

## Lesson Three

# The Source Of Freedom

### LESSON IDEA

The partnership between freedom and responsibility can be traced back to the Garden of Eden, where we first learn that freedom is a gift from God that includes corresponding responsibilities.

### VISUAL AID

The *Holy Bible*, and enough magazines (those with illustrations or advertisements showing people in action) to give one to each participant in the Heritage Hour discussion.

**A**MERICANS have inherited many wonderful blessings from past generations. Consider some of the items in our home that make life more pleasant and enjoyable. What do we have today that our pioneer forefathers did not have? [Ask each family member to name one or two items, such as telephones, electric lights, plumbing, washing machines, television, video recorders, computers, and so on. Then ask each one what life would be like without them.]

It is difficult to imagine going without such miraculous conveniences. Yet each is the result of the greatest blessing of all, which is neither an object nor a machine, but freedom: the ability think and act — and invent — for ourselves.

Freedom means that we can make our own choices. But as discussed last week, our decisions must be responsible or we may lose some or all of our freedom. As we grow and mature, what are some of the major decisions we must make about our lives? [Give each child an opportunity to mention two or three examples, such as which college to attend, what career to follow, and whom to marry.] Would we like it if someone else were to make such choices for us? Why?

What if you wanted to be a writer, but were told that you had to paint houses? Or preferred to be a policeman, but were ordered to be a fireman? Or looked forward to being a mother and homemaker, but were forced instead to work in a factory? Would you be as creative, successful, hardworking, or happy if you could not choose your own career? Why? [Give each member of the family an

opportunity to answer.]

**O**NE REASON why freedom is so valuable is it enables men and women to be their most creative. They work longer, harder, and more productively when they are free to exercise their talents and abilities. Because we are all different, we enjoy different things and express ourselves in different ways. For example, how many sports can we play? Can you each name a few? What if there were only one or two to choose from? [Let everyone answer.] What are some of the hobbies we can select? What are some of our career options? Who should determines which of these activities you will select?

The freedom to “be all that you can be,” as the old Army slogan said, is taken for granted by many Americans. Let’s take a moment and thumb through a few magazines to see how many different pictures we can find showing people at work or at play, following a career or hobby of their own choosing. See if you can find two examples of per-

### FOR YOUNGER AMERICANS

The following lesson is appropriate for children at any grade level. To stimulate additional discussion, you may wish to explore its theme further.

The story of creation and the Garden of Eden fascinates most young minds. You may wish to read Chapter Three of Genesis, which describes the temptation, the fall, and being driven from the Garden. Here are some of the additional questions that are raised:

Why did Adam and Eve hide when they heard God in the Garden? Do we sometimes want to hide when we’ve done something wrong and are fearful of being found out?

When God asked why they had eaten of the tree of knowledge of good and evil, Adam blamed Eve, and Eve blamed the serpent. Is it a natural tendency to shift blame to others when we have done something wrong? How did God punish the serpent? How did he punish Adam and Eve?

Do you think that Adam and Eve learned a lesson from what happened? Would they have a greater appreciation for freedom? Would they want to teach their children the importance of making responsible choices?

