

PRESENTER'S GUIDEBOOK for CONSTITUTION DAY PRESENTATION

2nd Edition September 2024

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 2024 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 wise to comply with this federal law as well as accommodate and coordinate the time for your presentation, do be flexible with dates if necessary. *(Quite frankly, this curriculum could be used any time of the year, so if you can't get September to work, try, try again for another month!)*

NOTE: *This presentation can be done at any time of the year. It's not limited to Constitution Week only although it was designed for it. After you present it in September, you'll be ready to do so again throughout the year for different audiences.*

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, as noted above, 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 9-15 or grades 3rd-9th (although it's been done with success for younger and older ages, even adults). Depending upon the time you choose to spend on each slide (i.e. including the full content on the wordier slides for upper grades and scaling back on 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 in Promotional Tools 'Additional Materials'.*)

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. Some Coaches have presented this in 2 parts whereby the school asked them to come back to finish all the slides as the students were so engaged the Coach was unable to complete it on their first visit.

GUIDEBOOK PURPOSE: The purpose of this Guidebook is to give the presenter more of the backstory, helpful tips, 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- pick and choose. It's very important that you keep the presentation moving swiftly forward so the students don't lose interest. Keep them in anticipation of hearing what is coming on the next slide and leave them wanting more.

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 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 most likely would not need to do that for the purposes of executing this presentation with excellence, however you may wish to do so as your own curiosity directs you. For more resources go to www.PatriotAcademy.com

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Slide 1 PATRIOT ACADEMY

Original Presentation

Presenter, if you choose “present” mode in PowerPoint at the top right of the PowerPoint 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 with music. 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 U.S. Constitution

Questions:

Did you ever think to celebrate this?

Did you know there are good reasons to celebrate?

Can you think of one of the reasons to celebrate?



Slide 3 Three Facts Every American Needs to Realize

***FACT:** The United States of America was and 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 and 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 and why it's designed the way it is. Plus, by learning these documents, we get to know & understand our roots as Americans.

Questions:

Who here can tell us what the U.S. Constitution is?

Who 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:

Anyone know what "American experiment" means?

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 is 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, ...

Questions:

What other inventions were created in America?

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 **(### years this year)**

America's Constitution is (###) years old this year! Say what!?!

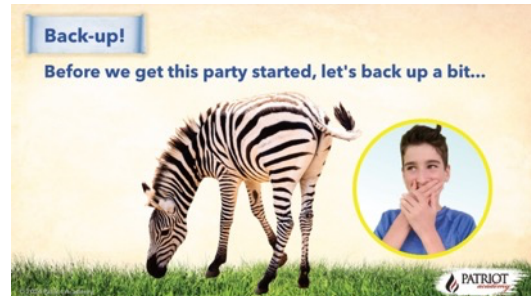
Question: *WHY do you think it's lasted 14 times longer than all the others?*



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... (Video)

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

Presenter, before playing the video, say "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, play video



Slide 9 The Story... (Video)

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



Slide 10 Seeking Freedom & Liberty

Presenter, read 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 11 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 the 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?

Question: *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 12 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 (when it was a baby). The U.S. Constitution was created and signed here.*

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 (as was the style in those days), it was several months throughout the spring and summer of 1787, 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.

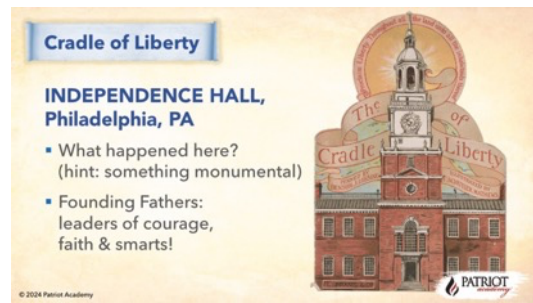
Founding Fathers: leaders of courage, faith & smarts!

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, provide a well working government, and have the potential to become a light in the world?



Slide 13 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:

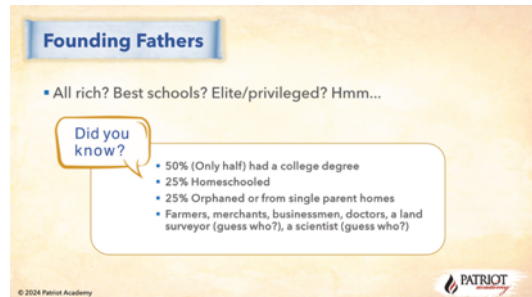
Which names do you recognize?

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

Slide 14 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 15 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 16 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!

