



Chapter 1

“Proclaim Liberty throughout All the Land”

2-3 Days

*Leading
Idea*

Ring the bell for liberty.

Student Text, pages 1-4

Note: Explanatory or resource material, for the teacher’s study, follows most of the suggested Leading Ideas.

- In colonial times, various means were used to communicate news. Messengers were sometimes sent to cry out the news in the towns and villages. Often the town hall bell or church bell was rung to call the people together to announce news. Such was the use of the bell in the old

State House in Philadelphia, 1776, as it pealed forth the news of the signing of the Declaration of Independence.

- Webster, in the 1828 *Dictionary* defines liberty as “Freedom from restraint. . . Civil liberty is an exemption from the arbitrary will of others, which exemption is secured by established laws, which restrain every man from injuring or controlling another.”

For Reflection and Reasoning

Note: Numerous suggestions have been given for discussion and activities. The teacher must select from these suggestions, considering the age and capacity of the students.

- Review the setting of the signing of the Declaration of Independence. See chapters 14 and 15. What does it mean to be independent? From whom were the colonists independent? Why did the colonists want to govern themselves rather than being a colony of England?
- What is a State House? Where is the

State House of your state? The Continental Congress met at the Pennsylvania State House, which is now called Independence Hall. Why is it called Independence Hall?

- Why did they ring the bell? Today, if we want to hear the news of our nation, what do we do? How did the colonists learn the news of their nation?
- Read Leviticus 25:10, and identify the portion of the verse that was included on the bell.
- What is liberty? Does liberty mean that you can do *anything* you want?

What if you want to do something which would hurt your neighbor? Or, what if your neighbor wants to do something which will hurt you? Are there laws or rules which limit liberty? Why is it important to have rules and laws?

- How do Americans have liberty in their lives? The next chapter will show how liberty is first in a person's heart and then in his life.

- Color the picture of the Liberty Bell, *Student Activity Page 1-1*. Record the portion of Leviticus 25:10 which was engraved on the bell.

Suggested Student Notes

Liberty is freedom to do what is right. Laws protect our liberty and our neighbor's liberty.

Reminder: Student Notes must be kept to an appropriate length for the age of the child. A second grade student might record only the equivalent of two sentences in one day. A third grade student might record the equivalent of three sentences in one day, etc.

***Leading
Idea***

Ring the bell for liberty.

For Reflection and Reasoning

- Review: What is liberty?

- Read the poem, *Independence Bell*. See *Student Activity Page 1-2*. In what town does this event take place? Why is it called a *Quaker* town? Why were the people waiting so anxiously?

- The boy said "Ring for Liberty." What liberty were they announcing? Why was it "good news"?

- Sing familiar patriotic songs or hymns. Examples: *My Country*, *'Tis of Thee*; *America the Beautiful*; *Faith of Our Fathers*.

***Leading
Idea***

***History is the record of God
working in the lives of men and
nations.***

Student Text, page 4

- God is eternal, with no beginning or ending. Time began with the creation of the earth. History, therefore, began when God created the heavens and the earth as

recorded in Genesis 1.

- Webster in the 1828 *Dictionary* defines history: "An account of facts, particularly

of facts respecting nations or states; a narration of events in the order in which they happened, with their cause and effect.” The last phrase of this definition — with their cause and effect — distinguishes a Providential view of history.

- Rev. S. W. Foljambe preached a sermon in 1876 — *The Hand of God in American History*. He declared, “It has been said that history is the biography of communities; in another, and profounder sense, it is the autobiography of him ‘who worketh all things after the counsel of his own will’ (Eph. 1:11), and who is graciously timing all events in the interests of his

Christ, and of the kingdom of God on earth.”⁶

- The Scriptures reveal the fact that God has been working in the lives of men and nations since the beginning of time. Therefore, History is His Story or God’s Story. It is the record of God working in the lives of men and nations.

- Webster identifies a nation as “A body of people inhabiting the same country, or united under the same sovereign or government. . . The word *nation* usually denotes a body of people speaking the same language.”



For Reflection and Reasoning

- Review the definition of History which the students learned in the previous year.

- How does God work in the lives of individual boys, girls, men and women? Is God interested in each activity that you do?

- What is a nation? In what nation do we live? Who are our nation’s closest neighbors? It might be interesting to look at a globe or map and identify how nations are distinguished.

- How does God work in a nation? Can He work in the lives of the rulers? Would He work in the lives of the people of the nation? *Note:* These ideas will be expanded in the study of Chapter 4.

- Review the definition of liberty. If students recorded a definition, have them read from their notebook.

- If we study history, and can see how God has worked in the lives of men and nations, will we love God more?

Note: The following ideas should simply be introduced, as they will be expanded

throughout the year.

- History will show us that liberty for the individual begins with Christ’s coming. Over the centuries, the Biblical ideas of liberty have gradually been studied and protected by law. Why did people need the Bible in order to have liberty?

- What does it mean to have responsibility for your nation?

- Does America have more liberty than other nations? Perhaps your students know of missionaries in other lands where the people have less liberty. Do nations which do not believe in the Bible have as much liberty as Americans? Our study this year will help to identify the relationship between Christ, Christianity and liberty.

- Reasoning from the Student Text, answer the question on *Student Activity Page 1-3*.

Suggested Student Notes

**History is the record of God
working in the lives of men
and nations.**