

# TEACHER GUIDE

9th–12th Grade

Includes Student  
Worksheets

Civics



Weekly Lesson Schedule



Student Worksheets



Quizzes



Answer Key



# CIVICS AND THE CONSTITUTION

AN AMERICAN VIEW OF LAW,  
LIBERTY, & GOVERNMENT

JAKE MACAULAY & RICKI PEPIN



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First printing: June 2019

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For information write:

Master Books®, P.O. Box 726, Green Forest, AR 72638

Master Books® is a division of the New Leaf Publishing Group, Inc.

ISBN: 978-1-68344-169-4

ISBN: 978-1-61458-714-9 (digital)

Unless otherwise noted, Scripture quotations are from the New King James Version of the Bible.

**Printed in the United States of America**

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## **Note from Authors:**

Welcome to this course developed by the Institute on the Constitution (IOTC)! As one of the founders of the Institute, I want to commend you for your interest in constitutional government and for your love of and respect for America.

As you work through this course, you should know that you are taking part in the noble experiment in self-government that our Founders envisioned. It is essential that all Americans have a foundational understanding of the proper role and limits of civil government in these United States of America, and that this understanding be passed on to our children and to their children. Liberty under law is our heritage and it is the blessing we earnestly seek to preserve for posterity.

For God, the Family, and the Republic,  
Michael A. Peroutka

# Using This Teacher Guide

**Features:** The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this guide are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

**Lesson Scheduling:** Students are instructed to read the pages in their book and then complete the corresponding section provided by the teacher. Assessments that may include worksheets, activities, quizzes, and tests are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an “X” in the box.



**Approximately 30 to 45 minutes per lesson, four to five days a week**



**Includes answer keys for worksheets and quizzes**



**Worksheets for each chapter**



**Quizzes are included to help reinforce learning and provide assessment opportunities.**



**Designed for grades 9 to 12 in a half-year course to earn 1/2 Civics credit**

**Course Objectives:** Students completing this course will

- ✓ Explore the history, development, and creation of the U. S Constitution
- ✓ Go back to the original books and documents that helped to influence the specific wording of this text and their meaning
- ✓ Determine what the purposes and powers of the Constitution were meant to be
- ✓ Discuss how the document is supposed to function in terms of both federal power and state power
- ✓ Read about the purpose for and language of the amendments to the Constitution
- ✓ Explore the need and importance for the electoral college
- ✓ Understand the rights and responsibilities as a citizen of the republic
- ✓ Discover the discussions and points of importance the Founding Fathers felt were pivotal to include
- ✓ Learn how some aspects of the sharing of power have gotten out of balance due to unconstitutional legislation or over-reaching judicial and executive actions

# Course Description

It is an amazing blessing to be able to live in the United States of America and enjoy the privileges of citizenship and protections of the Constitution. It is vital that you understand this nation's history and the founding documents on which our rights are declared.

This course delves into the mindset and worldviews of the Founding Fathers, using historic sources, before and after the Constitution was ratified. Go in depth to discover the important checks and balances provided within it and the real-life applications of them. See how the Constitution has been strengthened and weakened. Discover insights that many, even the politicians who claim to follow it, are unaware of or choose to ignore.

Civics is the study of government — and only by understanding it can we hope to make sure that our rights are protected, that the provisions are laid out to keep unfettered power in check, and that the Constitution remains the guiding principles for those we select to represent us.

## How to Use This Course

Students will watch the DVD lectures for Chapters 1-14, 18. They will then complete the worksheet(s) and a related quiz.

For Chapters 15-17, there are no DVD lectures, so students will read the text in the student book and then answer questions on their worksheets and take the quizzes.

Worksheets are open book and include fill-in-the-blank, short-essay, and multiple-choice questions.

There are optional reading opportunities in the back of the student book that are also reflected in the schedule.

## Extending the Course and Special Projects

Students who wish can extend this course over a full year, utilizing the optional reading opportunities, following links to historic documents and court decisions, and supplementing with other materials that focus on not only the federal level of government but also that of state and local governments.