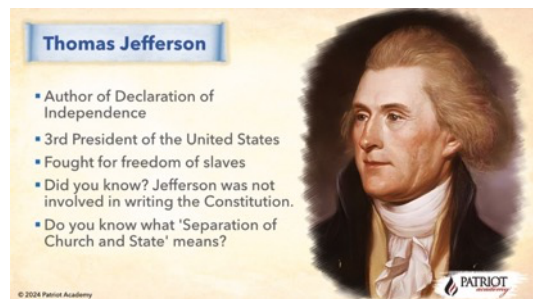
Question: *Who here today would be willing to sacrifice (risk) your life, fortune and sacred honor like the Founders did for a greater cause?*



Slide 17 Thomas Jefferson

Presenter, Go through the points listed on this slide. Note the FACTS regarding slavery, Jefferson not writing Constitution, and “Separation of Church & State” as more details are provided below. NOTE for public

school version: Separation of Church & State content is only included in the “private school” slideshow version- it is not included in the public-school version.



Jefferson owned slaves but was anti-slavery: 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.*

REMINDER NOTE: Separation of Church & State content is for “private school” version ONLY.

Separation of Church & State: Questions to ask students:

Have you heard this phrase before?

Do you know what it means?

Do you know where this phrase can be found? In the Constitution? In the Declaration of Independence?

SEPARATION OF CHURCH & STATE FACTS: *It is not found in the Declaration. It is not found in the Constitution. It is not found in the journals that recorded the discussions that took place during the time the Constitution was being debated.*

FACT: *We all want to know and should know where this phrase came from. Thomas Jefferson, when he was President of the United States, was writing to the Danbury Baptist Association on January 1, 1802 in response to a letter they wrote to him expressing their concerns about religious liberty ever being weakened or intruded on by the American government. President Jefferson replied that this would not happen because the Constitution builds “a wall of separation between Church and State.” Jefferson was using the phrase to describe the Free Exercise Clause of the First Amendment, which ensures the protection of our rights to live out our faith without government butting in. This is what was being expressed in both Jefferson’s letter and in the First Amendment.*

Many years after Jefferson wrote the letter to the Danbury Baptist Association, the Supreme Court twisted the meaning of the First Amendment by using that phrase (above) from the letter Jefferson wrote to a Baptist Association in order to put them at ease that their religious rights were protected in the Constitution, assuring Americans were guaranteed their freedom OF religion, not freedom FROM religion.

MORE OF THE FACTS: For more information, please go to PatriotAcademy.com for the Constitution Alive Workbook Appendix B: What About Separation of Church and State? On pages 111-116.

FOOD FOR THOUGHT FACT: Every great leader fails at one time or another to live up to their principles.

Slide 18 Paul Revere

FAMOUS MIDNIGHT RIDE

Presenter, The idea of this slide is to do a quick summary of Revere's ride to compare with the next slide featuring teen heroine Sybil Ludington who accomplished a similar ride but arguably with more difficult circumstances. (Tidbit: Revere's ride was 2 years prior to Sybil). Be sure to hit on the points on this slide as well as these details; Revere and 2 helpers rode to warn Sam Adams, John Hancock and the Colonial Militia that the British were coming to arrest Adams & Hancock at the home they were staying in Lexington Massachusetts and also to attack the Militia in Concord MA by surprise. Revere was successful in warning Adams & Hancock on time, but was arrested before he was able to alert the Colonial Militia- however, one of his 2 horsemen helpers finished the job for him. This ride was more of a "relay" than a single man ride.



Questions:

What do you know about the story of Paul Revere? (let the kids tell tidbits)

What were the "signals" he used to help warn others? (Answer: lanterns)

Why did he have signals set up? (Answer: in case he wasn't successful in riding to warn everyone on time)

Where did he place the signals? (Answer: top of church steeple)

Why do you think he put the signal lanterns at the top of the church steeple? (Answer: highest point in the town)

What town did Revere ride to? (Answer: Lexington, Mass.)

Have you heard the Poem of this famous ride by Henry Wadsworth Longfellow?

Slide 19 Sybil Ludington

Presenter, Lead off this slide by sharing that they are going to hear of a similar ride, but this one was done by a courageous teen girl named Sybil Ludington. Sybil's ride was on a stormy night while the British were burning down the nearby town of Danbury

Connecticut. Sybil rode on her horse named "Star". Presenter, if you follow the captions on the slide, the horse's name is there as well as the storm, fire, etc. The following slide's video will tell more details of the compelling story and the slide after that will help recap it with some extra bullet points. Go to the next slide and play the video.



