



PRESENTER'S GUIDEBOOK for CONSTITUTION DAY PRESENTATION

1st Edition September 2022

Dear Presenter, Blessings upon blessings to you for your willingness to enrich school students with a lesson about our great nation's historical truth and founding documents. Thank you for covering that which is not being taught in the majority of our schools both public and private.

Since you are stepping up to speak to school students at this time, we're guessing that you're already aware of the Federal Law passed by Congress in 2004 that "Requires each educational institution receiving Federal funds for a fiscal year to hold an educational program on the US Constitution on September 17 for its students." See: HR 4818; Division J. Sec. 111(2)(b)

<https://www.congress.gov/bill/108th-congress/house-bill/4818> 90% of schools are out of compliance on this law and we are here to not only lend them a hand, but to also do the job that public schools were designed to do- they were designed to create a moral, informed & engaged citizenry (& more!).

By leading this presentation for school students, you are planting seeds of liberty like our Founders did! And remember that seeds on certain soils and under certain conditions may take more time to germinate, sprout and flourish. But they are there!

NOTE: *this law also applies to all federal agencies!*

TARGET DATES: Constitution Day 2022 is September 17th. Constitution Week is September 17 through September 23rd. IF you can't get scheduled on the exact week, the entire month of September is game, so get it on the calendar at your local school(s), homeschools, or even churches with Sept. 17th-23rd as your optimum target dates, and any other date within the entire month of September as your default for the purposes of flexibility and to ensure you "git 'er done!". For example, if the school is willing to comply with this federal law as well as accommodate and coordinate the time for your presentation, do be flexible with dates if necessary.

THE PRESENTATION: We are pleased to provide this comprehensive overview in a dynamic presentation formatted for you and anyone else you know to bring into any school (or even a federal agency) on or around Constitution Day (or even any day within the Constitution's birthday month of September). Not to limit, this presentation could be used throughout the year should anyone be in need of a curriculum to teach a solid overview to school age students and beyond! Of course, the idea is to blast this civics training throughout our school systems during Constitution Week or at least in the month of the birth of the US Constitution. Please encourage any teachers you know to use the material.

OPTIMAL STUDENT AGE RANGE: This presentation lends itself to being most appropriate for ages 10-15 or grades 4th-9th. Depending upon the time you choose to spend on each slide (i.e. including all the content on the more wordy slides for upper grades and scaling back on some of the wordy content for lower grades), you can customize this presentation for the grade level(s) you present to.

POWERPOINT SLIDES: Within this presentation you'll find PowerPoint slides. Schools today utilize a great deal of technology; therefore, you should have access to bringing this visually engaging presentation onscreen in the classroom. Your part will be giving a little more backstory on the content of each slide and asking questions along the way to get them thinking & to keep them engaged. *(PowerPoint use instructions are available for download for Constitution Coaches in our Coach Dashboard)*

LENGTH OF PRESENTATION: The length of the presentation will range from 30 minutes to an hour, or maybe longer, depending upon how many questions you utilize in engaging the students. If you are only given 30 minutes with the students, then you'll need to limit questions and focus on the most important content on each slide. This allows you to shave off some of the content on the more "wordy" portions of the slides. For example, you can review a limited portion of "Constitution at a Glance" and the Bill of Rights by staying more focused on the top three points. If you have 45-60 minutes for a presentation, you can ask more questions to keep them engaged so they better process the valuable information and insight you are sharing.

GUIDEBOOK PURPOSE: The purpose of this Guidebook is to give the presenter more of the backstory, a few tips, some engagement questions, and additional resources you may need to feel confident in presenting the slide show. You'll actually learn so much just by reviewing the info contained herein and then by facilitating it for the students. Please note that you do NOT have to ask a question for every slide. They are there for your consideration. It's very important that you keep the presentation moving forward so the students don't lose interest. Keep them in anticipation of hearing what's coming on the next slide.

LESS IS MORE: So as not to overwhelm you, this Guide does not contain every possible bit of related info on all the subjects lest it become a large textbook. Just by watching our course *Constitution Alive!* and following along with its corresponding workbook, you can gather even more information. Please note that you would most likely not need to do that for purposes of executing this presentation with excellence, however you may wish to do so as your own curiosity directs you.

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PRESENTER'S GUIDE: LEADING THE SLIDES PRESENTATION

Slide 1 PATRIOT ACADEMY

PRESENTS

Presenter, if you choose “present” mode in PowerPoint (PP) (top right of PP page), you can access the animation peppered throughout. Slide 1 for example has a 41 second ghosted video clip of Patriot Academy’s Leadership Congress. As the kids are settling in, you can introduce yourself & welcome them to the presentation while this is playing in the background.