Student can also incorporate special projects into the course such as:

- ✓ 1000-word essay, highlighting an example of the Constitution at work in the daily lives of Americans.
- ✓ Writing to or interviewing their own representatives to the U.S. Congress proposing legislation they feel would protect the rights of Americans or other issues of interest; or asking them about their position on important issues of constitutional importance
- ✓ Choose one part of the Constitution and write about it – why it was included in the document, what purpose it serves, and how it has been affected by court decisions

## Grading

The following is only a suggested guideline based on the material presented through this course:

To calculate the percentage of the worksheets, and quizzes, the parent/educator may use the following guide. Divide total number of questions correct (example: 43) by the total number of questions possible (example: 46) to calculate the percentage out of 100 possible.

$43/46 = 93$  percent correct.

The suggested grade values are noted as follows:

90 to 100 percent = A

80 to 89 percent = B

70 to 79 percent = C

60 to 69 percent = D

0 to 59 percent = F

## First Semester Suggested Daily Schedule

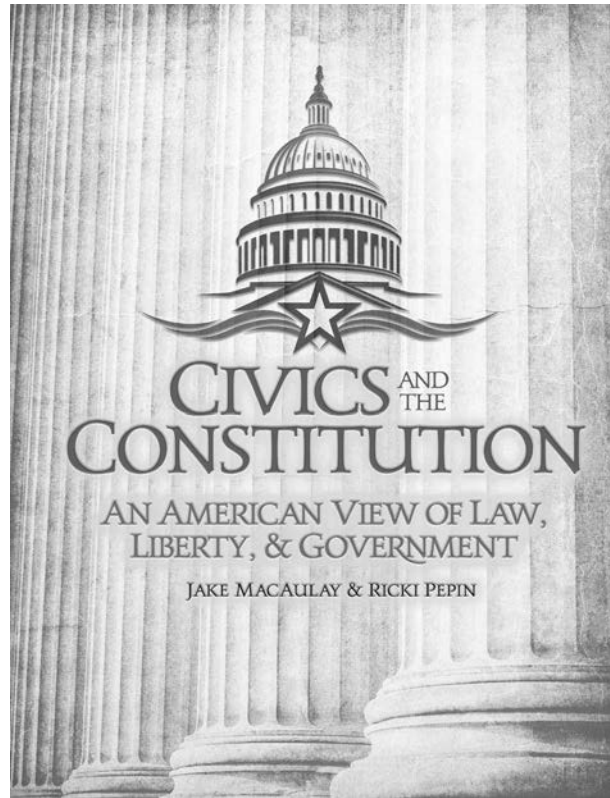
Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Read pages 7-11 • <i>Civics and the Constitution</i> • (CatC) Select a special course project from page 5 of this teacher guide.			
	Day 2	Read Page 12 • (CatC) • Start Lecture 1 • (DVD)			
	Day 3	Read Chapter 1 notes • Pages 13-20 • (CatC) Review Lecture 1 as needed.			
	Day 4	Complete Chapter 1 Worksheet 1 • Page 13 • <i>Teacher Guide</i> • (TG) Optional: Read How Tyranny Came to America Pages 241-250 • (CatC)			
	Day 5	Complete Chapter 1 Quiz • Pages 63-64 • (TG) Complete Chapter 1 Worksheet 2 (optional) • Pages 15-16 • (TG)			
Week 2	Day 6	Optional: Read from The Law: “The Law” through “The Complete Perversion of the Law” • Pages 251-252 • (CatC)			
	Day 7	Read Page 22 (CatC) • Start Lecture 2 • (DVD)			
	Day 8	Read Chapter 2 Notes • Pages 23-31 • (CatC) Complete Chapter 2 Worksheet 1 • Page 17 • (TG) Review Lecture 2 as needed			
	Day 9	Complete Chapter 2 Worksheet 2 • Page 19 • (TG)			
	Day 10	Complete Chapter 2 Quiz • Pages 65-68 • (TG)			
Week 3	Day 11	Optional: Continue reading The Law: “A Fatal Tendency of Mankind” through “The Results of Legal Plunder” Pages 253-254 • (CatC)			
	Day 12	Read Page 32 • (CatC) • Start Lecture 3 • (DVD)			
	Day 13	Read Chapter 3 Notes • Pages 33-41 • (CatC) Review Lecture 3 as needed			
	Day 14	Complete Chapter 3 Worksheet 1 • Pages 21-22 • (TG)			
	Day 15	Complete Chapter 3 Quiz • Pages 69-71 • (TG)			
Week 4	Day 16	Optional: Continue reading The Law: “The Fate of Non-Conformists” through “The Fatal Idea of Legal Plunder” Pages 254-256 • (CatC)			
	Day 17	Read Page 42 • (CatC) • Start Lecture 4 • (DVD)			
	Day 18	Read Chapter 4 Notes • Pages 42-51 • (CatC) Review Lecture 4 as needed			
	Day 19	Complete Chapter 4 Worksheet 1 • Pages 23-24 • (TG)			
	Day 20	Complete Chapter 4 Quiz • Pages 73-75 • (TG)			
Week 5	Day 21	Optional: Continue reading The Law: “Perverted Law Causes Conflict” through “How to Identify Legal Plunder” Pages 256-258 • (CatC)			
	Day 22	Read Page 52 • (CatC); start Lecture 5 • (DVD)			
	Day 23	Read Chapter 5 Notes • Pages 53-59 • (CatC) Review Lecture 5 as needed.			
	Day 24	Complete Chapter 5 Worksheet 1 • Page 25 • (TG)			
	Day 25	Complete Chapter 5 Quiz • Page 77 • (TG)			