Slide 20 Sybil Ludington (Video)



Slide 21 Sybil Ludington

Presenter, This slide will help you not only recap what was heard on the video, but you can hit on the bullet points on the slide listing how Sybil made her ride all by herself, that the distance was 3 times farther than Paul Revere's ride, etc. It's fun to note that she escaped bandits and did not get caught by British soldiers. Unlike Revere, she rode on muddy country terrain versus city streets. Sybil was successful in warning her father's troops about the British attack on Danbury Connecticut which enabled the troops to push back the British from further destruction. There are even statues of Sybil. The statue in the photo is located in Carmel, New York. There's another one in Danbury Connecticut.



Questions:

Anyone ever heard of Sybil Ludington before?

Do you think it's cool that someone that young did something so scary & difficult & that her courage led her to overcome her fear for a greater cause than herself?

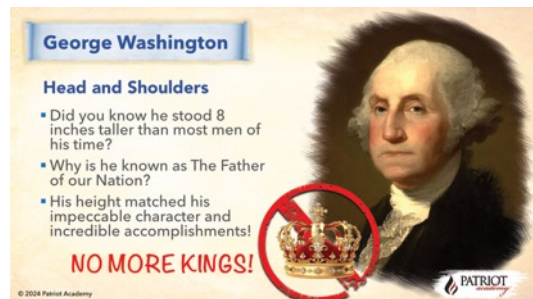
What do you think about her level of courage?

Who here feels they could step up like Sybil did for the cause of liberty for their fellow neighbors? (Presenter: you can let the students know that it's ok to say "no", but there are always less scary ways to stand during a crisis and to stand for the freedom of others.)

Isn't it fun learning about heroes from our history that we have never heard of before? Who thinks it's cool that Sybil has a statue in honor of her brave act?

Slide 22 George Washington

Presenter, You can start off this slide asking, "We all know who this is, right?" The first President of the United States of America. We are going to explore some things you may already know and some things you probably don't know about George Washington. Next go down the list of bullet points. Bring attention to how the fact that he was so much taller than the average man of his time speaks to the fact that there was nothing average about George Washington when it came to his intelligence, bravery, skill, and impeccable character. Seems that his height was a symbol of his high level of good character and massive accomplishments.



Questions:

What's the difference between a King and a President?

How many terms did George Washington serve as the President? (Answer: 2)

Do you know how many terms Presidents were allowed to serve that long ago? (Answer: unlimited)

Do you know how many terms Presidents are allowed to serve today?

Who decided for George Washington to give up his power and not run for President a third term? (Answer: He did, even though most people wanted him to stay in power)

Did you know that human beings love power and that It's the hardest thing to give up or let go of? How does that reflect on Washington's Character?

Slide 23 Young George Washington

Presenter, During the French and Indian War, in the woods of Pennsylvania, 23 year old Colonel George Washington was assisted by British Generals and troops to help American troops fight the French from taking land. The French were helped by Native Americans also known as Indians. Indians were highly skilled with their rifles and took out many American soldiers and British Generals. George rode a white horse and was very tall so that made him an easy target- yet even though he was shot at too many times to count, 4 bullets pierced through his coat and another through his hat, but never penetrated his flesh. Two horses were shot out from under him, many highly trained soldiers and generals were hit by bullets and falling all around him, yet he was miraculously protected.



Questions:

Have you ever heard this story about the young George Washington before?

Where do you think our nation would be if there was no George Washington to lead as Father of our nation, to reside over the writing of the Constitution and to serve as the first President of the United States?

Do you think it was just "luck" that kept him unharmed? (add to any answer: The next slide will give us great insight)

Slide 24 Chief came to meet... Washington

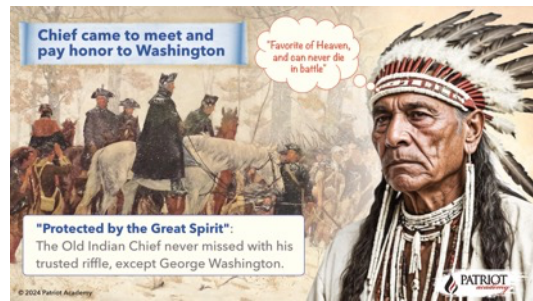
Presenter, Feel free to share these intriguing details; 15 years after the Pennsylvania battle we just spoke about, the old Indian Chief, who had instructed his braves to single out Washington as a specific target, heard that Washington was back in the same battle area. He wanted to come meet and pay honor to the man whom he called “the particular favorite of heaven” and “who can never die in battle.”

The Chief sat down with Washington around a campfire and announced to him that he had been a leader in the battle against him 15 years earlier. The Chief told Washington how he had instructed his braves to single out British Officers and shoot them down while he himself took aim at Washington as well. He proudly explained that his rifle had never before missed its target, but after having personally fired at Washington repeatedly with no impact, he concluded that Washington was under the care of the “Great Spirit” and then instructed his braves to stop firing at him. (Presenter, for more details and original sources on this story, read pages 30-35 of “The American Story: (Vol 2) Building the Republic” by David Barton & Tim Barton.)

Questions:

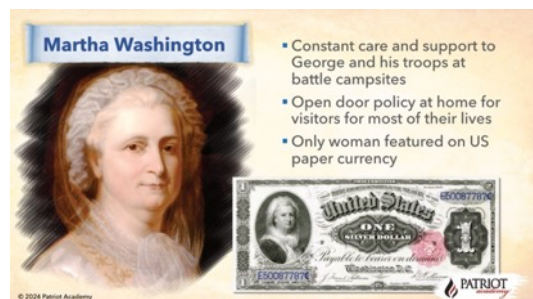
What a story, right? Doesn't it sound like something out of a movie?

What stood out to you in this story?



Slide 25 Martha Washington

Presenter, The bullet points on the slide speak for themselves. The idea of this slide is to not only highlight a great woman of our history who made huge sacrifices, but who also faithfully contributed to our nation's success by her support of the cause and by being a loving aid to her husband and his troops.



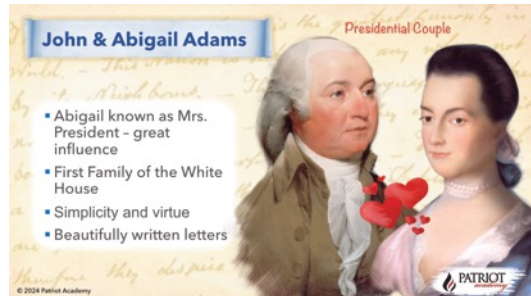
Questions:

What did you find most interesting about what we learned about Martha Washington?

What can you apply to your life by what you learned about her?

Slide 26 John & Abigail Adams

Presenter, Point out how John and Abigail were a founding era power couple of great values and grit. They endured great sacrifice for the cause of building our nation. Abigail was a great support to her husband in a myriad of ways such as raising the children (6 of them) almost on her own as John was away so much of the time and for very lengthy periods of time for the cause of building our nation.



Abigail also was a great support to her husband for the cause. She was very witty, intelligent and well-read. Abigail had great intuition and shared invaluable insight and wisdom on nation building strategies & more with John.

They were apart so much that hundreds of letters were written between the two of them. They both wrote lovingly to each other and shared ideas and concerns for the nation and their children. Abigail's letters were said to be beautifully written and a bit like Shakespeare's writings.

When they moved into the White House, Abigail's simplicity was on display as she even hung their laundry to dry on a clothesline inside the White House. Their children were raised to have strong values. Her son John Quincy's life was an example of the fruit of his parents' morals, values, intelligence, devotion to our nation and human rights.

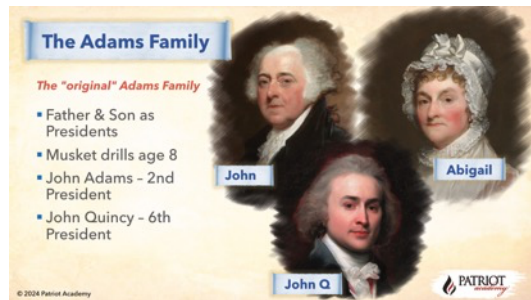
Questions:

The White House is quite elegant now. And White House living is luxurious. What do you think about the early days when Abigail hung the laundry inside without having servants take care of it for her?

What do you think about Abigail teaching simplicity to her children and also instilling good values in them?

Slide 27 The Adams Family

Presenter, The bullet points explain most of what you need to share including that the fact that John Quincy Adams learned musket drills at the age of 8- which was a sign of how different times were then. John Quincy practiced shooting with the Militiamen in their town.



Question: *Besides John Adams and John Quincy Adams, can you name the only other Father & Son Presidents? (Answer: George Bush Sr. and George W Bush.)*

Slide 28 John Quincy Adams

Presenter, Share the bullet points and ask these questions...

Questions:

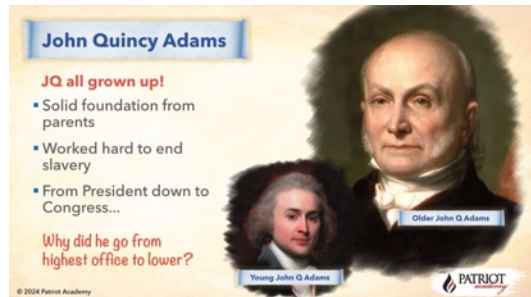
What is a higher position, President or Congress member?

Did you know that getting rid of slavery (abolishing slavery) was so important to John Quincy Adams that after being President, he ran for Congress so he could fight to end slavery?

Do you know anyone who went from a higher position at work to a lower position without feeling embarrassed about it?

Who else did we learn about today that stood for a cause greater than herself?

How do you feel knowing that John Quincy Adams had such great compassion for humanity?



Slide 29 Benjamin Franklin & Mrs. Elizabeth Willing Powel

Presenter, Tell how Benjamin Franklin was considered the wise, intelligent and respected older man who helped keep peace during the debates and writing of the Constitution. Tell that after 4 months of hard work, when the Constitution was complete, he walked out of Independence Hall and a very influential and knowledgeable woman named Elizabeth Powel approached him with concern and curiosity and then you can read the question and answer between the two of them as written in the talk bubbles on the slide.



Question: *What do you think Ben Franklin meant by “If you can keep it?”*

Slide 30 House of Mrs Elizabeth Willing Powel

Presenter, Share about how this was a time when women were not allowed to vote or to be involved in politics. However, Mrs. Powel was very involved socially in Philadelphia as she had a gift for bringing people together to have discussions at her home. The reason for the gatherings was to help bring the right people together to work toward forming a great government and nation. She wanted the best for this new nation so it would flourish. She was friends with George Washington, Ben Franklin, and many others. She had a gift for gathering the right people together and sharing her own insight and wisdom. She was very influential over the men who were forming our nation and government. As you’ll see on the next slide, she was a trendsetter for her time.



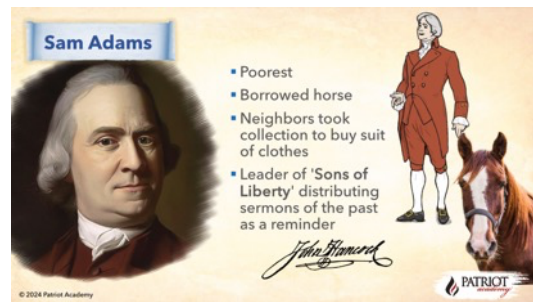
Slide 31 Mrs Elizabeth Willing Powel – The Original Social...

Presenter, You can mention that if Social Media existed in her time, Mrs. Powel certainly would have had the most followers.



Slide 32 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 from preachers of 100 years prior as a reminder of the principles America was built upon; the same principles 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 before AND it’s a kick start for those of you who haven’t learned this yet!”*

Slide 33 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.

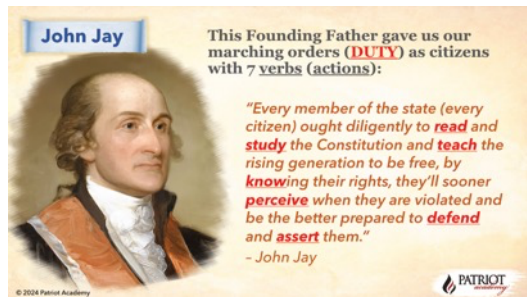


Hardships: *Presenter to point out that although wealthy, he suffered great loss & heartache in losing 4 of his 7 children during their early childhood, and he himself outliving the other 3.*

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 34 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!

Presenter, we encourage you to act out the verbs i.e. when you say “know” point to your brain, for “defend” put up your arms like a shield, “assert” point your arm & finger forward enthusiastically, etc.

Slide 35 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) or acting them out to aid memorization. Have fun!



Slide 36 Noah Webster, Schoolmaster to America

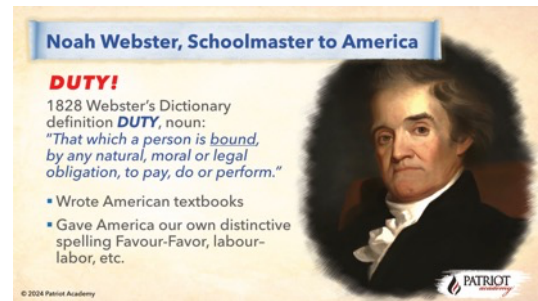
Presenter to say, "Speaking of 'DUTY', we got our definition of that word from one of our other Founders. We all know him for his famous Dictionary!" Explore the definition...

Questions:

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

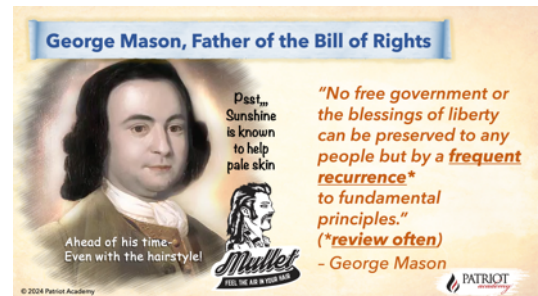
Did you know that Noah Webster was a "Founding Father"?

