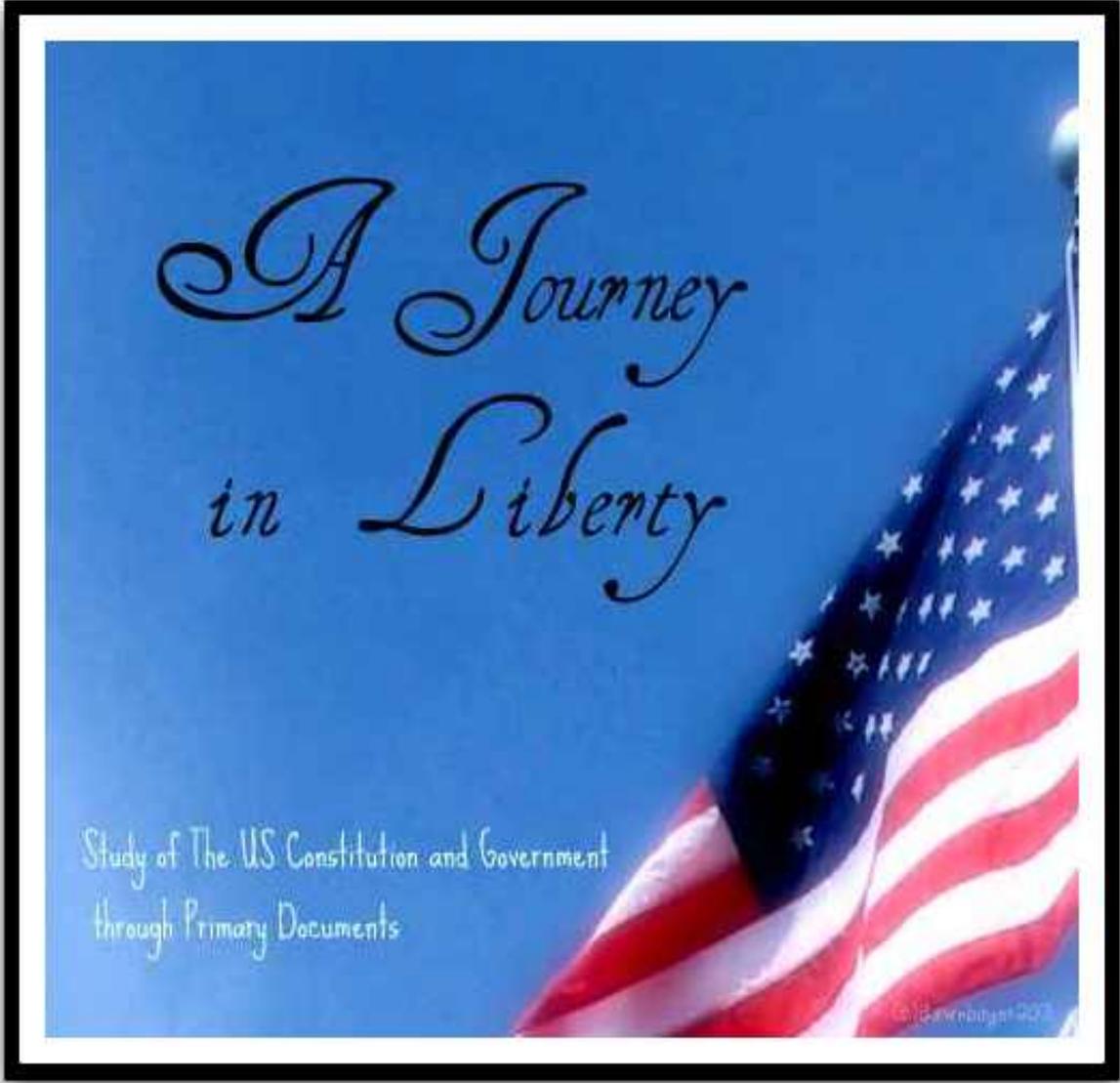


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The image shows the cover of a book. The background is a photograph of an American flag waving against a clear blue sky. The title 'A Journey in Liberty' is written in a large, elegant, black cursive font. Below the title, the subtitle 'Study of The US Constitution and Government through Primary Documents' is written in a smaller, white, sans-serif font. The entire cover is framed by a thick black border.

# *A Journey in Liberty*

Study of The US Constitution and Government  
through Primary Documents

*By Dawn Boyer*

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# INTRODUCTION

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*God grants liberty only to those who love it and are always ready to defend it. ~ Daniel Webster*

Liberty is a word synonymous with freedom. Freedom is a symbol proudly characterized by America's long history which reflects the fight for lives free from the chains of bondage. Purpose, vision and determination propelled our nation to a status unparalleled to that of her contemporaries. This curriculum attempts to highlight this gift of posterity, which was handed down to future generations by a provident hand.

In 200 years, a single document has withstood the test of time. The significance that it represents is evidenced in the fact that it is still relevant today. Our Constitution is a document that, while often declared non-religious, was established on the foundations of both religion and morality. John Adams is quoted as saying, "We can plan for liberty but religion and morality establish the principle on which freedom can stand." The guiding tool used to draft the Constitution was forged in the educational tenet of the colonial period and before, such as the writings of John Locke, Cicero, Baron Montesquieu and William Blackstone. The most widely read book at the time was the Bible with The New England Primer coming in second. This gives much credence to the concept of a Biblical basis for the start of our government. These men, while often in disagreement about policy, were in full agreement that that human nature was flawed. Because of this, they aimed to write a document that would stand the test of time and be flexible enough to adapt to the needs of future generations.

The Bible tells us that history repeats itself. (Ecclesiastes 3:15) Any student of history can tell you that that is absolutely true. Proverbs 4:7-9 reminds us that we are to get wisdom and understanding. Over and over throughout scripture, especially in the book of Proverbs, we are admonished to find wisdom. The foundations of our government are set upon the premise found in Isaiah 33:22, "For the Lord is our judge, the Lord is our lawgiver, and the Lord is our king." It is in this verse we can see the paradigm for the structure laid out in the Constitution and our republican form of government.

This guide is an invitation to walk along on a journey of discovery. Step inside the hallowed halls and sitting rooms of the individuals who were responsible for the culmination of what would become a precedent for the world. The Declaration of Independence declared that all men were created equal and had the right to seek after life, liberty and the pursuit of happiness. We are going to explore the depths of insight found in the annals of history at the hands of some of the best of America's greatest writers and debaters.