Date	Day	Assignment	Due Date	✓	Grade
Week 6	Day 26	Optional: Continue reading The Law: “Legal Plunder Has Many Names” through “The Seductive Lure of Socialism” Pages 258-259 • (CatC)			
	Day 27	Read Page 60 • (CatC) • Start Lecture 6 • (DVD)			
	Day 28	Read Chapter 6 Notes • Pages 61-71 • (CatC) Complete Chapter 6 Worksheet 1 • Pages 27-28 • (TG) Review Lecture 6 as needed.			
	Day 29	Complete Chapter 6 Worksheet 2 • Pages 29-30 • (TG)			
	Day 30	Complete Chapter 6 Quiz • Pages 79-81 • (TG)			
Week 7	Day 31	Optional: Continue reading The Law: “Enforced Fraternity Destroys Liberty” through “Law Is a Negative Concept” Pages 259-261 • (CatC)			
	Day 32	Read Page 72 • (CatC) • Start Lecture 7 • (DVD)			
	Day 33	Read Chapter 7 Notes • Pages 73-80 • (CatC) Review Lecture 7 as needed			
	Day 34	Complete Chapter 7 Worksheet 1 • Page 31 • (TG)			
	Day 35	Complete Chapter 7 Quiz • Pages 83-84 • (TG)			
Week 8	Day 36	Optional: Continue reading The Law: “The Political Approach” through “The Influence of Socialist Writers” • Pages 261-263 • (CatC)			
	Day 37	Read Page 82 • (CatC) • Start Lecture 7 • (DVD)			
	Day 38	Read Chapter 8 Notes • Pages 83-91 • (CatC) Review Lecture 8 as needed			
	Day 39	Complete Chapter 8 Worksheet 1 • Pages 33-34 • (TG)			
	Day 40	Complete Chapter 8 Quiz • Pages 85-87 • (TG)			
Week 9	Day 41	Optional: Continue reading The Law: “The Socialists Wish to Play God” through “The Idea of Passive Mankind” Pages 263-265 • (CatC)			
	Day 42	Read Page 92 • (CatC) • Start Lecture 9 • (DVD)			
	Day 43	Read Chapter 9 Notes • Pages 93-103 • (CatC) Review Lecture 9 as needed.			
	Day 44	Complete Chapter 9 Worksheet 1 • Page 35 • (TG)			
	Day 45	Complete Chapter 9 Quiz • Page 89 • (TG)			
First Semester-Second Quarter					
Week 1	Day 46	Optional: Continue reading The Law: “Socialists Ignore Reason and Facts” through “A Frightful Idea” • Pages 266-267 • (CatC)			
	Day 47	Read Page 104 • (CatC) • Start Lecture 10 • (DVD)			
	Day 48	Read Chapter 10 Notes • Pages 105-111 • (CatC) Review Lecture 10 as needed.			
	Day 49	Complete Chapter 10 Worksheet 1 • Page 37 • (TG)			
	Day 50				