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



Slide 37 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 (note the mullet image on the slide)- 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." Next the 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, the next slide of Spring Training is to help students relate to the importance of frequency...



Slide 38 Spring Training

Presenter, read 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 every year before launching into competition?

How important is season training?



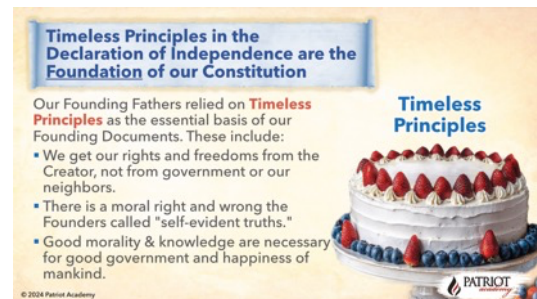
Slide 39 Picture the U.S. as a Huge Birthday Cake

This slide is self-explanatory



Slide 40 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 the next slide...



Slide 41 Timeless Principles Lead to Values & Virtues

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



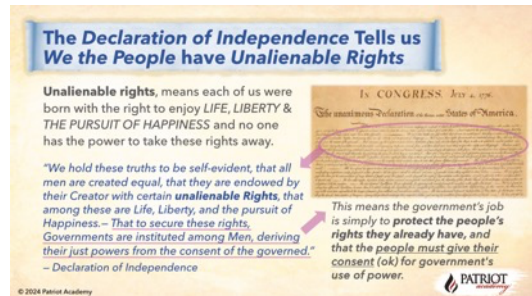
Slide 42 Americans with Values & Virtues Can Govern Themselves

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



Slide 43 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.



*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 should never take away because they belong to everyone just by being born!?

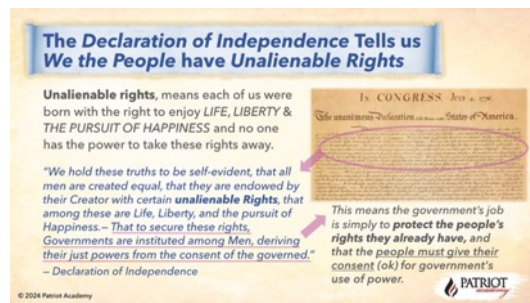
Did you know that our government was created to protect our unalienable rights? Did you know that was their job?

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 we the people say "ok" before the government makes a decision that will affect us? Why or why not?



Slide 44 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 the answer before you move on.



Slide 45 Limited Government Protects People's Rights

Presenter, Read through the slide.

Questions are on the bottom 2 lines' questions, also here are more to ask:

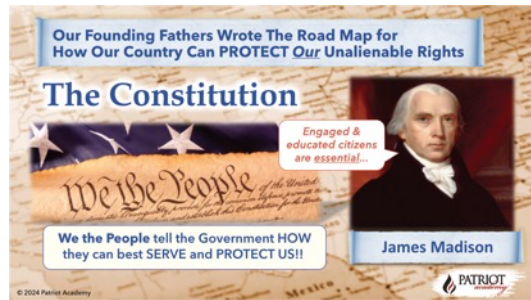
What does it mean for government to "stay in its lane"?

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 46 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! Repetition is the key to lock this key info into the mind.*

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. He knew that in order for our nation to last, our citizens would have to be educated on our Constitution, our history and how our government was set up. But that's not all, he also knew that our citizens had to be engaged (or involved) by voting and in other ways such as running for office or supporting campaigns of others running for office, educating others, etc.

Slide 47 Constitutional Republic

Presenter, If you have time, and you feel the kids don't understand this concept, free to discuss with the kids that we hear so much talk that we are a "democracy" when really our nation is set up to be a Constitutional Republic. Although we have a component of democracy where the people have the power, we are not a "pure" or "direct" democracy since that leads to chaos like in this one example:



A democracy would be like trying to vote on which game to play with a school class of 20 students where mostly everyone wants to play a different game. There's too many people with different opinions so you'd never be able to agree on one game. One group in the class might bully other kids to vote a certain way against their wishes. That's why our Founders set up our government to be a

Constitutional Republic where we get to choose and vote for representatives to make decisions for us- however these representatives are held accountable to **We The People**, and they have to follow the rules of our governing document, the U.S. Constitution. The Constitution lays out the rules to protect **We The People**. If we don't like the job our representatives are doing, we can vote them out.

