

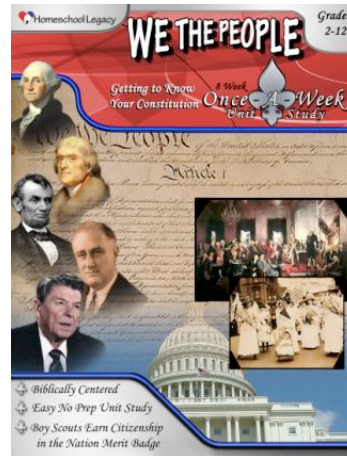
John Adams said, "Children should be educated and instructed in the principles of freedom" and that "liberty cannot be preserved without a general knowledge among the people."

Benjamin Franklin expanded on that thought when he said, "A nation of well-informed men who have been taught to know and prize the rights which God has given them cannot be enslaved. It is in the region of ignorance that tyranny begins."

We the People: Getting to Know Your Constitution walks with you beside the Founding Fathers as they explain in their own words their Christian beliefs and hopes for our nation.

It is broken up into eight weeks:

- Week 1 - The State of the New Nation
- Week 2 - The Constitutional Convention
- Week 3 - Your Bill of Rights
- Week 4 - The Legislative Branch
- Week 5 - The Executive Branch
- Week 6 - The Judicial Branch
- Week 7 - Amending the Constitution
- Week 8 - Your National Symbols



The following is a sample of what you will be doing in Week 1 as you begin We the People: Getting to Know Your Constitution. Red lettering is added here for further explanation.

Week 1 Library Reading/Video Choices

Focus: The State of the New Nation

An * denotes that it or an equivalent of same subject matter is necessary in order to complete an assignment.

Read one of the following biographies (or another of your liking) in order to complete one of this week's assignments:

JB FRANKLIN A Picture Book of Benjamin Franklin/ David Adler

JB FRANKLIN Benjamin Franklin: A Man of Many Talents/
Kathryn Hoffman Satterfield

JB FRANKLIN Benjamin Franklin: The Man Who Could Do Just About Everything/
Sneed B. Collard III

JB FRANKLIN The Amazing Life of Benjamin Franklin/ James Cross Giblin

JB FRANKLIN The Amazing Mr. Franklin: or The Boy Who Read Everything/
Ruth Ashby

JB FRANKLIN Benjamin Franklin of Old Philadelphia/ Margaret Cousins

JB FRANKLIN What's the Bid Idea, Ben Franklin/ Jean Fritz
JB FRANKLIN Who Was Ben Franklin/ Dennis Fradin
JB MADISON The Great Little Madison/ Jean Fritz
JB WASHINGTON George Washington/ Ingri D'Aulaire
JB WASHINGTON George Washington/ Jeremy Roberts
JB WASHINGTON George Washington: An Illustrated biography/ David Adler
(High School)
JB WASHINGTON The Story of George Washington: Quiet Hero/ Joyce Milton
JB WASHINGTON George Did It/ Suzanne Tripp Jurmain

J FRI George Washington's Breakfast/ Jean Fritz
J IRV Rip Van Winkle/ Washington Irving*
J IRV The Legend of Sleepy Hollow/ Washington Irving*
J LAW Ben and Me: A New and Astonishing Life of Benjamin Franklin as Written by
His Good Mouse, Amos/ Robert Lawson
J 342.73 R The Articles of Confederation/ Renee C. Rebman
J 973.4 S Mount Vernon/ Andrew Santella
J 973.41 V George Washington/ Mike Venezia

342.73 D Declaration of Independence; Constitution of the United States; Bill of Rights;
Constitutional Amendments
395.0973 W Rules of Civility: The 110 Precepts That Guarded Our First President in War
and Peace/ George Washington
973.31 S Shay's Rebellion/ Monroe Stearns*
DVD 791.4372 N National Treasure/Walt Disney – PG – Nicholas Cage/Jon Voight*
DVD 973 T (Vol.I) – 10 Days that Unexpectedly Changed America
(Shay's rebellion part)*

Each Once-a-Week Unit Study provides a weekly library list that includes a variety of books for that week's focus.

As you can see, I have alphabetically and numerically arranged each call letter in order for you to quickly and easily gather your library books.

I include books of different reading levels, have chosen books of superior quality, and have carefully screened books for objectionable material.

Your children are not meant to read all of the books listed. They pick and choose books to read throughout the week which most interest them. Reading is the only activity they will continue daily throughout the week.

Only books noted with an asterisk (or an equivalent of same subject matter) are necessary in order to complete a specific assignment.

What if you cannot find the exact book? No problem. Just pick another from that same library section and focus.

In addition to books, your list will also include documentaries/movies for you to pick up at the library or get from Netflix.

Supplies:

Encyclopedia
3-ring binder with a plastic-sleeved cover
Loose-leaf paper
Ingredients for Hoe Cakes (p.15)



Daily Activities



Independent Reading: Week 1 Library Choices

Family Read-Aloud: Shay's Rebellion (TL)

If you finish Shay's Rebellion quickly, why not read a couple of Washington Irving's famous short stories like, The Legend of Sleepy Hollow or Rip Van Winkle? Washington Irving was a leading American author of the time, as well as the first American writer to gain international acceptance. (TL)

Timelines are a great way for your children to "connect the dots" of history. A TL is to remind your children to add significant events and people to the timeline notebook they will compile this week. They will continue to maintain it throughout the duration of this unit study and can continue to add to it as they go on to explore other exciting time periods.

Once-a-Week Activities



Family Devotional:

Textbooks, the media, and even today's Supreme Court are guilty of re-writing American history. They want you to believe that the Founders were not Christians, that they never intended The United States of America to be a Christian nation, and that the Founders believed in separation of church and state.

Over the next several weeks we will walk beside the Founding Fathers, examining each of these accusations, while allowing the Founders to speak for themselves and coordinating their quotes with our family devotionals.

One of the benefits of studying American history is that we can go back to documents, letters, journals, and diaries to discover the truth of our heritage and the intent of the Founders. Today you will venture all the way back to the year 1776 and the Founder's Declaration of Independence to peer into the windows of their souls.

- Open your encyclopedia to the Declaration of Independence.

Notice the very first sentence, known as the Preamble, acknowledges the Laws of Nature and the God in control of it.

The Founders expand on their beliefs in the next sentence by stating, “We hold these truths to be self-evident, that all men are endowed by their Creator...”

In the second to the last paragraph of the Declaration they appeal “to the Supreme Judge of the world for the rectitude (moral uprightness) of our intentions.”

The final sentence of the Declaration of Independence provides us with one more glimpse into their beliefs when they declare their “firm reliance on the protection of divine Providence.”

- Let’s do a little word study regarding the final sentence.

Webster’s Dictionary defines the word firm as meaning “securely or solidly fixed in place, not weak or uncertain, steady, not easily moved, steadfast.”

It defines the word reliance as meaning “the act of relying or the state of being reliant.” The American Heritage Dictionary expands on that definition further with “confidence, dependence, and trust.”

Webster defines the word divine as “of relating to or proceeding directly from God.”

And finally it defines Providence, with a capital “P”, as “God is conceived as the power sustaining and guiding human destiny” and refers to “divine guidance and care.”

These words clearly show the steadfast beliefs of God-fearing men.

One of the best biblical examples we have of a firm reliance in divine Providence is in David’s Psalm 23.

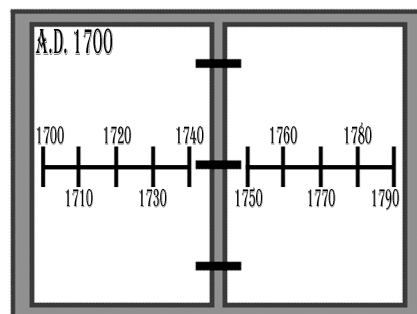
- Discuss and dissect the passage as you read it.

- Take the week to memorize it.



History:

- Make a History Timeline Notebook.



Timelines are helpful in connecting the dots of historic periods, events, and people. If you haven’t already started one, here are directions for a simple, timeline notebook.

Simple instructions for a timeline notebook are included in your unit study.



History/Vocabulary:

“...And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.” These, as you already know, are the famous words of the Founding Fathers in 1776 in their final statement to King George in the Declaration of Independence.

These God fearing men were willing to sacrifice everything, including their lives and fortunes, for liberty.

On May 25, 1787, many of them returned once again to Independence Hall and in just four short months, wrote a new form of government, the United States Constitution (TL).

Our Constitution is the shortest and oldest Constitution still in effect. Sadly, however, a 2010 survey conducted by the Center for the Constitution at James Madison’s Montpelier found that only about a third of all Americans has read it! But you are about to help change those statistics. By the end of this unit study you will know more about your Constitution than the average American adult!

John Adams warned, “Liberty cannot be preserved without a general knowledge among the people, who have a right, from the frame of their nature, to knowledge, as their great creator, who does nothing in vain, has given them understandings, and a desire to know...Children should be educated and instructed in the principles of freedom.”

Say it again...“Liberty cannot be preserved without a general knowledge among the people...” WE ARE THE PEOPLE. Nobody but we can preserve our liberty. The way we can do that is by knowing and protecting our Constitution.

Look at the first three words of the Constitution. What do they say?



Notice the size of the first eleven letters of the United States Constitution. Do you think it was a mistake?