Date	Day	Assignment	Due Date	✓	Grade
Week 2	Day 51	Complete Chapter 10 Quiz • Pages 91-93 • (TG)			
	Day 52	Optional: Read from The Law: “The Leader of the Democrats” through “A Temporary Dictatorship” • Pages 268-270 • (CatC)			
	Day 53	Read Page 112 • (CatC) • Start Lecture 11 • (DVD)			
	Day 54	Read Chapter 11 Notes • Pages 113-121 • (CatC) Complete Chapter 11 Worksheet 1 • Pages 39-40 • (TG) Review Lecture 11 as needed.			
	Day 55	Complete Chapter 11 Worksheet 2 • Pages 41-42 • (TG)			
Week 3	Day 56	Complete Chapter 11 Quiz • Pages 95-97 • (TG)			
	Day 57	Optional: Continue reading The Law: “Socialists Want Equality of Wealth” through “The Socialists Want Dictatorship” Pages 270-272 • (CatC)			
	Day 58	Read Page 122 • (CatC) • Start Lecture 12 • (DVD)			
	Day 59	Read Chapter 12 Notes • Pages 123-133 • (CatC) Complete Chapter 12 Worksheet 1 • Pages 43-44 • (TG) Review Lecture 12 as needed.			
	Day 60	Complete Chapter 12 Worksheet 2 • Page 45-46 • (TG)			
Week 4	Day 61	Complete Chapter 12 Quiz • Pages 99-101 • (TG)			
	Day 62	Optional: Continue reading The Law: “Dictatorial Arrogance” through “To the Doctrine of the Democrats” • Pages 272-274 • (CatC)			
	Day 63	Read page 134 • (CatC) • Start Lecture 13 • (DVD)			
	Day 64	Read Chapter 13 Notes • Pages 135-151 • (CatC) Complete Chapter 13 Worksheet 1 • Pages 47-48 • (TG) Review Lecture 13 as needed			
	Day 65	Complete Chapter 13 Worksheet 2 • Page 49 • (TG)			
Week 5	Day 66	Complete Chapter 13 Quiz • Pages 103-105 • (TG)			
	Day 67	Optional: Continue reading The Law: “The Socialists Concept of Liberty” through “The Cause of French Revolutions” Pages 275-277 • (CatC)			
	Day 68	Read Page 152 • (CatC) • Start Lecture 14 • (DVD)			
	Day 69	Read Chapter 14 Notes • Pages 153-159 • (CatC) Review Lecture 14 as needed.			
	Day 70	Complete Chapter 14 Worksheet 1 • Pages 51-52 • (TG)			
Week 6	Day 71	Complete Chapter 14 Quiz • Pages 107-109 • (TG)			
	Day 72	Optional: Continue reading “The Enormous Power of Government” through “The Basis for Stable Government” Pages 277-279 • (CatC)			
	Day 73	Read Chapter 15 • Pages 160-171 • (CatC)			
	Day 74	Read Chapter 15 • Pages 172-177 • (CatC)			
	Day 75	Complete Chapter 15 Worksheet 1 • Pages 53-54 • (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 76	Complete Chapter 15 Quiz • Pages 111-113 • (TG)			
	Day 77	Optional: Continue reading The Law: “Justice Means Equal Rights” through “Let Us Now Try Liberty” • Pages 279-281 • (CatC)			
	Day 78	Read Chapter 16 • Pages 178-184 • (CatC)			
	Day 79	Read Chapter 16 • Pages 185-192 • (CatC)			
	Day 80	Complete Chapter 16 Worksheet 1 • Pages 55-56 • (TG)			
Week 8	Day 81	Complete Chapter 16 Quiz • Pages 115-117 • (TG)			
	Day 82	Read Chapter 17 • Pages 194-205 • (CatC)			
	Day 83	Complete Chapter 17 Worksheet 1 • Pages 57-58 • (TG)			
	Day 84	Complete Chapter 17 Quiz • Pages 119-121 • (TG)			
	Day 85	Read Chapter 18 Notes • Pages 160-171 • (CatC) Review Lecture 18 as needed.			
Week 9	Day 86	Read Chapter 18 Notes • Pages 172-177 • (CatC) Review Lecture 18 as needed.			
	Day 87	Complete Chapter 18 Worksheet 1 • Pages 59-60 • (TG)			
	Day 88	Review/Study Day			
	Day 89	Complete Chapter 18 Quiz • Pages 123-125 • (TG)			
	Day 90	Optional: Complete any course special projects.			
		Final Grade			



