

Mankind's Freedom to Commit Evil

Open-Book Review

Name: _____ Date: _____

Use ThinkCube 2 to answer the following questions. Review each premise carefully and be prepared to explain the ideas in your own words.

PREMISE 1

God Did Not Create Evil But He Created The Possibility Of Evil

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1. How does Genesis 1:31 describe God's original creation?

- A. It was very good
- B. It was already corrupted by evil
- C. It was morally neutral
- D. It was beyond God's control

2. According to the lesson, what did God create rather than evil itself?

- A. The necessity of sin
- B. The possibility of evil through moral freedom
- C. An evil substance
- D. A rival power equal to God

3. How does the lesson describe evil in relation to goodness?

- A. A separate material substance
- B. A force God created to test humanity
- C. A corruption or distortion of what is good
- D. A necessary part of God's character

4. Who bears moral responsibility when a free creature chooses to sin?

- A. The creature who makes the choice
- B. God alone
- C. The natural world
- D. No one

Be Prepared to Share

1. Someone says, "If God created everything, He must have created evil." How would you explain the difference between creating evil and permitting its possibility?
2. Put it in your own words: How does moral freedom help explain the origin of evil without making God its author?

PREMISE 2**God Could Have Created A Perfectly Moral Humanity But At Tremendous Cost****Open-Book Review****1. What would be lost if human obedience were simply programmed?**

- A. The ability to perform routine tasks
- B. Genuine freedom and meaningful love
- C. The need for physical bodies
- D. All knowledge of right and wrong

2. What example does the lesson use to contrast programmed affection with freely chosen love?

- A. A student and a teacher
- B. A robot and a real person
- C. A soldier and a general
- D. A painter and a canvas

3. According to the lesson, why is the possibility of rejection important?

- A. It makes genuine, freely chosen love possible
- B. It proves that love is impossible
- C. It makes every choice morally good
- D. It eliminates responsibility

4. Which qualities does the lesson associate with meaningful moral choice?

- A. Only intelligence and strength
- B. Courage, loyalty, perseverance, and moral conviction
- C. Wealth and popularity
- D. Perfect predictability

Be Prepared to Share

1. Someone asks, "Why didn't God just make people who always do good?" How would you explain the cost of programmed obedience?
2. Put it in your own words: Why does the freedom to say "no" make a freely chosen "yes" meaningful?

PREMISE 3**The Potential For Evil Is What Makes Virtue Possible****Open-Book Review**

- 1. According to the lesson, what makes courage morally significant?**
 - A. Acting despite real fear or danger
 - B. Never experiencing fear
 - C. Having no choice but to act
 - D. Avoiding every difficult situation
- 2. Which virtue becomes meaningful when a person has been wronged and could retaliate?**
 - A. Pride
 - B. Forgiveness
 - C. Indifference
 - D. Ambition
- 3. What historical event does the lesson use to illustrate courage and self-sacrifice in the face of evil?**
 - A. The moon landing
 - B. The attacks of September 11, 2001
 - C. The signing of the Constitution
 - D. The first Olympic Games
- 4. What is the central point of the lesson's examples of heroism?**
 - A. Good actions are always automatic
 - B. The possibility of danger and wrongdoing allows meaningful acts of virtue
 - C. Evil actions should be celebrated
 - D. Virtue requires people to seek suffering

Be Prepared to Share

1. Someone says, "A good God would never allow a world where danger exists." How might the courage of first responders help you discuss this claim?
2. Put it in your own words: How can the possibility of evil create opportunities for forgiveness, integrity, and self-sacrifice?

PREMISE 4**If A Creature Is Free To Be Good It Must Also Be Free To Be Bad****Open-Book Review****1. What does the lesson say is necessary for significant moral freedom?**

- A. The ability to choose between good and evil
- B. The inability to disobey
- C. A guarantee that no one will suffer
- D. A world without consequences

2. Why does the lesson compare “free creatures who cannot choose wrong” to a square circle?

- A. Both are ordinary objects
- B. Both describe logical contradictions
- C. Both are biblical symbols
- D. Both are difficult scientific problems

3. According to the lesson, why does the existence of moral evil not by itself disprove God's goodness or power?

- A. God is unaware of human choices
- B. Moral evil results from creatures misusing genuine freedom
- C. God approves of every wrong action
- D. Freedom makes morality irrelevant

4. What is the lesson's central conclusion about meaningful moral choice?

- A. A meaningful “yes” requires the possibility of “no”
- B. Only bad choices are free
- C. God must determine every decision
- D. Responsibility disappears when choice exists

Be Prepared to Share

1. Someone argues, “An all-powerful God should make us free but never allow us to choose evil.” How would you respond to the contradiction in that request?
2. Put it in your own words: How can you affirm God's goodness while holding human beings responsible for their freely chosen actions?