Sifting through the pages of history is where we will find the gems which will unlock for us the hidden beauty of our blessed nation. Perhaps you will renew your love for this nation or maybe deepen your gratitude for the privilege to call America home. To appreciate the blessings we have been given, we must also learn what it could have been like to lose them. The men who labored and birthed this new nation, I believe at the hand of the Almighty, built it upon the solid foundation of liberty. They did this looking forward into the future knowing then as we should now, that freedom is not free. It is a privilege. Rights are not handed down by governments, but by God. Liberty is not a word we throw around lightly, but it is earned.

Providence and virtue were not just words that were merely spoken and forgotten; these were character traits that symbolized this generation. Education, the art of leading one out, was not taken for granted. Individuals valued the chance to learn and to articulate, with esteemed honor, the hope that resided within their hearts. The principles that began the process of our early government are still there waiting to be unearthed. The foundations which built the cornerstone of all we represent as the "Land of the Free and the Home of the Brave" have not been buried. Are you willing to look for them?

## How to Use this Curriculum:

I had the privilege of teaching an American Government class for the last four years as a Classical Conversations Tutor and then teaching this specific curriculum you now have to the homeschooling families in my community. The students ranged in age from Jr. High to High School and even the adults joined in on the learning. What a joy to spend time with these amazing families! The class was taught over a series of two semesters, every other week for eight weeks. You may find that you won't need as much time on certain lessons and perhaps want to take more time on others. The lessons are written so that you can stop and explore, taking as long, or as little, as you would like.

You have the option of reading a few or all of the documents suggested; the thing I want to encourage you to remember is that this is YOUR time and your learning experience. There are activity suggestions throughout each lesson that will give you more depth as you learn but they are merely a suggestion. At the end of each lesson will be an optional writing assignment for the students with directions included to complete the assignment.

The exercises and assignments can be compiled into a credit for American History and Government, as well as composition for your high school student. (Note: you need to make sure that you are in accordance with your state requirements for credits. Typically, it is decided based on the number of hours the student spends studying a subject.) In the index I have added some American Literature titles which will help to round out your student's curriculum for the school year. For those of you who like to put it all together and use your time well, you may find this a beneficial option for your secondary student to use.

Through the lens of original documents, the students will see the many changes that took place through the history of our government. The students will not only be reading the Constitution in its original language, but they will also study the literature, documents, policies and speeches which preempted multiple dynamic changes occurring during the last 200 years. Most of these documents are online where you can access them for free. Many historical documents are available online for free. Most of the links to these documents are included in the lesson plan; however, there are a few books which have almost the entire documents nicely organized and kept in one place. This is not a requirement but it may make your life easier to have the documents nicely bound and printed for easier access and reading.

You can go onto Amazon.com and find a used version of many of these books listed to the right. The Federalist and the Anti-Federalist are available as e-book editions, which are relatively cheap (you may even find them for free).

### **Optional Book Resources:**

- A Patriot's Handbook by Caroline Kennedy
- Words Aptly Spoken:  
A Collection of American Documents  
by Jen Greenholt
- A History of US Source Index
- The Federalist Papers
- The Anti-Federalist

Using primary documents gives us the opportunity to read the original intent of the author and teaches us to think for ourselves. One of the primary goals of this particular study is to teach our children how to think logically and to establish their own ideas regarding the formation of our Government. The best part, I believe, is they do this all the while having the protective covering of their parents walking alongside of them. Many of the parents who sat in on the classes were amazed at the ideas and concepts which were new, even to themselves, concerning our nation's history and the policies which formed our government. I encourage you to make this a learning process for both your children and yourself. I promise that you won't regret the extra time and effort you have put into the study.

## Resources:

The items I have listed below are resources I used to add depth to the classes taught. I found using the videos along with other visual displays were a huge benefit to the students. The videos listed below are titled appropriately to tie in easily with the lessons. I will include a list in the appendix which will coordinate the videos and the lessons together. You don't have to use the resources to complete the lessons; however, I would encourage you to pray and consider buying a set to include in your study if possible.

\* A note of caution: The History Channel videos and The Story of Us have graphic elements that may not be suitable for young children. There were times when I would stop the videos or pass over areas that were not favorable to watch. This happened infrequently and I felt that the videos were quite enlightening. As with everything you watch, be careful to be sensitive to the material and point out any areas that may require extra discussion.

### **Our Most Utilized Videos were:**

- A More Perfect Union
- The American Heritage Series
- The Story of US

### **Other Resources**

- Picturing America from NEA ( National Endowment for the Humanities)
  - <http://picturingamerica.neh.gov/>
- Picturing America supplement from Vision Forum
- C-Span Teacher Resources
- [www.ushistory.org](http://www.ushistory.org) – primary documents
- Our Federal and State Constitutions by AJS publications. [www.ajspublications.com](http://www.ajspublications.com)

### **Video and Multimedia Resources**

- A More Perfect Union from [www.nccs.net](http://www.nccs.net)
- The American Heritage Series by [wallbuilders.com](http://wallbuilders.com)
- America: The Story of Us from The History Channel
- Monumental: In Search of America's National Treasure  
[www.monumentalmovie.com](http://www.monumentalmovie.com)
- Growth of Nation CD- ROM by Peter Mays, [www.animatedatlas.com](http://www.animatedatlas.com)
- Biblical Foundations of the Constitution by Christian Liberty Press

## Class Schedule and Organization Suggestions:

The following ideas are just suggestions that have worked for others. Please use only those ideas which work out best for you. If you are familiar with the concept of Notebooks, you will appreciate the binder suggestions below.

In all of my classes, I encouraged each of the students to obtain a 3-ring binder to hold their lesson plans, extra paper, maps, notes and assignments. Look through each lesson with the student, reading the summary first to get an idea of what you will be studying, and plan out the week's work. There is a "Lesson Worksheet" included on the next page to help you both be accountable to the plan you are setting up.

Below is a suggested schedule that takes the lesson over two weeks. You can take as much time as you need to cover the material suggested in each lesson.

### Example 2 Week Schedule:

Week 1	Week 2
<b>I. Read through the lesson to become acquainted with the material. Most of the document suggestions are listed at the beginning of the lesson and in the actual lesson with the notes. The students should be able to 'read as they go'.</b>	<b>I. Create a running timeline to add with each lesson and add any maps that will enrich the subject which is being studied.</b>
<b>II. Watch the video lesson.</b>	<b>II. Begin assigned activities</b>
<b>III. Decide which activities need to be completed.</b>	<b>III. Review your notes and complete assigned activities, making any changes or corrections necessary.</b>
<b>IV. Write out the vocabulary.</b>	<b>IV. Add all work to the binder.</b>
<b>V. Begin reading the material and make notes as you go.</b>	<b>V. Share what they have learned with someone.</b>

(Suggested Schedule)	Read Lesson Summary and Primary Documents	Complete Vocab., Timeline & Map Work	Research Material for Activities	Read Additional Resources & American Lit.	Writing Assignment	Watch Videos	Art History	Questions	Outline Constitution
Monday	X	X		X					
Tuesday	X		X			X			
Wednesday		X		X	X				
Thursday				X			X		
Friday								X	X

- 1-2 weeks prior to the lesson, look over the lesson and make a list of the primary documents which will be necessary to complete the lesson.
- Print out any maps or worksheets that will be required for the lesson.
- Go to the Library and check out any books or videos that you think would be helpful to complete the study of this lesson (Not a requirement, but a suggestion.)
- Make a Plan!
- Have the student get acquainted with the material by reading the summary.
- Write out the vocabulary with the definitions and add the timeline dates to your growing timeline.
- Look over the primary documents to see which documents you will be reading.
- Determine which activities are a requirement for completion and which are 'extras'.
- Make a check list for your student's accountability
- Have the student present what they have learned from this lesson.
- Add any work to the notebook.

## Teaching as a Class or Independently:

This class can be done independently or as a group setting. If you are purchasing this resource for your family, you may make copies for all your students from this text. However, if this guide is being used in a group setting, each family will need to purchase their own book. Group discounts are available. Write to [orders@knowledgequestmaps.com](mailto:orders@knowledgequestmaps.com). Thank you for your consideration in this.

### *Additional text included in lessons:*

There is a book that I have suggested the students read along with the lessons and exercises. It is available at [www.ajspublications.com](http://www.ajspublications.com). This website offers a State and Federal Constitution Text Book along with tests for the student. If you want your homeschooler to take quizzes or tests for their transcripts, this may be a very practical resource for you to use. There are different books available for each state, so make sure you are specific when ordering from their website. If you are doing this class as a group, you will be able to purchase the books in bulk for the class.



# Goals of the Study

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The ability to reason and logically debate a subject is a skill which tends to be acquired; however, it will serve us well to take time to refine these skills. With a thorough study of materials which cause us to stretch our vocabulary, our knowledge and eventually our understanding the ability to articulate the ideas well, both shape and benefit our society.

Specifically, the study of history shows us a perspective that highlights both the victories and the sorrows of the generations past. History is relevant. Studying the history of our Constitution and the formation of our government is imperative as we move forward in the future.

The initial goal of this study is to encourage you and your children to study one of our most important documents. The far reaching impact is that not only will you become aware of the history, but that you will become inspired to be educated and involved in the politics that affect your life.

## Skills to work towards:

It is my fervent hope that you and your student will be able to have begun to master the following concepts with the completion of this course.

- 1) Student is able to outline the Constitution with understanding.
  - a. Memorization of the outline secures a knowledge base from which students can study more and/or discuss material intellectually.
- 2) Student can know and understand the principles behind the formation of our government.
  - a. The knowledge of data helps to relate eras and dates to events, people and/or policies relevant to the past, present and future.
- 3) Student increases their knowledge of individuals, philosophies and ideas through history.
  - a. Gaining rhetorical insight to see and understand the transition in the government though the lens of the culture in which it exists provides a structure to hang the information on and pull from each time you become acquainted with the subject again.
- 4) Student gains skills in research and composition through the reading of the documents and the analysis of materials.
  - a. Increasing vocabulary and written communication through practice of composition skills adds to the cognitive ability of each individual exponentially.
- 5) Student learns to appreciate history and the art of thinking logically.
  - a. By choosing to do hard things, our students grow in virtue and grace for His Glory.

***Whatever you do, in thought, word, or deed, do it all for the glory of God. 1 Corinthians 10:31***

# The Key to the Lesson

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## **Introduction/ Lesson Summary**

Each lesson will start with a brief introduction and outline of the upcoming lesson.



## **Tool #1: Vocabulary**

Know your vocabulary; it is the grammar of your study.

Each lesson has a list of vocabulary that will help you understand the content of the documents you are reading.

There is a glossary at the back of the book to aid you in creating your own glossary. Feel free to look the definitions up on your own, though.

Add any words that you don't know to your glossary as you are reading.

## **Tool #2: Timeline**

It is important to know when things happen in the context of other events. Keeping a timeline is one way to accomplish that goal.

Each lesson will have suggestions of dates and events to add to your timeline. You can make your own timeline pages, build one on your computer or use a timeline book. It is all up to you.

## **Tool #3: Maps**

Start your study with two general maps:

- A World Map
- A Map of North America

You will add to these with each lesson. If you want, you can make special maps to highlight what you have learned with each lesson.

## **Tool #4: Primary Documents**

The main resource for this study will be the actual documents written by the original authors. Read them thoroughly to interpret and understand the history, laws and direction of the US from its origin to the current day.

## **Additional Resources:**

Videos - Each lesson will have a video suggestion that will accompany the topics studied.

Art – The art study section provides a popular art piece which highlights the concepts presented in the Constitution.

Literature - Adding the study of American Literature to the curriculum gives you another level of learning about our government and nation through the words of those who wrote about it in story.

# USE THE TOOLS

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*“For the tools of learning are the same, in any and every subject; and the person who knows how to use them will, at any age get the mastery of a new subject in half of the time with a quarter of the effort expended by the person who has not the tools at his command.” Dorothy Sayers – The Lost Tools of Learning*

## Primary Documents:

Many of the articles, speeches and documents are the primary text of this course. By reading the original work of the author, we are able to decide for ourselves what we think it meant. Always encourage the use of primary sources when researching to ascertain the highest level of understanding.

One way to get the most out of the reading is to have the student narrate what they have read back to you; especially with the younger student, you may find this more helpful than assigning some of the composition exercises. You can have them dictate it to you and then type it out for them or have them do it themselves. Older students can take notes as they read, either by highlighting the text in the book, (Ask Mom first!) or by using post-it notes, a notebook or sheet of paper. It is important to ‘translate’ the notes after you have written them, preferably soon after, so that they make some sort of sense.

- ▶ The key point in summarizing is to get the main idea of the document and be able to relate that back to someone else in your own words.

### *Extra Reading:*

*The suggested books listed above are exactly that...a suggestion. The students will have an abundance of work to read and digest with the primary documents. If, however, you want to include some additional history studies and even American Literature to this course, try to incorporate some of the suggestions listed in both the Appendix and the Introduction (Core History Readers). You can choose your own literature books as well! It is all up to you.*

## Map Work:

By using maps, we will give the student a visual, concrete, idea of an abstract concept. Make a copy of the suggested maps for all the students and keep a master for yourself so that you can make more if necessary. Perhaps enlarge a map of North America at your local office supply store so you can add to it over time while completing this course. One simple suggestion that I use in my classes is to fill a 3-ring binder with page protectors and as the students progress through the course they are adding new maps and working on their main map with each lesson. The page protectors keep them safe and clean, but even more important, easily accessible.

There is a map of the United States in the appendix section of this text. Use the outline maps in the websites suggested on the previous page or find a book or CD that your children can use to create their own maps. We love the books by Geography Matters and Knowledge Quest Maps (Both of which are available by e-book and CD to make printing options easier). I also like the Historical outline maps from Archiving Early America and Eduplace. (See websites above or the appendix section.)

It is always a great idea to invest in a good atlas when studying the geography of an area. We really like the book *Compact Atlas of the World* by DK. Take time to consider how important the geography of a region was when considering the historical and political value of that region. Integration is a phenomenal teaching tool to incorporate in every subject or lesson.

## Timeline:

The timeline creates yet another visual concept that ties events and ideas together in one location. Not only does it provide a visual tool, but a logical one as well. It is great to hear your children relate one event in the West to another event in the East, both occurring at the same time. It connects people to events and locations in a practical way, and helps us to keep from having tunnel vision making us and our children more mission-minded. You may choose to keep a timeline in a binder, on your computer or on the wall. Whatever you decide works best for you is great.

Each section will have some dates listed for your timeline, but I encourage you to add to it anything you have found or already know. The concept of the timeline in this book is not inclusive, it couldn't be. There are plenty of important dates I know I have missed; however, I hope it will encourage you to start the process of chronologically ordering historic events. It is one more tool to add to our arsenal of educational advancements which will help us to pull from what we know with each new topic we encounter.

**Apply what you have learned!**

## Research Activities and Writing Assignments:

The assignments and projects listed within the lessons are meant to help the student dig deeper into the material. Be thrifty with your time and help your student pick the most sensible options for their level. I encourage you to push them if you think they can do more, though. Each assignment will have a writing activity or project included. By completing the composition work you can add that to your students language arts requirements for the year and utilize their time well.

Projects are a great way for our students to grow in their research and presentation skills. Whenever possible allow your students to present and/or teach the material to someone else. This "owning" of the information is one of the highest forms of learning and retention there is.

## Outlining and Rewriting:

The students will be encouraged to outline the actual Constitution in their own words. An outline is provided in the documents section of this guide. One of the best ways to ensure our children are actually processing what they read is if they can repeat what they have learned either in writing or presentation.

### Outlining Process:

When you begin the process of outlining the constitution take each section one at a time.

- 1) Read through the section and then decide whether you want to summarize the entire section or the whole article.
  - A. Depending on age and ability, I often encourage the students to outline the whole article or amendment. So, for example, there will be one line for the Preamble, 7 Articles and 27 amendments.
  - B. For the student who is more advanced, break the outlining down into the following pattern:
    - a. Article
    - b. Section
    - c. Clause
- 2) Have the students try to summarize in eight words or less what that particular section means.
  - A. For Example: the Preamble can easily be summarized as "A More Perfect Union ."

As you continue to study the Constitution, section by section, have your student keep a continual outline until you have finished summarizing the document. You can encourage memory skills by having them copy the outline, as if making the outline copy work.

The National Center for Constitutional Studies has a phenomenal outline available for download. I encourage you to visit their sight and see what is available. The video they have produced entitled, *A More Perfect Union*, is my favorite movie on the Constitutional Convention and I use it in my class as a teaching tool. If you invest in only one video, this is the one I would encourage you to buy.

## Extra Study:

### American Literature and Art History

This section of the lesson is completely optional, but teaching American Literature in the context of History and Government seems almost too easy. American Literature started with the inception of our nation's beginnings, though the true American Novel didn't arrive till the Romantic Period around 1820's and up. There is a rich history of bright thinking, transcendent minded individuals with a gift for words and ideas that represent all that was going on in the culture around them. Studying our culture through the lens of the written word gives one more layer of learning to our study.

Just like the outward expression of story in word form from the literary minds of the American Authors, Art has a way of portraying the changes in our culture through the visual expression and the feelings it creates. Art has always been a personal form of expression for both the artist and the art appreciator. Round out your study of the constitution with a brief study on the manifestation of one of our most cherished freedoms, The Freedom of Speech and The Press, as you look at Art in American History and thoughts and ideas expressed in the Literature of America.

*The Appendix has a list of all the suggested books and masterpieces along with general guideline of how to incorporate this into your study.*

## **Lesson Questions:**

Finally, there is a section for those of you who love the worksheets! A series of questions that will help to determine whether or not the student (or even the parent) was able to pull key pieces of information out of the material. There is not an answer key to the questions, though. This is primarily focused on learning what the 'student' knows, not whether or not they are passing a quiz. Use the questions as a springboard for discussion.

The Lesson Summary provides ample starter questions and material to help you move from the grammar stage of the study (gathering the information by reading), into the dialectic stage of asking questions and thinking logically about what you have read. This is when you and your student can ask, "Why did they do that?", "How did that happen?", "When did this occur?" etc. Dig deep and ask questions, write down what you are learning and enjoy this Journey to Liberty.

The Research and Activity Sections provide the research opportunities to grow in skills of organization, reading and taking notes. All of this prepares the student for the Rhetorical stage of applying what they have learned and communicating their discoveries.

Socrates is remembered for his ability to encourage his students with the art of discourse. This is a skill that will help our students to think logically about the material they are reading. I want to encourage you to take time to discuss the ideas and the concepts within the documents they will be reading. This gives you the chance to discuss policies and ideas and the consequences that result from the legislative procedure.

Most of all have fun learning about the history of our nation's government and our Amazing Constitution.

*\*\* Each section is appointed its own special bullet. As the lessons proceed, sometimes there will be a document listed right in the middle or a suggestion for an activity, map, or thought question. I have included the bullet symbol to help the student and teacher recognize when to stop and consider the suggestions listed.*

# Lesson 1

## *The Beginnings: The Road Leading to the Noble Experiment.*

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America has a rich and often colorful history as her foundation. A history significantly set apart. When we take time to study the steps which lead to the formation of the one of the most influential and freedom loving nations there has ever been, we can see the path of God's grace on America. Clearly this path was built on the Christian principles which not only guided but guarded our country as we found our feet standing on firm and level soil.

Our government was established based on the principles of liberty and freedom. These principles set the stage for the world's most noble experiment: A New Government, a republic, created for the people, by the people. There was a fervent passion rising in our nation in the middle to late 1700's. The historic changes which led up to the initial shots fired at Concord and Lexington, the shot heard round the world, are just as important as the documents that declared America a new nation, united and free from tyranny.

Let's start back in the early 13th Century with an English King named John and a bunch of noblemen who chose to claim their rights. The Magna Carta was written in an effort to give rights to the common man and keep the rule of an unfair King from forcing the ruin of his people. Now, look forward towards the 1600's to John Locke, Baron Montesquieu and William Blackstone, whose writings on the rights of man, government and law, respectively, were the primary documents of influence for the Founding Fathers. Forging ahead into the early 1700's, the path of American independence and freedom is visible. Colonists are no longer content with a limited voice in parliament. Trade disagreements, unfair laws and restrictions are a few of the 'injustices' that are listed in the *Declaration of Independence* against the King of England. Ideas of equal rights, liberty and freedom to govern ignited the passion that led our young nation to fight the *War for Independence*.

Before we can jump into reading and analyzing the text of the US Constitution, it is important to know how we arrived at that auspicious event in Philadelphia in May of 1787. Take time to look at some of the documents listed in the lesson as you take the first step on the journey to the Constitutional Convention. Look over the timeline and make a mental note of the events that happened, just had to happen, in order for the colonists to throw up their hands and demand justice.

### **Timeline Tip:**

Begin making a timeline of your own. Add the dates and the location of the documents you are reading or studying, along with the names of the individuals and ideas that were represented so passionately in the literature pieces. Early colonial documents such as sermons, speeches and newspaper articles were the beginning of American Literature.

Included in each lesson will be suggested American Literature selections to compliment the study. Look at the Appendix for a complete schedule with suggested American Literature books and Timeline.

As we see the focus of American thought changed, from primarily political with the birth of the country into more of an expression of culture, you will see the transition in the policies of our government as well. Something I often repeat to my classes is the quote, "As goes the culture... so goes the government." There are similar versions of this 'idea' in many articles, sermons and literary opinions. While the quote included was a statement I made while teaching, probably pulling from material I have read in the past and thought about, I did actually find a quote upon researching more directly. This quote is from Pope John Paul the II which was delivered in Australia in November, 1986.

***“AS THE FAMILY GOES, SO GOES THE NATION AND SO GOES THE WHOLE  
WORLD IN WHICH WE LIVE”<sup>1</sup>***

The primary reason to study The Constitution and the policies the American Government should be to become responsible civic duty and to be a wise partaker of the privileges of a free individual. The nation which is governed by the people, whose hearts are turned toward *TRUTH*, will be a nation which will prosper. Be encouraged to read the following scriptures and take to heart the importance of being wise with your own civic duty, but to also pray for the leaders of our nation as we are directed to do in scripture.

**2 Timothy 2:1-3** - I exhort therefore, that, first of all, supplications, prayers, intercessions, and giving of thanks, be made for all men; For kings, and for all that are in authority; that we may lead a quiet and peaceable life in all godliness and honesty. For this is good and acceptable in the sight of God our Savior.

**2 Chronicles 7:14** – If my people, which are called by my name, shall humble themselves, and pray, and seek my face, and turn from their wicked ways; then will I hear from heaven, and will forgive their sin, and will heal their land.



## Tools for Lesson 1

### Vocabulary

- Freedom
- Liberty
- Justice
- Sovereignty
- Habeas Corpus
- Divine Law
- Providence
- Government
- Unalienable Rights

### Primary Documents

- ✚ The US Constitution (use this for the entire study)
- ✚ The Magna Carta
- ✚ [http://www.archives.gov/exhibits/featured\\_documents/magna\\_carta/](http://www.archives.gov/exhibits/featured_documents/magna_carta/)
- ✚ Apologia by Christopher Columbus
- ✚ The Mayflower Compact
- ✚ <http://www.ushistory.org/documents/mayflower.htm>
- ✚ The Declaration of Independence
- ✚ <http://www.ushistory.org/declaration/document/>
- ✚ The Articles of Confederation
- ✚ <http://www.usconstitution.net/articles.html>

### Map Work:

Please make sure you have one of each of the following maps in your notebook. You will use these for the entire course.

- Map of the World
- Map of North America( located in the appendix)
- Map of the 13 Colonies

You can find free maps online at the following websites:

<http://www.eduplace.com/ss/maps/>

<http://www.worldatlas.com>

<http://www.geography.about.com>

### Video Suggestion:

The History of Us: Disc 1

Rebels and Revolution

### Audio CD Suggestion:

Biblical Foundations of our  
Constitution

## Timeline:

### **Document:**

1215 - Magna Carta  
1620 - Mayflower arrives/  
Mayflower Compact is signed  
1639 - Connecticut Constitution  
1660 - John Locke writes "Writs of Assistance"  
1763 - Peace Treaty of Paris; Proclamation of 1763 (limited colonial settlement)  
1775 - Patrick Henry's famous Speech "Give me Liberty or Give me Death" (March 3, 1775)  
1776 - The Virginia Declaration of Rights is written.  
1781 - Articles of Confederation Ratified  
1783 - Treaty of Paris- peace treaty to end Revolution  
1787- Northwest Ordinance  
1787 - September 17<sup>th</sup>, Constitution is completed and

signed by Founders and sent to the states to ratify.  
1787-1789 - The Federalist and Anti-Federalist Papers are published.

### **Events:**

1492 - Columbus sails to New World  
1497 - Cabot sails the coast for Britain  
1607 - Jamestown Settled  
1619 - House of Burgesses (Va.)  
1754-1763 - French and Indian War  
1764 - Sugar Act  
1765 - Stamp Act.  
1766 - The Declaratory Act (gave king power to make laws in America)  
1767 - The Townshend Acts  
1770 - Boston Massacre  
1772 - Sam Adams organizes the Sons of Liberty  
1773 - The Tea Act

1773 - Boston Tea Party  
1774 - First Continental  
1774 - The Intolerable Acts( aka. Coercive Acts)\*  
1775 - December - Prohibiting Acts.  
Congress meets in Pa.  
1775 - Paul Revere's Famous Ride  
1775 - (May) Second Continental Congress meets  
1775- (April) "The shot heard round the world". First shot of the Revolutionary War at Lexington  
1775-1783 - Revolutionary War  
1776 - John Hancock Drafts the Declaration of Independence  
1787 - Constitutional Convention  
1789-1790 - Constitution is Ratified  
1790 - 1<sup>st</sup> Supreme Court  
1791-1792 - Bill of Rights is ratified

## Digging into the documents

Reading the words of the original authors will open up a whole new avenue of understanding for any student of history. The best way to learn about the past is to read firsthand accounts, primary documents, about that period. Read about the ideas, the arguments, the policies and the issues in the words of those who penned them and think for yourself about the implications of the material.

I will give some guiding points with each article along with some suggested activities for each lesson but I would encourage you to spend most of your time reading and processing the articles, speeches and literature which shaped the founder's principle beliefs, and ultimately, the supreme law of our land, *The US Constitution*.

This class will not only look at the constitution, but it will dig into the documents which helped 'write' it. So, let's first go to The Constitution itself and inspect it. Just to know the basics is more than the average US Citizen knows about our Constitution.

- There is a Preamble.
  - The preamble gives us the purpose
- There are 7 Articles
  - The articles outline how the government works
- There are 27 Amendments
  - The Amendments describe the rights of the governed, the federal government and the states.

Get to know the Outline of The US Constitution

- ✓ Preamble
- ✓ Articles 1-7
- ✓ Amendments 1-27

### Keys to Summarization:

In eight words or less, summarize the Preamble to the Constitution.

What is the main idea of the paragraph?

Use "key words" to help you.

We will make the outline a year long activity. With each section of the Constitution that we come to, take time to write down the main idea of each section on your Constitution Outline Worksheet. Keep it in your binder to add to throughout the year.

See the handout or appendix for the "Outline Worksheet". Look below for a quick introduction to the art of summarizing. (Plus, you can get a head start on your outline!)

### First look at the text of the Preamble:

We the people of the United States in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this constitution for the United States of America.

What do you think would be a great summary for the Preamble?

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~History Note~ Before we can look at the Constitution, we must start with the events that led up to the Revolution and shortly thereafter. So, we will begin examining the actual Constitution in the next lesson.

## 17<sup>th</sup> and 18<sup>th</sup> Century America

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The colonies did not have a foundation of ignorance when they arrived on the shores of an untamed wilderness in the early 1600's. The men and women who bravely traversed unknown territory brought with them England traditions of British rights, liberties and customs in their language and their laws.

The influence of England was seen in the following areas:

- 1) The principle of Civil Liberty
  - a. This was a legal code based on the Ten Commandments.
- 2) Church Law which contributed to Common Law.
  - a. Common Law versus Natural Law has a great effect on the economic stability of a nation.
- 3) The Parliament and Court System
  - a. This method of court extends from William the Conqueror
- 4) A Jury System
  - a. Set in place by Henry II

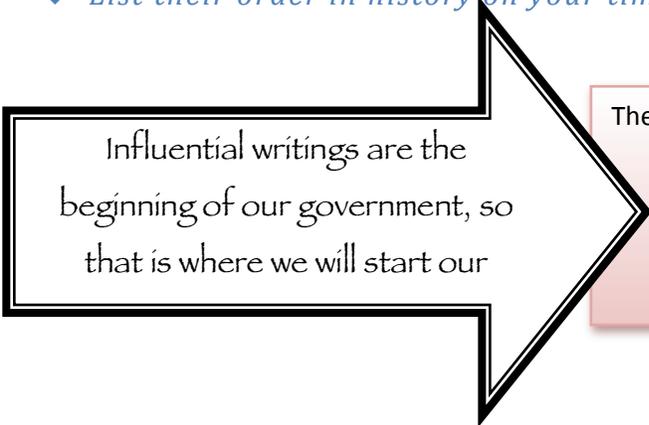
One of the most important documents, which led to the formation of our Constitution, was *The Magna Carta*, which was signed into existence in 1215 by King John of England. This document finally put the people's rights into writing and recognized that citizens deserved to be treated as people, not as inhabitants in a layer of society which does not change. The Feudal system is very similar to the caste system in which no one can ever rise above their station in life, to some extent.

❖ *Research the Feudal System, Caste System, Monarchies, and Republics.*

❖ *List the differences of each system.*

- *Which system has more liberty?*
- *Which system, in your opinion is the best?*

❖ *List their order in history on your timeline.*



Influential writings are the beginning of our government, so that is where we will start our

The Magna Carta instituted the following laws:

- Trial by jury
- Community Leaders make laws for their community
- No unfair taxes

## Important Historical Documents:

English Documents which were of importance to the drafting of our Constitution include:

- The Petition of Right (1628) - In this document King Charles reaffirmed the Magna Carta.
- The Habeas Corpus Act (1679) - A person cannot be held unlawfully for a crime unless convicted by a court.
- The Bill of Rights (1689) – Restricting Monarchies hold and jurisdiction over parliament.
- The Tolerance Act (1689) – Religious toleration towards Protestants

The abundance of written material in the new colonies affected the mindset and the education of the early American Colonists. These New Americans were influenced by scientists, politicians and philosophers. It is surprising that during that time there was little specialization or segregation of learning. People realized education was a privilege to take seriously and they did. Greek thought, fundamentally republic based idea, contributed to the education of Colonial America. Think about what types of books a typical family had on hand to read, or even the fact that reading and discourse (discussing) was their main form of entertainment.

The most influential books, documents or works of literature in the lifetime of the framers of the constitution included but were not limited to:

- 1) The Bible
- 2) The writings of John Locke: Two Treatises on Government and the Rights of Man.
  - a. Locke's work added people's rights to liberty.
- 3) Writings of William Blackstone: Commentaries on the Laws of England. Incidentally, his books were the required text at law school for well over 100 years. His book influenced every Harvard Law class till 1869.\*
  - a. What do you think happened at this point in history to cause this sort of change?
  - b. Blackstone also published "The Law of Nature" which denoted that all law was founded upon God. (<http://www.blackstoneinstitute.org/sirwilliamblackstone.html>)
- 4) Baron de Montesquieu wrote, *The Spirit of Laws*, on the providence of the Republic.
  - a. The Baron gave us the separation of powers in Government which is also, incidentally, found in the Book of Isaiah Chapter 33:2.

## Digging into the Documents

❖ *Spend time reading the Primary Documents along with following Activities to help you prepare to read and understand The Constitution.*

✚ *Read: The Magna Carta:*

Summary of the event: When English King John signed the Magna Carta, it limited the King's power over the people. (More truthfully it was the Nobility, but it was a start). The effect this document had on future articles and documents led to the definition and necessity of securing the idea of unalienable (or inalienable) rights.

❖ **MAP WORK:**

- Draw or print a map of England. (Or add to your world map.)
- Locate the following cities/towns. London, Runnymede and Normandy (Now France). Normandy was at one time a part of England.
  - This series of maps helps you see the transition of "ownership" over time.  
<http://homepages.wmich.edu/~hega/PSCI340/ps340map.html>

🕒 *Question for Thought: After you research the Magna Carta, what influence do you think it had on the formation of the policies which govern our nation?*

- Additional Book Suggestion: :*The Magna Carta* By James Daugherty

📖 *Read: Apologia by Christopher Columbus*

Written by Christopher Columbus in 1501, it was included in his, "*Book of Prophecies*" which contained his thoughts regarding the voyages he made across the Atlantic. One of the most poignant aspects of this work is the glory he gives to the Lord in his calling. He writes from a humbled heart with thanks for the purpose of his voyage and ultimately his life, which was to travel forth in the name of the Lord. A reflection of his own name, Christopher (Cristoforo) means "Christ-bearer". Even when Columbus arrived on the Caribbean shores rather than glory in his own ability, he first fell to his knees in worship to God.

🌿 **TIMELINE:** 1492 – 1<sup>st</sup> Journey; 1501- Essay

📖 **MAP WORK:** On your world map, draw the routes Columbus took to North America.

- If you google this online you can find an [interactive map of exploration](#) to help you.
- If the hyperlink doesn't work go here  
([http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s\\_u2/index.html](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u2/index.html))

🕒 *Question for Thought: Why was Columbus' discovery so important to history, both American and World?*

### *Read: The Mayflower Compact*

This document set a precedent for the concept of giving up some individual rights in exchange for the protection of a governing body over a citizen or individual. The "Mayflower Compact" was signed as an agreement that stated everyone would work together for the good of the colony. In return, an authoritative body of leaders would decide the direction of the colony and the laws which governed it. This was very important in the establishing of our nation in the next century. It is also representative of the concept of contractual governing.

The society which flourished from the early colonies descended from a basis of compacts and agreements, all stemming from the early English system. This history of contractual governing flowed over into the early government of the colonies and it is apparent in the design of the articles and amendments of the Constitution.

 **TIMELINE:** 1620 - The Pilgrims story is one that starts much earlier. Feel free to spend time researching that if you are interested in it.

 Mapwork - Follow the journey from Plymouth, England to Cape Cod, MA. on the world map.  
<http://www.mayflowerhistory.com/History/voyage3.php>

### *Questions for Thought:*

- *What would have happened if they had not constructed this "contract"?*
- *What is the difference of a compact and a law?*

### *Read The Declaration of Independence (1775-1783)*

The Declaration of Independence stands alongside the Constitution as one of the most brilliantly crafted pieces of literature ever written. In the context of American Literature, it fills the role of one of the most important pieces ever to be penned on our shores. Though it is lengthy and difficult to read, take time to process and digest the specific concepts listed in the document.

Jefferson had a way with words and was asked to draft this document because of his eloquence and skill with the written word. As you read this document, consider the risk of even thinking of doing what these men did, especially Thomas Jefferson. Treason was a capital offense in the Colonies and this document was, in essence, exactly that. It is clear that the men who were passionate about pursuing freedom did so with much thought and consideration. In the document, the attitude was grim with a serious tone of censure upon the authority neglected by the King towards the Colonies. Jefferson penned the Declaration in 17 days. The 1,337 words blend together in a harmonious display of an art crafted by one who loved words. Pay close attention to the first two paragraphs and consider what they are saying. As you continue to read the document, you will find a comprehensive list of arguments against why this step should be taken with much conviction and why a country should endeavor to endure hardships as long as possible.

Jefferson uses the pen to defend the stand the colonies had to take. Listing a series of injuries and abuses by the English King, 27 in total, Jefferson persuades that there was no other choice to be taken. A man had the inalienable right to Life, Liberty and the Pursuit of Happiness, which the King had not afforded to the colonists. Take notes as you read this list and consider which one is the most significant injury or offense with which Jefferson indicts the King of England. Once you have made your list, decide which you feel was the biggest offense or most significant and then explain why.

After the war for Independence, before the drafting of the Constitution, the level of civil unrest in the new United States was heightened. America's ports were in chaos, the economic system was in a shambles, and there was little unity. Unlike before the war, people had limited rights but similar issues with the ports and money.

Leading up to the war, the topic of the ports and sea travel was a serious issue between Britain and the Colonies. Among the reasons which instituted the "dissolution of political bands", as Thomas Jefferson writes in the document, alongside of taxes and threatened liberties, the despotic control of the navigable ports by England was a chief concern.

❖ *Research some of the Taxation Arguments below:*

- ◆ Sugar Act of 1764 - This act changed taxes on imported sugar
- ◆ Stamp Act of 1765 - This act levied a tax on every printed paper or legal document. This is where the term "Taxation without representation." was coined.
  - Both of these documents were meant to raise revenue, not regulate commerce.
  - The Colonies began to protest and boycott English goods.
- ◆ Declaratory Act of 1766 - This act gave the King of England the power to make and enforce any laws in the American Colonies.
- ◆ Townshend Act of 1767 - This act brought forth taxes on tea, glass, paper, etc., which eventually led to the protests which became known as the Boston Massacre in 1770
- ◆ The Tea Act 1773 - An unfair tax on tea which led to the Boston Tea party.
- ◆ The Coercive Acts of 1774 (Intolerable Acts) - This law was passed in England as a means of controlling American ports. It increased Britain's hold and control over political and judicial power in the colonies. It also denied colonists the right to have meetings or hold public gatherings. The passing of this law in England led to the formation of the First Continental Congress in America.
- ◆ The Prohibiting Act 1775 - Britain removed its protection from the American Colonies with the passage of the Prohibiting Act of 1775.