**Civics Worksheets**  
**for Use with**  
***Civics and the Constitution:***  
***An American View of Law, Liberty, & Government***





## Fill in the Blank

1. God and His Word are relevant to \_\_\_\_\_ and \_\_\_\_\_.
2. The general presupposition (assumption) underlying American Government is that \_\_\_\_\_ exists. The Declaration of Independence contains the following specific presuppositions: There is a \_\_\_\_\_. Our \_\_\_\_\_ come from Him and the purpose of civil government is to \_\_\_\_\_ God-given rights.
3. Three purposes of civil government are to:
  - (a) Restrain the exercise of \_\_\_\_\_.
  - (b) Enforce God's standards of \_\_\_\_\_ and \_\_\_\_\_.
  - (c) Maintain \_\_\_\_\_.
4. God gives \_\_\_\_\_ divine authority and limits this authority.
5. Biblical View: \_\_\_\_\_ Pagan View: \_\_\_\_\_  
State is \_\_\_\_\_ State is \_\_\_\_\_  
State authority is \_\_\_\_\_ State authority is \_\_\_\_\_  
Leads to \_\_\_\_\_ Leads to \_\_\_\_\_  
Results in a \_\_\_\_\_ Results in a \_\_\_\_\_  
Based on \_\_\_\_\_ Based on \_\_\_\_\_
6. Law is:
  - (a) A rule of \_\_\_\_\_.
  - (b) Backed by \_\_\_\_\_, not just \_\_\_\_\_.
  - (c) Based on higher \_\_\_\_\_ authority.
7. Revealed Law is found only in \_\_\_\_\_.
8. Law of Nature is revealed by God through human \_\_\_\_\_ and \_\_\_\_\_.
9. Municipal Law is enacted by civil governments and is valid only if it conforms to \_\_\_\_\_ and \_\_\_\_\_.
10. According to *Black's Law Dictionary* (4th Edition), a constitution is "The \_\_\_\_\_ and \_\_\_\_\_ law of a nation or state."
11. History shows God's sovereign plan for the \_\_\_\_\_.
12. The form of government of the United States of America is a \_\_\_\_\_.



**Multiple Choice** (Circle the correct answer.)

1. According to Joseph Sobran what is the goal of education?
  - a. To provide the skills of English, math, and science.
  - b. To teach social acceptance regardless of skill.
  - c. To initiate the youth into the conversation of their ancestors and to enable an understanding of the language of that conversation, and maybe even add some wisdom to it.
2. Joseph Sobran claims that modern education teaches \_\_\_\_\_.
  - a. The value of understanding excellence
  - b. Modern liberal propaganda separating us farther from the truth of our heritage
  - c. The values needed to secure a positive future
  - d. The political language and conversation of our ancestors.
3. Joseph Sobran says that we no longer live under the U.S. Constitution and that it \_\_\_\_\_.
  - a. Poses no threat to our form of government
  - b. Provides stability and balance over the laws of this great nation
  - c. Is still used today to uphold the lawful foundation of the United States
4. The Constitution is intended to do which of the following things?
  - a. Delegate certain enumerated powers to the federal government.
  - b. Allows for powers to be revised as the culture changes over time.
  - c. Separates powers among three branches.
  - d. Both a & c.
5. The government gets its power to finance and regulate healthcare from:
  - a. The Constitutional reference to We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare.
  - b. The individual states as set forth in the Constitution.
  - c. Nowhere. The Constitution provides no such authority.
6. True or False: The terms *constitutional* and *unconstitutional* are just simple terms of approval and disapproval.

7. Joseph Sobran says we are in so much trouble today because \_\_\_\_\_.
- a. We have forgotten the simple principles that the federal government's powers are limited and enumerated
  - b. Democrats have been in control of the Congress for too many years
  - c. The rights of states have been ignored
8. The logic of the Constitution is \_\_\_\_\_.
- a. Very complex and requires much study to interpret
  - b. Somewhat complex
  - c. Relatively simple and with some study can be easily understood
9. Sobran says that Federalism suffered serious wounds during the presidency of \_\_\_\_\_.
- a. Thomas Jefferson
  - b. William Jefferson Clinton
  - c. Woodrow Wilson
10. The Declaration of Independence holds that:
- a. The rights of the people were given by the government and that the power of the government came from the three levels of the government itself.
  - b. The rights of the people came from God and the powers of the government came from the people.
  - c. All power and rights came from the individual states following the War Between the States.



## Fill in the Blanks

---

1. God's plan was to bring the \_\_\_\_\_ to the Western Hemisphere.
2. God's Plan was to establish a society based upon biblical principles of \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
  - a. For the well-being of the people of \_\_\_\_\_.
  - b. As an example and model for the rest of the \_\_\_\_\_.
3. The barrier to reading the Gospel to Asia and Africa was \_\_\_\_\_.
4. The English primarily brought Christianity to the \_\_\_\_\_ Coast and the Spanish established missions primarily on the \_\_\_\_\_ Coast.
5. In his *Book of Prophecies* in 1502, Columbus expressed his belief that his journeys to the Indies were fulfillment of the prophecies of \_\_\_\_\_.
6. The Pilgrims wrote in the \_\_\_\_\_ Compact that the purpose of their voyage and settling of America was "for the glory of \_\_\_\_\_ and the advancement of the \_\_\_\_\_ faith," thus uniting God and government.
7. Why did the 13 colonies succeed in establishing a system of freedom, stability, justice and prosperity, while others failed?
  - (a) The \_\_\_\_\_ provides a unique balance of liberty and stability.
  - (b) The \_\_\_\_\_ based on a realistic (Biblical) view of human nature, gives incentive to produce.
  - (c) The theology of the priesthood of all believers:
    - (1) Led to widespread \_\_\_\_\_.
    - (2) Implied concept of \_\_\_\_\_.
    - (3) Provided practical experience in \_\_\_\_\_.
  - (d) The \_\_\_\_\_ helped make free enterprise work.