Slide 2 US CONSTITUTION

US CONSTITUTION- Celebrating our US Constitution’s Birthday

Questions:

Did you ever think to celebrate this?

Did you know there are good reasons to celebrate?

Do you know why?



Slide 3 Three Facts Every American Needs to Realize

FACT: *The United States of America was & is the greatest nation on Earth.*

That may sound like a bragging statement to many of you, but as we go along, you’ll learn the facts that tell us why that is so.



Question: *But for now, why do you think this statement is being made?*

FACT: *Today, Americans need to Learn & Understand our Founding Documents.*



Presenter can ask question- *Why should we learn this? Answer- Because that's how we understand how our government is set up, how it's designed & why it's designed the way it is. Plus, by learning these documents, we get to know & understand our roots as Americans.*

Question: *Who here thinks it's important or interesting to know where we came from as a nation and how this 'American experiment' happened and flourished?*

FACT: *Your Generation will inherit the USA - & It's important you know the Constitution, our Country's road map/rule book ("law of the land") so you don't lose your way and lose the liberty that our Constitution uniquely affords/provides you.*

Questions:

What are some freedoms you enjoy as an American Citizen?

What are some freedoms you enjoy that people in other nations don't have?

How do you feel knowing that the future of our freedoms depends on you?

What do you think that means?

Who here wants to see the road map to keep us on track for a good future since it depends on us?

Slide 4 America is GREAT for MANY Reasons

FACT: *People want to COME to America, NOT LEAVE*

Questions:



Have you noticed there's a lot of talk about immigration and how millions of people come to America every year? Do you think they are coming because America is a terrible place to live or because it is a great place to live?

Have you ever known anyone who has left America to seek more freedom & prosperity somewhere else?

We encourage new ideas and creativity: iPhone, Tesla, ...

Question: *What other inventions were created in America?*

Question: *Did you know these things were invented by an American? Air Conditioning (Presenter says: "Students, what would we do without that!?"), airplanes, GPS, incandescent light bulb, telephone, chocolate chip cookies, computers, the internet, assembly lines in factories, majority of technology breakthroughs, medical/health cures, & too much more to mention. Did you know that?*

We have the LONGEST standing Constitution of ANY country in the history of the world

Question: *do you know how many years our Constitution has stood the test of time? (Presenter: let them guess- whether they are right or wrong, the answer is coming up on the next slide so if they are wrong, let the slide reveal the right answer as a "ta-da"!)*

Do you know the world average of how long a constitution lasts? (Presenter, this should be fun gathering guesses of how many years- then let the following slides reveal the answer again as a "ta-da"!)

Slide 5 America: 1 Government **(world average 17 years)**

America: 1 Government (*Presenter says: "In the time America has had only 1 government, the length of the average constitution the world is, drum roll please... 17 years!"*)



Slide 6 America: 1 Government (235 years this year)

America's Constitution is 235 years old this year! Say what!?!

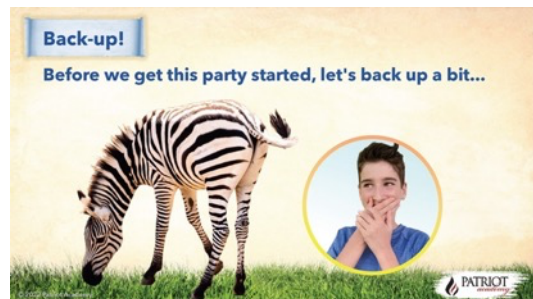
Question: *WHY do you think it's lasted 14 times longer than all the others?*



Slide 7 Back-up!

Before we get this party started, let's back up a bit...

(Presenter, this slide is to transition to the backstory so the kids can learn some key tidbits of history that led up to the Constitution. As you see, we made it fun for them with this slide, hehe)



Slide 8 The Story...

The Story... The history that set the stage for the US Constitution

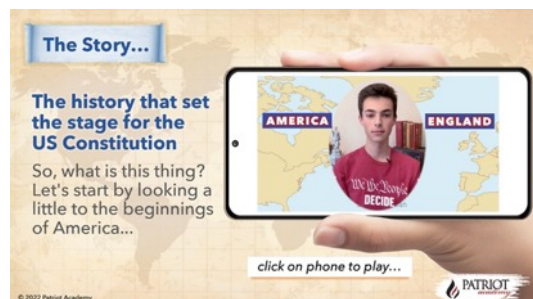
Presenter says, Let's explore what this thing is. The "best" way to start is by looking first to the beginnings of America...