Do you think Jacob Shallus (TL), the Pennsylvania General Assembly Clerk who “penned” the Constitution, when setting his quill to parchment said, “OOPS! If I keep writing in this size print throughout the whole Constitution, I’ll run out of paper?” No, of course not.

The Founding Fathers paid careful attention to every detail when drawing up this all important document. They wanted the citizens to know, LOUDLY AND CLEARLY, that this was to be a new form of government; one that was to be of the people, by the people, and for the people.

- Next week, through your reading, you’ll take a field trip of sorts to Philadelphia. You will sit in on a session of the Constitutional Convention to see where and how it all began, but for now, grab your encyclopedia and read the entire Declaration of Independence (TL) to examine the hearts and minds of colonial Americans.
- As you read it, remind yourself of the aspects they found most objectionable and what truths they believed were self-evident and in need of protecting. These objections will provide a foundation for the future Bill of Rights.
- Look up the definition and synonyms of the term self-evident and any other words you are unsure of as you read the Declaration.
- Discuss with your family how different life in America (and around the world) would be now if the Declaration of Independence had never been written.

(BSA Req. 4a)

Once-a-Week Unit Studies are written for ALL homeschool families to enjoy, but Boy Scouts and American Heritage Girls receive the added benefit of earning merit badge requirements while completing the same unit study assignments as the rest of their non-scout siblings.

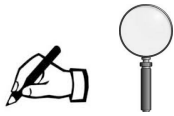
While completing We the People with the rest of their family, Boy Scouts will earn their Citizenship in the Nation merit badge. American Heritage Girls will earn the majority of their Citizenship and Government badge and half of Our Flag badge.

Boys Scouts will be able to easily identify those assignments by the above fleur-de-lis icon.

While there are no assignments that satisfy any American Heritage Girl requirements this week, American Heritage Girls will recognize those in other weeks by this AHG icon.



The requirements fulfilled will be noted in parentheses at the end of the assignment.



Language/Research:

It is 1787 and the new nation's government under the Articles of Confederation is not doing too well. The government is proving inadequate.

- Research the Articles of Confederation (TL) and make a list of both its strengths and weaknesses.



Language:

George Washington and Benjamin Franklin are two revolutionary heroes who find themselves back in the limelight eleven years after the Declaration of Independence was written. Read a biography about one of them or James Madison, the Father of the Constitution. (TL)



Life Skills:

George Washington's step-daughter, Nelly Custis Lewis, was raised at Mount Vernon. She described her father's typical morning as "rising before sunrise and writing until 7:00 in the summer and 7:30 in the winter, followed by a breakfast of three small mush cakes swimming in butter and honey and... three cups of tea without cream."

You can make a modern adaptation of George Washington's breakfast by following this simple recipe.

George Washington's Hoecakes:

Ingredients:

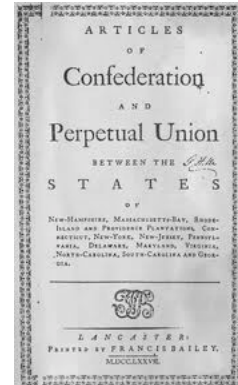
8 $\frac{3}{4}$ c white corn meal
¼ tsp dry yeast
1 egg
Warm water
Shortening or other cooking grease
Honey and butter



Directions:

In a large container, mix together 4 c corn meal, ¼ tsp yeast, and enough water (about 3-4 c) to get a pancake-like batter consistency. Cover and let sit overnight.

Next morning, gradually add the remaining cornmeal, egg, and enough water (another 3-4 c) to get that same pancake-like batter consistency. Cover and let sit 15-20 minutes.



Put shortening in a skillet. Heat skillet until it is hot enough that water, when sprinkled on it, beads up and sizzles.

Pour batter by the spoonful into the hot pan. (Note: The batter has a tendency to separate so you will have to stir it each time before you pour it into the skillet). When the hoccake is golden brown on one side, flip it over to cook the other side.

Serve right away with soft butter and warm honey.



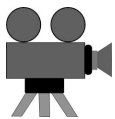
Documentary:

Watch 10 Days That Unexpectedly Changed America (Shay's Rebellion part).



Field Trip:

If you are unable to visit Mount Vernon, take a virtual tour by going to:
www.MountVernon.org.



Family Movie Night:

Just for fun...watch National Treasure.

Field trips and family nights are designed to be enjoyed on a different day of the week from your unit study day.

! Stump Your Dad Trivia:

Q: What was the “law of the land” prior to the *Constitution* called?

A: *The Articles of Confederation*

Kids just love to discover they know something Dad doesn't...because Dad knows everything, right? We include Stump Your Dad Trivia as a fun way to involve Dad and alert him to what your children are learning in their studies. It also makes for great dinner conversation...if the kids can wait that long to stump him, that is!