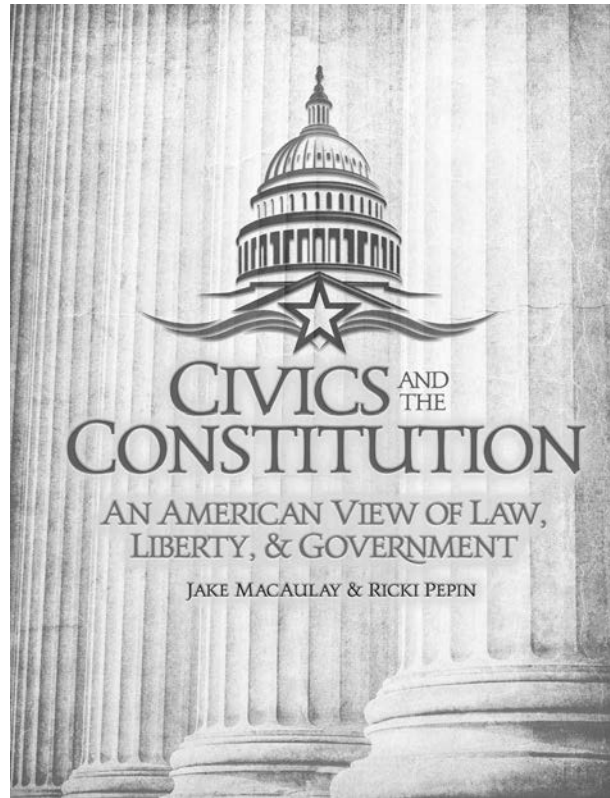




## Fill in the Blanks

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1. Puritan political theory (in part):
  - (a) Government ordained by \_\_\_\_\_ — Rule of \_\_\_\_\_.
  - (b) Government limited by \_\_\_\_\_ — Doctrine of \_\_\_\_\_.
  - (c) Liberty of Conscience — \_\_\_\_\_ has jurisdiction over actions, but conscience is between \_\_\_\_\_ and \_\_\_\_\_.
2. “Deism” is a belief in an “\_\_\_\_\_.”
3. While some scholars claim that \_\_\_\_\_ of the 55 delegates to the Constitutional Convention may have been Deists, an examination of their own statements could lead one to argue that there were \_\_\_\_\_ Deists among the delegates.
4. Alexander Hamilton urged formation of the “\_\_\_\_\_ Constitutional Society” to preserve values essential to this nation.
5. John Jay, the first \_\_\_\_\_ of the U.S. \_\_\_\_\_ was founder and President of the American \_\_\_\_\_.
6. An overwhelming majority of the Founders believed basic doctrines of \_\_\_\_\_ and were active in \_\_\_\_\_ churches.



**Civics Quizzes**  
**for Use with**  
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**Multiple Choice:**

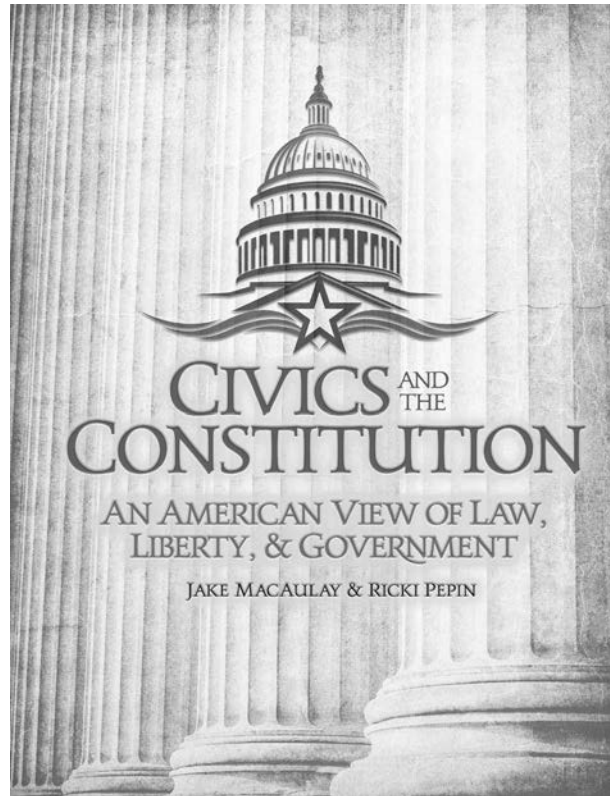
1. In the view of our Framers, God's Word:
  - a. Is important and must be followed in only religious matters.
  - b. Applies to all areas of life.
  - c. Applies only to civil government.
  - d. Applies more to church government and not to civil government.
2. The refusal of many Christians today to address issues of law and government is a modern:
  - a. Truth.
  - b. Phenomenon.
  - c. Heresy.
  - d. Result of evolutionary thinking.
3. In the biblical view of government, the state is:
  - a. Divine.
  - b. Divinely ordained.
  - c. Limited.
  - d. Unlimited.
4. In the Pagan view of government, the state's authority is:
  - a. Divine.
  - b. Divinely ordained.
  - c. Limited.
  - d. Unlimited.
5. Lord Acton pointed out that when Christ said, "Render unto Caesar the things that are Caesar's and unto God the things that are God's," Jesus' declaration gave civil government legitimacy and limited its power making it:
  - a. Almost impossible.
  - b. The perpetual charge of a universal church.
  - c. Attractive to His followers.
  - d. A job that anyone can do.
6. Law is:
  - a. A rule of conduct.
  - b. Backed by force.
  - c. Based on higher moral authority.
  - d. All of the above.

7. Law (what God requires of us) is distinguished from the Gospel, which is described as:
  - a. What God has done for man.
  - b. How we will be punished.
  - c. What man must do for God.
  - d. What man requires of God.
8. *Black's Law Dictionary* defines "Constitution" as:
  - a. The briefest statement of a nation's laws.
  - b. A summary of the law.
  - c. The organic and fundamental law of a nation.
  - d. Necessary to proper administration.
9. History...:
  - a. Is simply a fulfilling study.
  - b. Shows God's sovereign plan for the United States.
  - c. Is essential to salvation.
  - d. All of the above.
10. "History...":
  - a. Shows how various forms of government have worked or not worked.
  - b. Alerts us to dangers facing our constitutional republic today.
  - c. Neither a nor b.
  - d. Both a and b.