Questions:

Who likes to hear stories about yourself when you were a little kid?

Who likes to hear a good or juicy story?

Presenter plays video



Slide 9 Seeking Freedom & Liberty

Presenter reads through the slide text including the bottom photo credits



Questions for Pilgrims photo:

What is the name of the ship the Pilgrims sailed to America?

Can anyone guess why the pilgrims were praying as they stepped off the Mayflower onto the soil of this “new world” as it was called?

Questions for King George photo:

What is a “tyrant”?

Who digs King George’s style of dressing?

Who here likes the idea of being controlled by someone from far away, someone you’ve never even met?

Who here even likes to be controlled by someone you know that is close by?

Slide 10 Pilgrims did NOT feel FREE

The greedy king was charging the Colonists a high “Tea Tax” \$\$\$.



Questions:

What are taxes?

Do you think you should have to pay higher taxes on your favorite things?

How do you think the fenced in kid in this photo is feeling?

King George made very strict rules.

Questions:

Have you heard that term “across the pond” before?

How do you think the Colonists felt being pushed around and controlled like this?

King George ordered England to stop sending food to the Colonists, but they were already self-sufficient and could grow their own! How do you think Old Georgie liked them apples? **Questions:** *How do you think it felt for the Colonists to become independent in raising their own food and not have to rely on another country that controlled how much they paid for food AND could control whether or not they'd starve?*

Slide 11 Cradle of Liberty

What happened here? (Presenter, ask this slide question to your students)

Questions:

Where is Independence Hall located?

*Why do you think it's called the "Cradle of Liberty"? **Answer:** It's where America was born and nurtured during its infancy.*

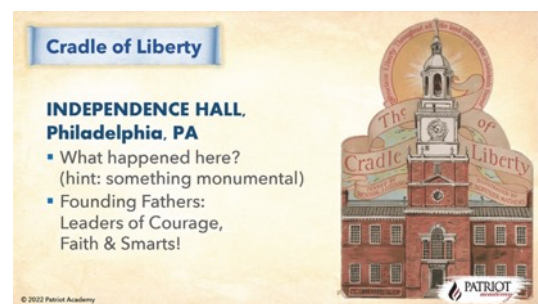
Presenter can paint a picture with words to the kids: *Back before air conditioning- these men had to hammer through their meetings & strategize how to gain their independence by separating from England and setting up our own nation via a written Constitution. It had to be kept confidential, windows closed shut, wearing heavy clothing, it was several months throughout the spring and summer, sweating it out so we can sit here today having freedoms and comforts, to meet in a land of liberty, a room with air conditioning in the summer & heat in the winter and enjoy all the countless goodies/benefits that come along with living in America.*

Founding Fathers: Leaders of courage, faith & smarts!

Questions:

Why did they need courage?

What does faith mean?



Do you think it took some brainpower to think and talk through how to set up a nation that would allow freedom for its people, boast a well working government and have the potential to become a light in the world?

Slide 12 The Declaration Committee

Presenter says, Meet the Five Men who talked through setting forth our Declaration of Independence. Thomas Jefferson, Roger Sherman, Benjamin Franklin, John Adams, Robert Livingston.



Questions:

Which names do you recognize?

Why do you think we haven't heard of some of these important figures from our history?

Slide 13 Founding Fathers

56 Signers of the Declaration of Independence

Questions:

Before today, how many knew there were 56?

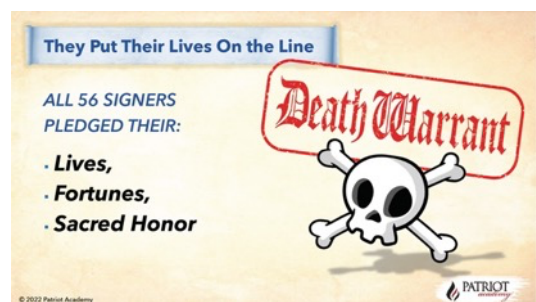
How many can you name?

Do you notice the serious expressions on their faces?