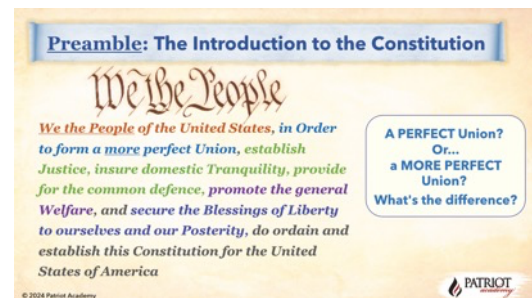
Slide 48 U.S. Constitution Overview

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



Slide 49 Preamble: The Introduction to the Constitution

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



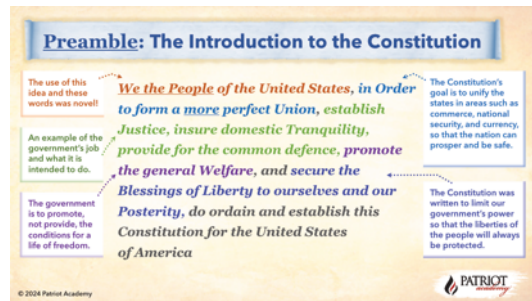
Question on slide: What is the difference between a PERFECT UNION versus a MORE PERFECT UNION?

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 50 Preamble: The Introduction to the Constitution

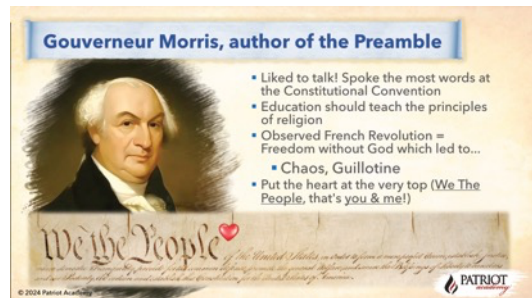
Presenter, This slide goes more in depth on the Preamble with side commentary. This is more appropriate for the upper grades.



If time allows, and students' attention levels are able, 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 a novel idea and had never been used before in a system of government.

Slide 51 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.

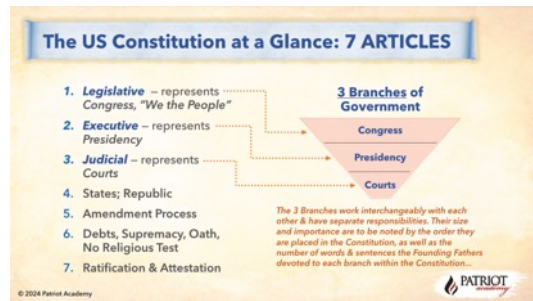
France's outcome led to chaos in the nation with a reign of terror by which the new secular (no God) government justified launching severe terrorist attacks upon French citizens to get them to submit to their will.

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>

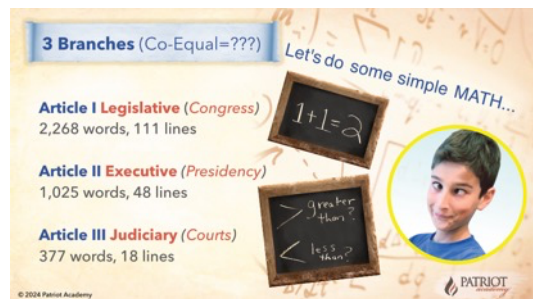
Slide 52 The US Constitution at a Glance: 7 Articles

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 53 Three Branches Co-Equal???

Presenter, This slide is self-explanatory. But don't miss this opportunity to have fun doing 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 greater than, less than comparisons per the number of words (or sentences) allocated to each branch asking which are greater or less than each other. FUN!*

Slide 54 Amendments (Article V)

Presenter, Before showing the video, explain that the Founders knew that we would be on a constant journey to forming a “More perfect union” and that as times would change, we would have to amend the Constitution. So, they provided 2 ways to amend the constitution in Article V.



Presenter, Distinguish to the students the 2 ways to propose amendments to the Constitution. The first being the way most people are familiar with: “...Whenever two thirds of both Houses shall deem it necessary....” The second way is “...on the Application of the Legislatures of two thirds of the several states, (the Congress) shall call a Convention for proposing amendments...”

Presenter, Now you can play the brief VIDEO.

Presenter, Feel free to share that All PROPOSED amendments must be RATIFIED by the “...legislatures of three fourths of the several states or by Conventions in three fourths thereof...”