**True or False Questions:**

1. T F One of the purposes of government is to maintain order so Christians and others can practice right living.
2. T F According to Blackstone, municipal law (enacted by civil government) is valid only if it conforms to Revealed Law and the Law of Nature.
3. T F One element necessary for a proper constitution is that it be a written document.
4. T F The United States of America was founded as a democracy.
5. T F One of the purposes of government is to remove the desire for man to sin.
6. T F One of the purposes of government is to restrain the exercise of sin.
7. T F Revealed Law is found only in Scripture.
8. T F One of the purposes of government is to enforce God's standard of right and wrong.
9. T F Every organization has a Constitution.
10. T F History helps us to appreciate our Constitutional heritage.





**Civics Worksheet Answer Keys**  
**for Use with**  
***Civics and the Constitution:***  
***An American View of Law, Liberty, & Government***

### Chapter 1 Review Worksheet 1

1. Law, Government
2. God, Creator, Rights, Secure
3. a. Sin  
b. Right, Wrong  
c. Order
4. Government
5. Biblical View:  
Divinely Ordained  
Limited  
Patriotism  
Republic  
Creation  
Pagan View:  
Divine  
Unlimited  
State Worship  
Tyranny  
Evolution
6. a. Conduct  
b. Force, Custom  
c. Moral
7. Scripture
8. Reason, Conscience
9. Revealed Law, Law of Nature
10. Organic, Fundamental
11. United States
12. Constitutional Republic

### Chapter 1 Review Worksheet 2

1. C
2. B
3. A
4. D
5. C
6. False
7. A

8. C
9. C
10. B

### Chapter 2 Review Worksheet 1

1. Gospel
2. Law, Government, Economics  
a. America  
b. World
3. Islam
4. East, West
5. Isaiah
6. Mayflower, God, Christian
7. a. United States Constitution  
b. Free Enterprise System  
c. 1. Literacy  
2. Equality  
3. Church Government  
d. Biblical Work Ethic

### Chapter 2 Review Worksheet 2

1. a. God, Law  
b. God, Rights  
c. Government, God, Man
2. Absentee God
3. Three, No
4. Christian
5. Chief Justice, Supreme Court, Bible Society
6. Christianity, Christian

### Chapter 3 Review Worksheet 1

1. a. Bible  
b. Montesquieu, Spirit  
c. Blackstone, Commentaries, Laws  
d. St. Paul's Epistles, First Treatise
2. God, Civil Government
3. Legislative, Judicial, Executive

### Chapter 1 Quiz

#### Multiple Choice

1. B
2. C
3. B
4. D
5. B
6. D
7. A
8. C
9. B
10. D

#### True or False

1. True
2. True
3. False
4. False
5. False
6. True
7. True
8. True
9. True
10. True

### Chapter 2 Quiz

#### Multiple Choice

1. B
2. B
3. C
4. B
5. C
6. A
7. B
8. B
9. D
10. B
11. A

12. D
13. C
14. A
15. D

#### True or False

1. True
2. False
3. True
4. True
5. False
6. True
7. False
8. True
9. True
10. False
11. False
12. False

### Chapter 3 Quiz

#### Multiple Choice

1. A
2. B
3. B
4. B
5. B
6. B
7. B
8. B
9. B
10. B

#### True or False

1. True
2. False
3. False
4. True
5. True

6. False
7. True
8. False
9. False
10. True

### Chapter 4 Quiz

#### Multiple Choice

1. B
2. A
3. D
4. B
5. D
6. C
7. B
8. C
9. E
10. D

#### True or False

1. True
2. True
3. True
4. False
5. False
6. True
7. True
8. True
9. True
10. False

### Chapter 5 Quiz

- a. Rights
- b. Responsibilities
- c. Rights
- d. Responsibilities
- e. Responsibilities
- f. Rights