Slide 14 They Put their Lives On the Line

Presenter: Talk through & ask questions about what each word means: lives, fortunes, sacred honor. Explain how signing that document was like signing their own death warrants

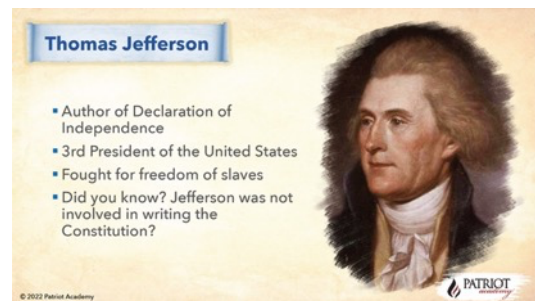


because if they did not win the Revolutionary War, King George would have had them all hung! These guys had wives & children who would be impacted by this too! Imagine how they felt, what was going through their minds yet they were willing to “go for it”! Wow!

Question: *Who here today would be willing to sacrifice your lives, fortunes and sacred honor, like the Founders did, for your family and friends?*

Slide 15 Thomas Jefferson

Presenter, Go through the 5 points listed on this slide. Note the FACTS re: slavery, Jefferson not writing Constitution & “Separation of Church & State” below. You are welcome to do more research if you feel the need to:



Jefferson anti-slavery but owning slaves: At the age of 13, young Jefferson inherited 187 slaves. When he married, his wife had also inherited slaves. Finding the institution of slavery profoundly troublesome to his soul, he longed to set his slaves free and put an end to this horrid practice. At the time, Virginia law deemed it illegal to release slaves, even upon the slave owner’s death.

As Jefferson rose to political prominence, he introduced the 1st US anti-slavery law to the Continental Congress which ultimately failed by just one vote! (a lesson that every vote counts!) Undeterred, he then presented the bill to the Virginia State legislature with similar results. During his adamant anti-slavery fight, his strong moral compass and character rightly led Jefferson to pay his slaves for any work they performed from his personal funds to the point of putting himself into dire financial straits. He even had to sell his extensive library of books to Congress in order to cover his expenses. DID YOU KNOW THAT?

FACT. Jefferson not involved in writing Constitution: Jefferson did not write the Constitution or the Bill of Rights. He was in France during the Constitutional Convention AND during the congressional debate over the Bill of Rights.

Slide 16 Founding Fathers

Founders all Rich? Best Schools? Privileged/elite?

Presenter: Go through the “Did you Know” Questions.

Answer to “guess who” was surveyor of land: **George Washington**

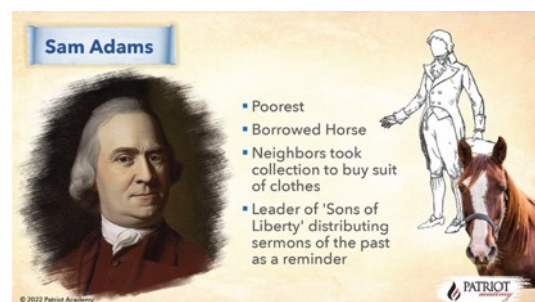
Answer to “guess who” was scientist: **Benjamin Franklin**



Slide 17 Sam Adams

Presenter: Go through points on the slide noting that he had to borrow a horse to ride to Congress and his neighbors took up a collection for his suit of clothes to wear to Congress. The idea of this slide & the next

one is to show the extremes between the Founding Fathers of whom some were rich, poor & everything in between.



FACTS for: *Leader of “Sons of Liberty”. This group of men (including John Hancock & others) distributed the sermons of 100 years prior as a reminder of the principles America was built upon and that were keeping the people free. Sam Adams knew that humans forget things quickly & the “Sons of Liberty” provided the reminder aka “reboot”.*

Reboot & kick-start: Presenter says, “What we are doing today is kind of a reboot for those of you who’ve learned some of this AND it’s a kick start for those of you who haven’t learned this yet!”

Slide 18 Charles Carroll of Carrollton

Presenter, list the facts on the slide. Note the younger photo on left & the older photo on the right. Again, this shows the extremes of the Founders' wealth from Sam Adams to Charles Carroll.

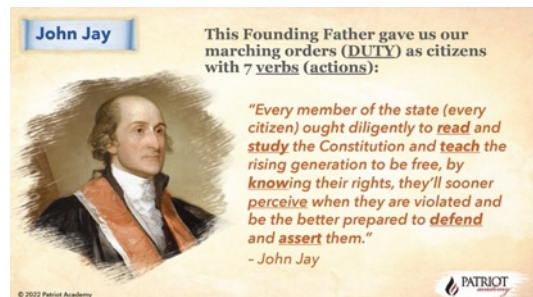


Hardships: Presenter to point out that although wealthy, he suffered great loss & heartache in losing 4 of his 7 children during their early childhood and he himself outliving the other 3.

Interesting Bonus Fact: John Adams and Thomas Jefferson died on the same day, on the 50th anniversary of the Declaration of Independence. (Can you imagine the likelihood of that happening?) After their deaths, Charles Carroll of Carrollton was the last remaining Founder and signer of the Declaration of Independence!

Slide 19 John Jay

Presenter, feel free to let students know that John Jay was the original (very first) Supreme Court Chief Justice who was appointed to that high position by George Washington himself!



This slide is self-explanatory as is. Focus should be toward letting students know that this is where we all clearly understand what is expected of us going all the way back to the launch of our US Constitution. The wisdom of John Jay & other Founders told us that in order to keep our Constitutional Republic, our nation of liberty, we all have a role to play. We all must be more “watchful”, but in order to know what to watch out for, we need to read, study, teach, know our rights so we’ll perceive when officials try to cheat us by taking them away. Then we’ll be ready to defend and assert our rights so we can keep them!

Slide 20 Preserve the Constitution

Presenter: Go through each of the 7 verbs explaining the importance of each and then challenge the kids to memorize them as you review them in order 2 or 3 times (maybe listing off with your fingers). Have fun with it.

Optional Questions for older kids:

Are we a Democracy or a Republic?

Do you know what the difference is?

What is a Constitutional Republic?



Slide 21 Noah Webster, Schoolmaster to America

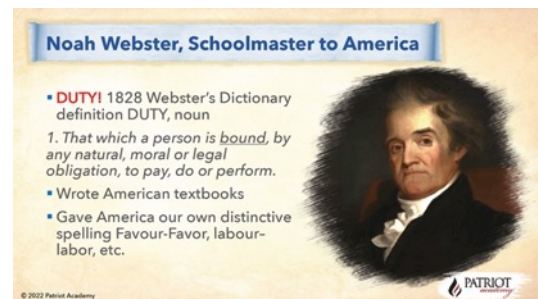
Presenter to say, Speaking of ‘DUTY’, we got our definition of that word from one of our other Founders. We all know him for his famous Dictionary! Explore the definition.

Questions:

By this definition, is duty something you can take lightly?

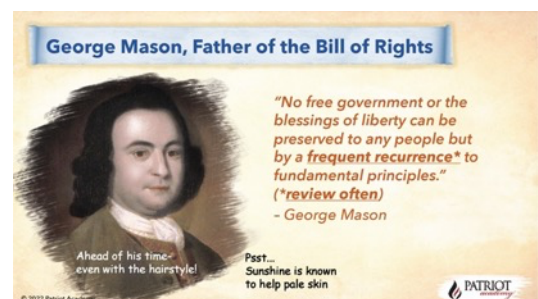
Did you know that Noah Webster was a “Founding Father”?

Isn’t it cool that Noah thought to make our nation’s language spelling our very own and unique from that of England?



Slide 22 George Mason, Father of the Bills of Rights

For laughs, Presenter brings notice to Mason’s hair referencing that he was obviously fashion forward to be the first to sport a “mullet” hairstyle- however he also may have scared



little kids away with his pale face. Just kidding! Presenter can also say, “If your hair ever looks that bad or your skin is ever that pale, you may not want to pose for a portrait of yourself, hehe.” Then Presenter reads the slide aloud & explains what the quote means & why it’s so important to go back to the basics and review often (just like “Sons of Liberty” did in distributing the sermons of 100 years prior). Presenter, This sets up to the next slide of Spring Training...

Slide 23 Spring Training

Presenter reads the slide.

Questions:

What sports do you all play? Ask them to raise their hands & tell.

How well is your team going to do if you don’t have training on the basics before launching into competition?

How important is season training?



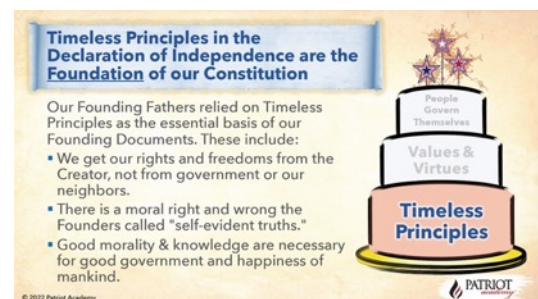
Slide 24 Picture the US as a Huge Birthday Cake

This slide is self-explanatory



Slide 25 Timeless Principles written in the Declaration are the Foundation of our Constitution

Self-explanatory except that the presenter can explore the importance of how ‘good morality’ & knowledge combined are absolutely necessary for our particular government to work. More in depth points are on next slide...



Slide 26 Timeless Principles Lead to Values & Virtues

Presenter: This slide should be self-explanatory to you.

Timeless Principles Lead to Values & Virtues

A moral people who know right from wrong, will maintain Values & Virtues that help run and maintain a safe, stable country.

These Values & Virtues are:

- Be Responsible
- Be a Hard Worker
- Be Generous
- Be Honest

Americans are **People with strong values** that work at becoming the very best they can be! **They strive for Excellence!**

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Slide 27 Americans with Values & Virtues Can Govern Themselves

Presenter: This slide should be self-explanatory to you.

Americans with Values & Virtues Can Govern Themselves

People with positive Values & Virtues are able to make wise, safe choices which allows them to have freedom. (If they did NOT have Values & Virtues, government would closely regulate & control them.)

These people do not depend on others to do everything for them because they can take care of themselves.

Doors of opportunities come knocking because they know how to work smart, can be trusted, and are responsible.

"Only a virtuous people are capable of freedom."
— Benjamin Franklin, Signer of the Declaration of Independence

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Slide 28 The Declaration of Independence Tells us We The People have Unalienable Rights

Presenter: If time allows, we recommend touching a bit on LIFE, LIBERTY & PURSUIT OF HAPPINESS. You can explain how we all have a right to life, etc.

The Declaration of Independence Tells us We the People have Unalienable Rights

Unalienable rights, means each of us were born with the right to enjoy LIFE, LIBERTY & THE PURSUIT OF HAPPINESS and no one has the power to take these rights away.

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.— That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed."
— Declaration of Independence

This means the government's job is simply to protect the people's rights they already have, and that the people must give their consent (ok) for government's use of power.

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We also recommend asking a question or two about both **Unalienable Rights** AND **Consent of the governed**. Unalienable Rights will be explored more in-depth in the next slide.

Questions re: Unalienable rights:

Have you ever heard of an Unalienable right before?

Did you know what an Unalienable right was before today?

How do you feel knowing that you and everyone on the planet was born with the same set of rights that the government never gave or could never give because they belong to everyone just by being born!?

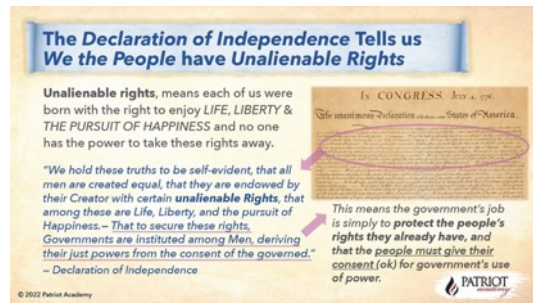
Did you know that our government was created to protect our unalienable rights? Did you know that was their job?

Questions re: Consent of the Governed:

What does the word consent mean?

Did you realize that We The People have to give our consent (in other words, give our OK) for the government to make decisions for us or our nation?

Do you feel that it's important that the people say "ok" before the government makes a decision that will affect us? Why or why not?



Slide 29 Unalienable Rights- What are they? Let's Talk!

Presenter: Go through each right one at a time & ask first if anyone knows what they are & let them answer. Fill the gaps by explaining each or any that you don't get a solid answer on. Tip for Presenter: It's always helpful to repeat correct answers so everyone hears what the answer was before moving on.



Slide 30 Limited Government Protects People's Rights

Presenter: Read through the slide.

Questions on the bottom 2 lines' questions, be sure to ask:

Did you know that the government is not supposed to be involved in every little part of your life?

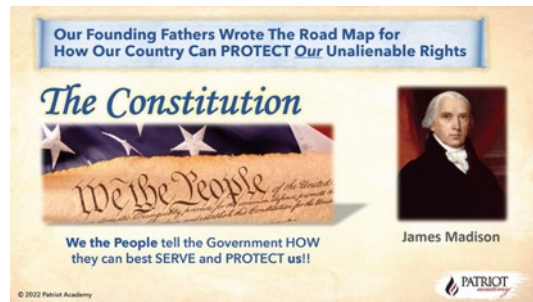
What is Original Intent? Answer: The logical idea that the Constitution should be interpreted in accordance (or in sync) with how its framers/writers/Founding Fathers intended it to be understood and used. To interpret it correctly, one has to get into the minds of the writers to understand their intention of how they wanted the Constitution to be used.



Slide 31 Our Founding Fathers Wrote the Road Map for How our Country can PROTECT our Unalienable Rights

Presenter: This slide sends the message home again that the Constitution is to protect the rights we were born with and We The People tell the government how THEY can best serve & protect US citizens!

James Madison info to share: James Madison played a big role in the creation of the Constitution as well as getting it ratified (approved, accepted & adopted) by the 13 Colonies/States. He also was one of the writers of the first 10 amendments known as the Bill of Rights.



Slide 32 U.S. Constitution Overview

Presenter: The content on this slide is very straightforward for you to talk through.

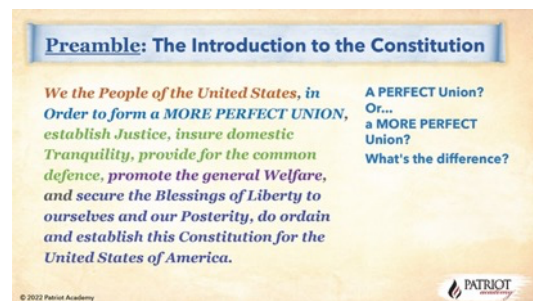


Slide 33 Preamble: The Introduction to the Constitution

Presenter: Read through aloud the Preamble together with the students.

Question on slide: *What is the difference between a PERFECT UNION versus a MORE PERFECT UNION?*

Answer to help you the Presenter: This is getting the kids to realize that we are imperfect as people and therefore are imperfect as a system, however it shows from the start of our nation, the ideal was that we are to strive to be more perfect (better than any other system) as a nation for the good of its people and society. We are imperfect people living in an imperfect world, but



the idea is to strive to be better as a nation of people and to move closer to perfection.

Great Food for Thought Fact to Share: The ideals enshrined in our founding documents are bigger and greater than the men who wrote them.

Slide 34 Preamble: The Introduction to the Constitution

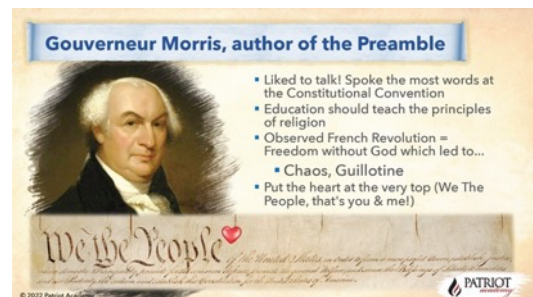
Presenter, This slide goes more in depth on the Preamble with side commentary. This is more appropriate for the upper grades.

If time allows, feel free to go over some of the insightful side commentary that explains what each part of the Preamble means. The top left comment is powerful: “The use of these words ‘We the People’ was revolutionary and had never been heard before in a system of government.”



Slide 35 Gouverneur Morris, author of the Preamble

Presenter: Go over the points listed on the slide. When it comes to the line about Morris observing the French Revolution/Chaos/Guillotine, feel free to elaborate with any of this info as time allows:



The difference between the American Revolution and the French Revolution was that America was seeking freedom with a recognition that God was the source, while at the same time France was seeking freedom where people and whoever had power was the source.

America's outcome led to a free and just society that flourished in so many ways including liberty for all, prosperity, innovation, generosity throughout the world, etc.

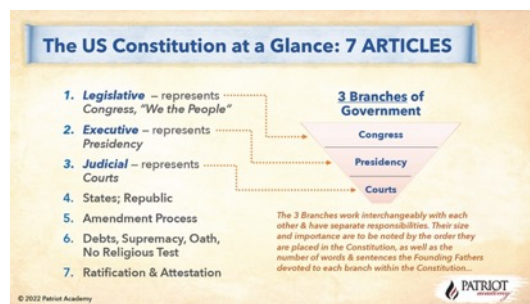
France's outcome led to chaos in the nation with a reign of terror by which the new secular (no God) government justified launching severe terrorist attacks upon French citizens to get them to submit to their will.

Over 40,000 French citizens who held to virtue and values, were falsely accused by the new intolerant government of being domestic terrorists. These citizens were arrested, imprisoned and beheaded in Paris.

So many were being beheaded that a more efficient machine was invented to do it -- the guillotine. More detailed facts on the French Revolution can be found here: <https://americanminute.com/blogs/todays-american-minute/bastille-day-reign-of-terror-french-revolutions-liberte-egalite-fraternite-american-minute-with-bill-federer>

Slide 36 The US Constitution at a Glance: 7 Articles

Presenter, This slide is self-explanatory. Time permitting go through each article, however feel free to focus more on the first 3 Articles & touch on the remaining 4. The bottom right paragraph sets you up for the next slide...