Questions: For fun, be sure to ask the question at the bottom of the page along with the follow up questions 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)

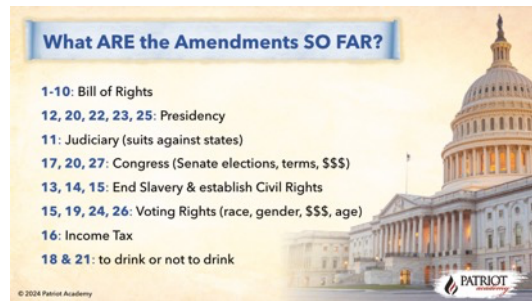
How many amendments have been made using the 2nd method (Convention of States) for proposing amendments? (Answer: 0)

Slide 55 Amendments (Article V) **(Video)**



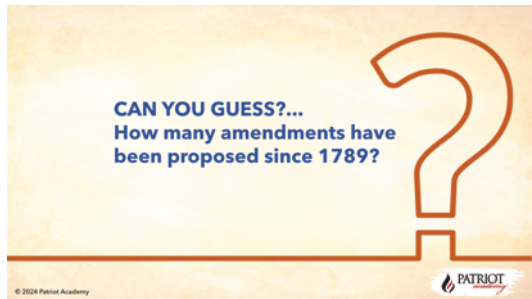
Slide 56 What ARE the Amendments SO FAR?

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



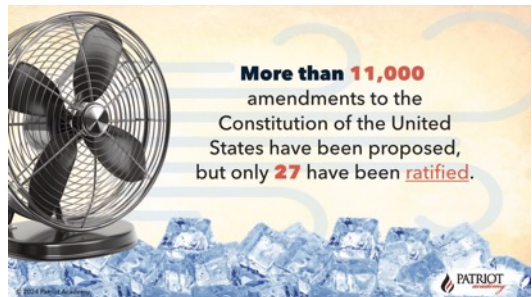
Slide 57 How Many Amendments Proposed?

Presenter, This slide speaks for itself. It's a fun one. Allow the kids to guess and then reveal the answer on the next slide.



Slide 58 More than 11,000 Amendments

Presenter, Remind the kids how wise our Founding Fathers were for making the Amendment process something that's not quick to do. Tell the kids that the Founders knew that people come up with great ideas in the moment and they can get pretty excited about it, but over a bit of time, and after thinking things through, most of the time they realize that it wasn't a good idea after all. "Feelings" cool off and people come to their senses. This is wisdom at work.



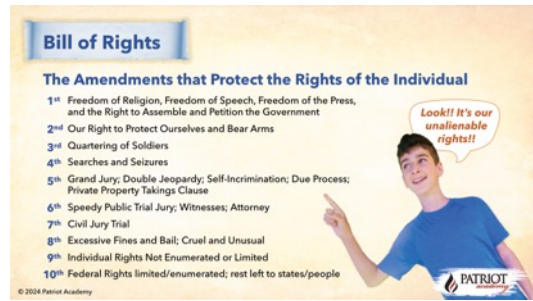
Questions:

Have you ever seen something in a store that you wanted really badly and felt you or your parents needed to buy it that very moment?

Have you ever gone home without that great item in a store and after some time passed you forgot about it or decided you'd rather have something else instead?

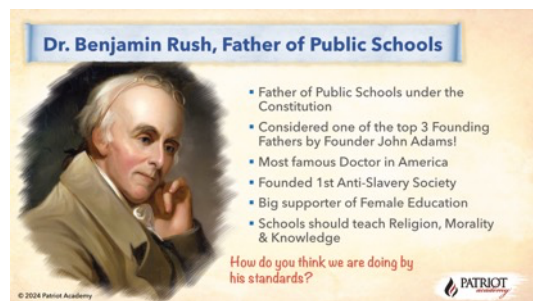
Slide 59 Bill of Rights

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 60 Dr. Benjamin Rush, Father of Public Schools

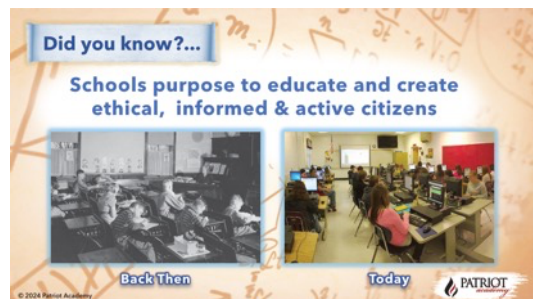
Presenter, List off the facts about Dr. Rush. Feel free to ask the question on the bottom of the slide...



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

Slide 61 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 62 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 these images (backbone, muscle, heart & courage) mean?*

Slide 63 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 starting with the ideas on the slide. See how creative they can be and have fun with it.



Slide 64 End

Presenter, Point out the words and images on this slide highlighting how privileged we are to live in America noting that it's taken bravery and courage to establish our freedom and will take the same to keep it. Time willing, ask which words or images stand out the most and why.

