for understanding)

Explain assignment activity; look in encyclopedia; encarta

**Independent Practice:** (Assignment-seat work/homework)

READ 212-218; Activity

**Evaluation:**

Of teacher and lesson- Evaluate on a scale of 1 (low) to 10 (high)

\_\_\_\_\_\_ My degree of success in reaching my goal

\_\_\_\_\_\_ Student interest / motivation / participation

\_\_\_\_\_\_ Classroom management skills

\_\_\_\_\_\_ Meeting the special needs (learning style, handicapped)

Something(s) I’d do differently, or do again if I taught this lesson another time: