



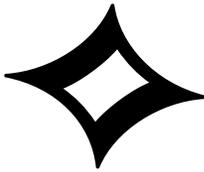
Course D

Teacher's Guide

Christian Citizenship

This set contains . . .

- ◆ Student Lesson Copy Masters
- ◆ Teacher's Guide
- ◆ CD with Student Lesson Copy Masters and Teacher's Guide in PDF and RTF files



Lesson 1: In What Way Are We Citizens of Two Kingdoms?



Lesson 2: Does God Prescribe a Specific Form of Government?



Lesson 3: What's Our Duty to the Government?

Lesson 4: What about Getting Involved in Politics?



Lesson 5: How Do We Oppose Government Evils?

Suggested for Grade 11

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Introductory Pages for Topical Courses

TOPICAL COURSE FORMAT

Each topical course contains four to ten lessons on a specific theme, such as spiritual gifts or marriage. You may spend as many days as you wish on each lesson.

LESSON FORMAT

Each lesson contains four to ten copy masters for use with the students. These student copy masters may be reproduced. The teacher's guide contains copy master text, answers, and other instructions. Each student should have a three-ring binder to store and organize all the copy master pages.

Overview

This page contains the information the teacher needs to understand the lesson.

- **Lesson title**
- **Bible references**
- **Spiritual goals:** We pray that the Holy Spirit would help our students learn these spiritual truths and adopt these spiritual attitudes and habits.
- **Suggested memory treasures:** Assign these as you see fit. Be sure to discuss their relationship to the truths in the lesson. The students will have learned almost all the suggested memory treasures in their Christ-Light lessons at Lutheran elementary school or Sunday school. One asterisk designates those memory treasures that are part of the Sunday school core. Two asterisks designate what is additional core for Lutheran elementary schools.
- **Suggested commentary readings:** Read these to review Scripture or to add depth to your instruction.
- **Introduction ideas:** Use these to interest the students and to help them see their need for what they will learn in the lesson.

Copy Masters

- The **Bible lesson** guides the students in their study of specific portions of the Bible. It begins with an Aim question and ends with a Truth that answers that question. Key Points are emphasized along the way. You may hand out the Bible lesson copy master and have the students fill it in as you teach the lesson, or you may have the students work in small groups to complete a portion of it before you discuss it. Please note that the student pages will lose their effectiveness if assigned as homework before class.
- The **Consider This** page contains questions related to the Bible lesson directly preceding it. Each option is designated to the specific Key Point to which it is most closely connected. The discussion options require a variety of learning skills, such as analysis, synthesis, evaluation, and application. *At least some of these questions should always be used because they help the students apply the lesson to their lives.* Plan in advance which questions you will use and where the questions fit best. Then vary your use of these questions:
 - ~ Discuss some questions as a class.
 - ~ Have students write answers first before discussing them as a class.
 - ~ Have students discuss the questions in pairs or small groups before discussing them as a class.
 - ~ Assign some questions as homework.
- The remaining pages contain **activities** to help the students explore the topic and make applications to their lives. The pages may include additional Bible studies of different kinds, real-life situations, skits and roleplays, simple doctrinal studies, hymn and memory treasure studies, illustrations, writing activities, simple art activities, and so on. They may be done in class or outside of class, independently or in small groups. *Select those activities best suited to your class, and limit the number of activities to fit the time allotted. Plan in advance at what point in the lesson you can most appropriately and effectively use the selected activities.*

Sample Lesson Plan

The following lesson plan is for Lesson 1: In What Way Are We Citizens of Two Kingdoms?

1. Introduce the first lesson with the Introduction option (*Who has ever had a speeding ticket?*).
2. Hand out **Copy Master 1** (*A Tale of Two Kingdoms*). Read and discuss the first section, concluding with Key Point 1.
3. To apply this Key Point, hand out **Copy Master 2** (*A Tale of Two Kingdoms*), the **Consider This** page, and discuss applications 1 and 2.
4. Return to the lesson on **Copy Master 1**. Read and discuss the second section, concluding with Key Point 2. Then answer the Aim question with the Truth of the lesson.
5. To apply Key Point 2, use applications 3, 4, 5, and 6 on **Copy Master 2**.
6. To further apply the lesson, use **Copy Master 3** (*Church and State: A Debate*). Put the class into two groups, and assign each group either a pro or con position on the question up for debate. After a time, hear both sides' arguments and discuss as a class.
7. To further apply the lesson, use **Copy Master 5** (*God Guides Governments*). Put the students into small groups. Assign each group one of the governments listed. After a few minutes, hear reports from each group. Include the whole class as you discuss these reports.
8. Assign **Copy Master 4** (*God's People: Under Authority*) as homework.

Characteristics of Eleventh-Grade Students

Spiritual Development

- They think more deeply about spiritual truths they have already learned.
- They can understand the interrelatedness of Bible events.
- They want to know how to apply spiritual truths to their lives.
- They may need additional guidance if they do not come from homes that model Christian living.

Emotional and Volitional Development

- They are quite independent in their attitudes and habits.
- They are greatly influenced by the actions and opinions of their peers.
- They are often governed by role models they have consciously or unconsciously chosen to follow.
- They are greatly influenced by television, movies, music, and magazines.

Sexual Development

- Their sexuality is an important aspect of their lives.

Relationships with Parents

- They are in the process of leaving their parents in order to develop independent lives.
- They share fewer of their experiences with their parents.
- They are still influenced by their parents, especially if their parents respect their growing independence.

Learning Style

- They can study one topic in depth over a number of class periods.
- They still enjoy a variety of learning experiences:
 - ~ working independently and in peer groups
 - ~ learning by listening and by doing
 - ~ learning by reading and by writing
 - ~ learning by answering questions and by asking questions
 - ~ analyzing, synthesizing, evaluating, and creating
- They question things they have previously accepted without question.

Some Teaching Strategies

- **Meet the students where they are and then stretch them:** Recognize that your students have different levels of Bible knowledge and spiritual development, even when they have received similar spiritual training in elementary school and the early high school years. Do not make assumptions about their previous learning. Start with the simple. Review the basics. Then move on to more complex concepts, deeper understandings, and applications of Bible truths relevant to their teenage years.
- **Create an open, responsive environment:** Recognize that as your students develop independent thinking skills, they may question things they previously accepted without question. Maintain a classroom in which it's good to ask questions, even spiritual questions. You are a spiritual leader. If they have questions, you want to give them truthful and appropriate answers. Encourage them to search the Scriptures, not look to worldly "experts" for answers.
- **Allow them to work together on some exercises:** Occasional cooperative-learning activities yield many positive results. Your students may enjoy their work more when they do it with their peers. They will become accustomed to discussing spiritual issues with their peers—a skill we hope they take with them outside the classroom. And when they have already tried out their ideas on a small group of their peers, they will feel more confident discussing an issue in front of the whole class. To keep "chatty" students focused on the task at hand, give the students definite and fairly short time limits.

IN WHAT WAY ARE WE CITIZENS OF TWO KINGDOMS?

Luke 17:20,21; John 19:11; Romans 13:1,2; Ephesians 1:2,2;
1 Timothy 2:1-4; 1 Peter 2:14

Goals

We pray that the student

knows these spiritual truths:

- Christians live in two kingdoms, the church and the state.
- Government is established by God.
- God controls governments and nations for the sake of his church.

develops this spiritual attitude and habit:

- I am thankful for the blessings God gives me through government.

To Memorize

Romans 13:1

Suggested Commentary Readings

- Pages 192-195 in Prange, *Luke*, The People's Bible series
- Pages 245,246 in Baumler, *John*, The People's Bible series
- Pages 211-213 in Panning, *Romans*, The People's Bible series
- Pages 138-143 in Panning, *Galatians, Ephesians*, The People's Bible series
- Pages 33-38 in Schuetze, *1,2 Timothy, Titus*, The People's Bible series
- Deutschlander, *Civil Government: God's Other Kingdom*, The People's Bible Teachings series

Introduction Idea

- Who has ever had a speeding ticket? How did you feel when you saw those lights in the rearview mirror? Can you tell us what happened? Who has never had a run-in with the law? How do you feel when you see a police officer's car behind you? Police departments spend a great deal of time and money on public relations. They want little children and big folks alike to think of police as their friends. So why are we sometimes uneasy when law enforcement crosses our path? The Bible tells us about our role in relation to the police and other governmental authorities. We'll see in today's lesson that the government is actually one of God's kingdoms.

A TALE OF TWO KINGDOMS

Luke 17:20,21; John 19:11; Romans 13:1,2; Ephesians 1:22;
1 Timothy 2:1-4; 1 Peter 2:14

AIM In what way are we citizens of two kingdoms?

Many people in Jesus' day looked forward to a different kind of Messiah than God intended for them. The Old Testament told of a royal descendant of King David who would never die. He'd have miraculous powers, not just to restore Israel to superpower status but to take the nation to dizzying heights of unimagined prosperity. Then Jesus came along. Although he was just a carpenter from Nazareth, he attracted people to himself. He did incredible miracles, and people began to think: "Couldn't this be the Messiah? With powers like that, he could rid our country of those Roman invaders. He could usher in a new age for the nation—the kingdom of God!" With those ideas firmly planted in their heads, the Jews asked Jesus a question that shouldn't surprise us.

Lk 17:20,21

- Contrast the kind of kingdom the Pharisees were looking for with the kind of kingdom the prophets of God proclaimed. *The Pharisees were looking for a visible, earthly kingdom. The kingdom of God is spiritual, internal, and eternal; not physical, external, and temporary.*
- Where does Jesus rule? *Jesus rules inside the hearts of believers through the Word. Martin Luther called this action "the kingdom of God's right hand." This kingdom exists wherever God's Word is proclaimed and the sacraments are administered—in other words, in the invisible church.*
- Why is Jesus the head over the kingdom of God? (Puzzled? Read Romans 14:9.) *Romans 14:9 states, "For this very reason, Christ died and returned to life so that he might be the Lord of both the dead and the living." Jesus lived and died for us so that we "should be his own, and live under him in his kingdom, and serve him in everlasting righteousness, innocence, and blessedness" (The Second Article of the Apostles' Creed).*
- When we pray "Your kingdom come" in the Lord's Prayer, what are we asking? *We're not necessarily asking God to hurry up and make judgment day come, although we hope and pray that as well. We're part of God's kingdom here and now; therefore, in this petition, we're asking God to*

keep us as members of his kingdom and to help bring others into his kingdom. We're asking for Jesus to rule his kingdom in our hearts so that all we do reflects our loyalty and obedience to him.

KEY POINT I

What is God's right-hand kingdom?

God's right-hand kingdom is his ruling in our hearts through the Word.

God rules in another way too, a way Luther referred to as the "kingdom of God's left hand." In his book *Civil Government: God's Other Kingdom*, Professor Daniel Deutschlander states: "Thus the rule of Christ over everything in the world, in time, and in history can be called his other kingdom. But most commonly when we talk about Christ's second kingdom, we are referring especially to civil government" (page 8). Even Jesus, the Lord of all, lived under this other kingdom while on earth. In the text before us, Jesus had been arrested. The Jewish church leaders wanted him executed by stoning, the Bible-designated punishment for blasphemy. But the Jews didn't rule Israel. God had allowed the Roman armies to invade and take control. Jesus was to die the way God had predicted in the Old Testament—by a Roman method of execution. He would hang on a cross.

Jn 19:11

- Who had placed Pilate in his high position? *God had. "From above" refers to God. Ironically, Pilate abused the authority God had given him and directed that abuse against the giver—the Son of God himself. But God used Pilate's sin to accomplish his will for his Son and for the salvation of the world.*

Ro 13:1,2

- Why is disobedience of the government actually disobedience of God? *Because God established government. God is directly responsible for who governs what. The governing authorities get their power from God and act as God's representatives. Even Pilate was God's representative.*

1 Pe 2:14

- What is the government's purpose? *To punish those who do wrong and to commend those who do right.*