🌿 **TIMELINE:** The American Revolution 1775, Declaration signed 1776, the various Acts listed above.

- 🗺 **MAP WORK:** If you are using ONE map, include new additions in different colors.
- Add the 13 Colonies to your map. Mark Philadelphia on the map.
  - Optional: Make a map of Pennsylvania and even a map of the town of Philadelphia, since this is where most of the major meetings and decisions were made in regards to our nation and its policies in the beginning.
  - Don't forget to make a KEY for your map.

Use Your Tools!

Make Maps, Add to your timeline and

Research



### 🕒 Questions for Thought:

- *When you read the Declaration make note of the "injuries and usurpations" committed by the King of Great Britain.*
- *What are the Rights that are suggested as free to every man?*

### 📅 *The Articles of Confederation: 1781-1789*

#### **“The Articles of Confederation were America’s earliest form of government.”**

📍 **TIMELINE:** Written in 1777; ratified in 1781

Considered a political experiment by most "organized nations", it was scoffed at as a bunch of rag-tag ruffians in the wilderness who were trying to become civilized. The Articles of Confederation was America's first government, established during the Revolution, it was the legislation which directed the Continental Congress through the War for Independence.

It worked for what it was intended, a temporary form of government to give the colonies the start they needed. It was not structured to last indefinitely, because it was rigid and unable to grow. The Articles of Confederation was another contract between vested parties willing to unite and band together for a common cause, but it wasn't strong enough to order those independent states and bring about the necessary ruling which destiny required.

#### **Strengths:**

- ▶ It was significant in the winning of the war and coordinating the peace treaty.
- ▶ It began the process of unification and the providence of planting the seeds of our new government.
- ▶ Passed important legislation such as: Northwest Territory Land Ordinance of 1785 and 1787.
- ▶ Ignited the fires started with the revolution for independence and recognition of value to the world.
- ▶ Set into motion some of the most amazing speeches, debates, arguments and articles our nation has ever known.
- ▶ It gave courage to those who opposed tyranny and helped them stand up for what they believed.

#### **Weaknesses:**

- ▶ It couldn't enforce treaties with other nations
- ▶ It couldn't raise money for the government because it did not have the power to imposing taxes.
- ▶ It did not establish or guarantee a court system to rule.
- ▶ It couldn't regulate trade
- ▶ It couldn't form a militia/army.

### *Optional Writing Activity:*

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Since this is the first lesson, I rarely give my students a large writing assignment at first because I want them to get used to the process of studying documents that have difficult language to discern. However, if you would like the option of a writing assignment, try one of the following options.

- ❖ 1. Outline and Rewrite the Declaration of Independence or the Articles of Confederation in your own words.
- ❖ 2. Memorize the first two paragraphs of the Declaration of Independence.
  - Make a strategy to memorize the paragraphs by copying the document each day.
  - Read it out loud so you are using all the different learning gates:
    - You are seeing it with your 'eye-gate', hearing it with your 'ear-gate'; and saying it with your 'mouth-gate'. All these avenues help to cement it into your memory.
    - Make up hand signals to go along with the words, to help you remember.
- ❖ 3. Make a series of timeline cards which tell what you have learned in this lesson. You can carry the timeline cards through each lesson and when you are done, you will have an entire set of unique and individual history note cards for you to review over and over again.
  - Things to include would be:
    - Dates
    - Locations
    - Names of Important or Interesting Individuals
    - Events
    - Documents

Take a 4 x 6 note card, on one side draw a picture of whatever you are representing and on the other side include the facts with a brief summary of the subject. Don't forget a title for your notecard! You can use your timeline to help you make the note cards.

There are 2 websites I want to encourage you to utilize in your studies.

To learn more about the Early American Experience go to [www.earlyamerica.org](http://www.earlyamerica.org)

To research the documents that existed before the Constitution, and they providentially had a weighty influence upon its creation, go to the following websites:

<http://www.archives.gov/exhibits/charters/declaration.html>

<http://www.heritage.org/initiatives/first-principles/primary-sources/the-declaration-of-independence>

- ☞ If you would like to include some American Literature suggestions for your student to study along with the Constitution studies, below are a few ideas for you to add to your curriculum.

### AMERICAN LITERATURE:

American Literature found its beginnings in the early sermons and diaries of the Colonists living in the New World Settlements. Preachers like John Wesley, Cotton Mather, and Jonathon Edwards added to the depth of social life with their passionate sermons and zealous contributions to early America.

The daily living, as chronicled by those who endured both joys and sorrows, highlights the many journals we have from this time in history. Literary pieces like: William Bradford's, *Of Plymouth Plantation*, giving us a worth accounting of the lives, the loss and the victory of the Pilgrims. John Smith's, *General History of Virginia*, recounts his time spent as a leader of Jamestown.

Poetry was an essential tool of expression during this time. Words themselves taking on a mastery of images meant to portray what the author either saw, hoped for, or even sometimes, feared. The colonial years existed from the late 15<sup>th</sup> to early late 16<sup>th</sup> century.

Here are a few selections to choose from:

#### Poems

*Five Kernels of Corn*  
by Hezekiah Butterworth  
The Courtship of Miles Standish  
by Henry Wadsworth  
Longfellow  
*Pocahontas*  
by William Thackeray  
Any Poem by Anne Bradstreet

#### Histories

*Of Plymouth Plantation*  
by William Bradford  
*The General History of Virginia*  
by John Smith  
*A History of New England*  
by John Winthrop  
*Captivity and Restoration*  
by Mary Rowlandson

#### Sermons

*A Model of Charity*  
by John Winthrop  
*Essays to Do Good*  
by Cotton Mather  
*Bay Psalm Book*  
(1<sup>st</sup> book published in America)

Once you have chosen one piece, or several, to read. Take time to either write a review of one of the histories or sermons or create a poem of your own, similar to one of the poems above in style and content.