



## Chapter 2

# Government

3-4 Days

**Leading  
Idea**

***Government is direction and control.***

Student Text, page 3

- When the typical American of today thinks of government, he thinks first of civil government. But the Christian realizes that he should be directed and controlled internally, by the Word of God.

- Government, therefore, has two spheres — internal and external. Each individual will be directed or controlled, either by that which is within (internal) or that which is without (external).

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### ***For Reflection and Reasoning***

- Review: What is history? Why should we study history?

- What is government? Webster's definition in the 1828 *Dictionary* is "direction" and "control."

- What is direction? Have you seen a policeman at the corner? What is he doing? He is giving direction to those who are driving down the street.

When mother or father or teacher tells us how to complete a task, that is direction.

- If we do not follow the direction of the policeman, what will happen? What happens if we do not follow our parent's or teacher's directions?

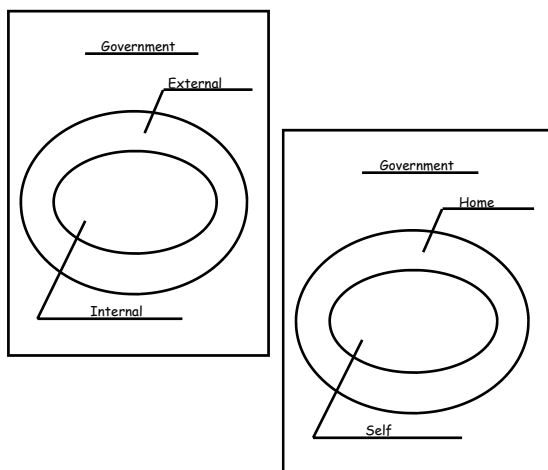
- What is control? When you ride your bicycle, what determines how fast it is

going? Who is controlling the speed? When *you* decide what to wear, who is controlling? When *you* decide what you say, who is controlling? When *you* decide what to eat, who is controlling?

- We must conclude that there are two spheres or ways in which we are governed — internal and external. If we do not govern our own actions internally, we will be governed externally.

- When we are at home, we will be governed (directed and controlled) by our parents. When we are at school, we will be governed by our teachers. In the nation, we are governed by civil government.

- Label a chart which identifies the two spheres of government — internal and external. See *Student Activity Page 2-1*. This chart could be titled "Government." Label the two spheres of government as



“Internal” and “External.” Or “Self” and “Home.” Or “Home” and “School,” “Church,” or “Civil.” Choose appropriate labels based upon the class discussion.

### ***Suggested Student Notes***

**Government is direction or control.**

### ***Cultivating Student Mastery***

1. What is government?

***Leading  
Idea***

***Internal is causative to the  
external.***

Student Text, pages 3-4

- There are two spheres of government: internal and external.

- Proverbs 23:7a teaches: “For as a man thinketh in his heart, so is he.” Proverbs 4:23 tells: “Keep thy heart with all diligence for out of it are the issues of life.” These verses teach us that the heart will direct and control one’s actions.

- Matthew 12:35 confirms the idea of

the internal sphere being causative to the external sphere.

- Many Scriptures reveal that the first century Christians demonstrated they had the *law of God* written on their hearts and controlling their actions. See Romans 2:15; II Corinthians 3:3; Hebrews 8:10; 10:16.

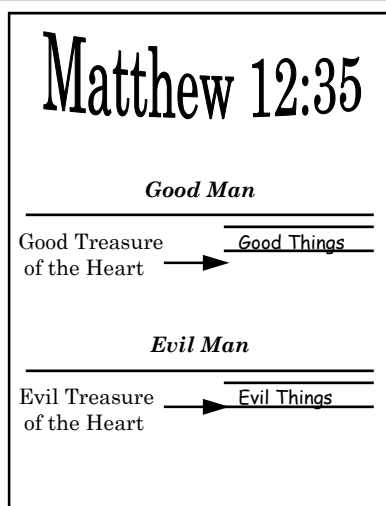
### ***For Reflection and Reasoning***

- Review: How do you decide what you are going to say? How do you decide what you are going to wear? How do you decide what you are going to eat or what you are going to do? The ideas or thoughts in the heart cause us to decide each of these areas.

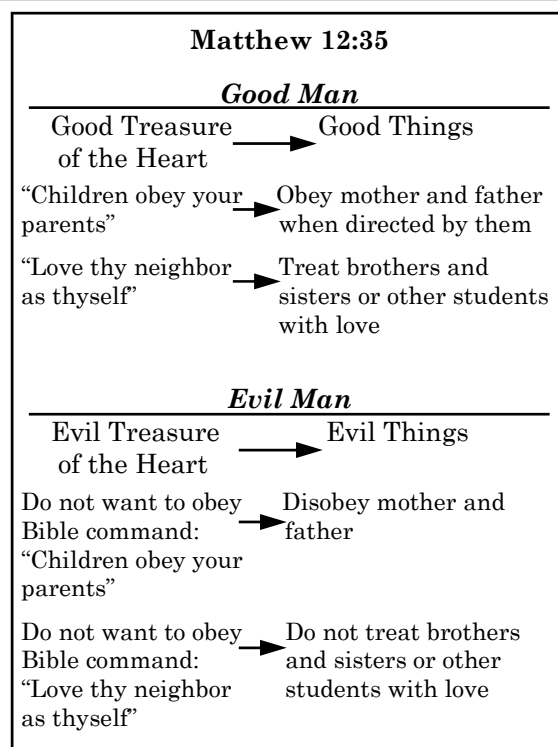
- If our thoughts and ideas are controlled by the Bible, then what we say or

do will be governed by the Bible. The Bible confirms this truth in Matthew 12:35.

- On the board, identify the cause and effect relationship in Matthew 12:35. Consider how the internal is causative to the external. The teacher may choose to have the students record the basic chart for Student Notes. See *Student Activity Page 2-2*.




- Expand the chart developed from Matthew 12:35 with practical examples of “Good Treasure” and the effect in “Good Things.” Also illustrate “Evil Treasure” and “Evil Things.” This chart may be developed and expanded as the teacher desires. Consider specific rules or laws which govern the home or classroom and the effect of those who have “Good Treasure” in their hearts as contrasted to those who have “Evil Treasure.” *The expanded chart would not be recorded in the student’s notebook.*



### Cultivating Student Mastery

1. Why are the thoughts and ideas we have in our heart and mind important?



**Leading  
Idea**

***If I govern myself well, I will not  
need others to control me.***

Student Text, pages 4-6

- Proverbs 16:32 instructs: “He that is slow to anger is better than the mighty; and he that ruleth his spirit than he that taketh a city.” The comparison of controlling one’s anger and spirit to “he that taketh a city” implies the difficult task of governing oneself.

“He that gets and keeps the mastery of his passions *is better than the mighty, better than he that by a long siege takes a city* or by a long war subdues a country. Behold, a greater than Alexander or Caesar is here. The conquest of our-

selves, and our own unruly passions, requires more true wisdom, and a more steady, constant, and regular management, than the obtaining of a victory over the forces of an enemy. A rational conquest is more honourable to a rational creature than a brutal one. It is a victory that does nobody any harm; no lives or treasures are sacrificed to it, but only some base lusts. It is harder, and therefore more glorious, to quash an insurrection at home than to resist an invasion from abroad; nay, such are the