Slide 37 Three Branches Co-Equal???

Presenter, This slide is self-explanatory. But don't miss this opportunity to have fun doing the math with the kids and how logical it is that the amount of words & sentences spent on each branch in addition to the order in which the Founders placed each branch in the Constitution are indicative of their level of importance. Do the greater than, less than (a la the chalkboard symbols on the slide) to ask in comparing the number of words/sentences per branch, which are greater or less than each other. FUN!

3 Branches (Co-Equal=???) Let's do some simple MATH...

Article I Legislative (Congress)
2,268 words, 111 lines

Article II Executive (Presidency)
1,025 words, 48 lines

Article III Judiciary (Courts)
377 words, 18 lines

greater than >

less than <

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Slide 38 Amendments (Article V)

Presenter: This slide is self-explanatory as well and comes with a brief video.

Questions: *For fun, be sure to ask the question at the bottom of the page along with the follow up question below...*

*Can you guess how many amendments have been proposed so far?
(Answer: over 10,000)*

*Out of more than 10,000, how many amendments made the cut?
(Answer: 27)*



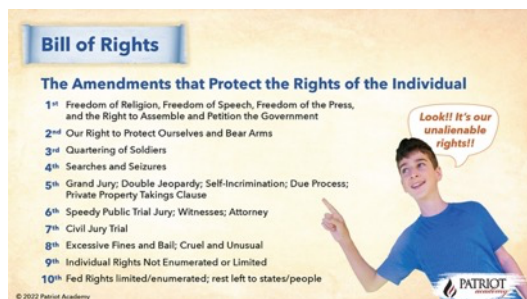
Slide 39 What ARE the Amendments SO FAR?

Presenter, Time permitting, cover the Amendments that you feel will be of most interest i.e. End Slavery, Civil Rights, Voting Rights, Income Tax)



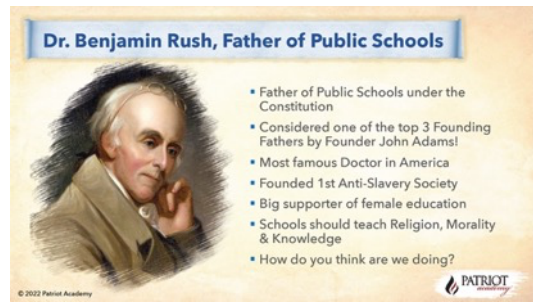
Slide 40 Bill of Rights

Presenter, If time is running out, my suggestion is to cover 1st & 2nd Amendment & then send them home w/a copy of "Constitution at a Glance" providing both a blank copy & the filled in copy so they have the answers.



Slide 41 Dr. Benjamin Rush, Father of Public Schools

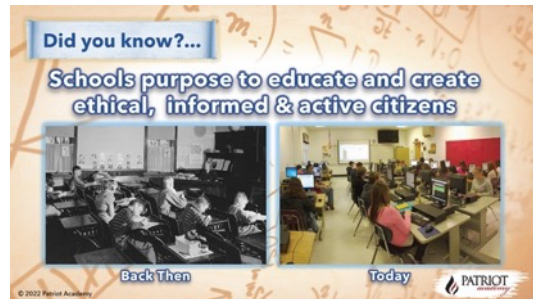
Presenter: List off the facts about Dr. Rush. Feel free to ask the question on the bottom of the slide...



Question: Kids, how do you think we are doing in keeping up with Dr. Rush's vision for our public schools?

Slide 42 Did you know?...

Presenter: This gives a visual and also reinforces the last slide re: Benjamin Rush's vision for the purpose of schools. Feel free to point out to the kids the difference between school photos (era) and how principles and morals don't change with the times. They are for all times as they never go out of style or never expire.



Slide 43 It's Only a Piece of Paper

Presenter: Feel free to hit home this message to the students- that without us, We The People asserting ourselves and doing the other 6 verbs, this piece of paper has no power, has no life. We bring this paper to life as we are the backbone, the muscle and the heart (and courage) to uphold the Constitution in order to keep our Constitutional Republic, our nation free and thriving.



Slide 43 Recap: It's all about us! We the people are the backbone, muscle, heart (& courage!)

Question: What do you think this (backbone, muscle, heart) means?

Slide 44 What Can YOU do as YOUR DUTY as a CITIZEN?

Presenter: Ask what the students think they can do and discuss ways they can get involved. Brainstorm with them or see ideas on the slide.



Slide 45 End

