

American Government and U.S. Constitution

Part I

“The 5000 Year Leap”

An in-depth curriculum teaching the

Twenty-eight Principles of Liberty –
Ideas that Changed the World

Designed for Schools: Public, Private, Home

Contains:

- Textbook
- Suggested Class Schedule
- Teaching objectives for each lesson
- Reading assignments
- Quizzes
- Examinations
- DVD or Video lesson presentations

“A study course loved by high school students, supported by parents, sought after by lawmakers, endorsed by citizens across the nation.”

American Government and U.S. Constitution
Part I

The 5000 Year Leap

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Introduction

Have you ever read a book that literally changed the course of your thinking and your life? That happened to me in 1981.

When *The 5000 Year Leap* was published in 1981, I was fortunate enough to receive one of the first copies right off the press. I had heard about the project, which lasted actually several decades, and was most anxious to see the result. Little did I know how much it's reading would be a life-changing experience for me.

As I read the text, I immediately noticed something special about the book. Being easy to read, it seemed to bring the confusion of politics into clear focus. I am a firm believer that the Founders' success formula would solve nearly every problem we have in America today. When one studies these principles one by one, he cannot help exclaiming, "This is right, this is all true, this is really what we should be doing!" It gives one a feeling of confidence in today's confused world.

I became so excited about the principles in this book that I determined others need to feel the enthusiasm of these foundational principles of freedom. Since 1981, I have traveled not only my own state, but into nearly every state in the union teaching these principles. I found it does for others what it did for me. I have seen state legislators turn on to these principles. I have seen ministers recognize these principles as godly. I have seen citizens from all walks of life recognize common ground with the Founders' through these Principles of Liberty.

In later years, I have particularly seen the youth of the rising generation pick up on these principles. I have grown to love to teach these to young people. They seem to be able to easily recognize the hypocrisy of many situations in public life today and they are searching for answers. There is no greater reward a teacher can have than to see his students come alive to the freedom story and begin to identify with and think like America's Founding Fathers. As they do, they begin to ask, "Why are we not doing this today?" They also carry the feeling of these principles into their homes. I have had many parents express to me that they have never had such interesting and informative family discussions than since their high school student began telling what he or she was learning about the Founding Fathers.

Young people seem to have a peaked interest in current events when approached in the right way. Not only are they interested; they are able to dissect the situation and describe the correct solution to many problems that exist in America today.

Is there any more important subject to have our young people learning in our time than that of being able to restore and preserve our liberty? I think not. As Cicero said, there is something godly about this endeavor.

You are about to embark on a study course that could help students develop a firm foundation for the study of all history. Once a student has a working knowledge of the only correct and proven principles for freedom, prosperity, and peace, then other history classes can be taught from a whole different perspective.

American History, for example, becomes a study of how the United States, throughout its 200 plus years, has either supported the principles of liberty and prospered, or how we have violated these principles and suffered. A skillful teacher can use the history and events of our own country to reinforce the value of the 28 Principles of

Liberty. I have seen young people divide up United States history into 20 periods of time, relate events in each period to the principles, and then describe to the class how the adherence to or departing from correct principles has changed the course of American history.

Also, World History can be taught in terms of mankind's struggle for freedom. Once the American Founders' ideal form of government has been studied and the principles learned, one can evaluate other countries throughout history and analyze the causes of their successes and failures.

Can any other knowledge be more helpful to the rising generation in America today? America desperately needs better and stronger leaders. We need leaders who know correct answers. I believe this course is a giant step forward in preparing such leaders. I congratulate any teacher for catching the vision and teaching these precepts. We heartily agree with Benjamin Franklin who said any teacher who has recognized within himself the talent to teach young people, "is as strongly called as if he heard a voice from heaven."

Earl Taylor, Jr.

Curriculum Outline and Suggested Class Schedule

The course American Government and U.S. Constitution has two parts.

Part I is the present study and is entitled *The 5000 Year Leap - The Twenty Eight Principles of Liberty*. It contains 27 lessons.

Part II is entitled *The Making of America*. It contains approximately 43 lessons.

Together the entire course is 70 lessons; however, each part can stand on its own if desired.

In testing this curriculum it has been found ideal to have a block of time, say one hour and forty-five minutes (1 and $\frac{3}{4}$ hours) for each class period containing one lesson. Some schools have the option of such scheduling. In this case, the complete course (Parts I and II) can be taught in one semester.

If, however, such flexibility is not available and a teacher has only 50 or 55 minutes per class period, then each lesson and its accompanying activities would have to be spread over two class periods and it would necessitate a complete school year to complete.

Assuming the first case, that an hour and forty-five minutes is available per class period, here is a suggested daily schedule:

Daily Schedule:

- First five minutes - review notes from previous day
- Quiz on discussion of previous day and related reading assignment
- Check quiz - need half or more correct for credit
- Class discussion - take good notes
- Student presentations, 28 Principles recitations, other activities

Course Requirements and Grading Standards

Instructor's requirements of students:

1. Participate in class discussion and take good notes.
2. Memorize the 28 Principles of Liberty - recite them to the class.
3. Take daily quizzes and periodic exams.
4. While studying *The 5000 Year Leap*, keep a notebook showing at least one current event or issue as it relates to each of the 28 Principles of Liberty.
 - a. Choose current issues that relate to government or politics rather than crimes like murder, abuse, etc.
 - b. Include article or clipping
 - c. Describe the principle to which it relates.
 - d. Tell how it supports or violates this principle.
 - e. Be prepared to share your findings with the class - one per week.

Grading Standards

<u>Assignment</u>	<u>% of grade</u>
Daily quizzes (one per lesson)	15
Current issue reports to class	10
28 Principles Notebook	10
28 Principles Recitation	10
Memorization of Constitution (Part II)	10
Constitution Study Reports (Part II)	15
Exams (5)	30

Explanations:

Daily quizzes are a means to insure notes are taken and reviewed. Because there are so many, a student receives credit if he/she gets half or more correct. Quizzes are corrected in class.

Current issue reports could be chosen from their 28 Principle notebook. This is an oral presentation.

The notebook and the recitation should be completed and turned in upon completion of Part I of the course.

Exams are given periodically throughout the course, usually after 10-15 lessons. Notice the exams contain the exact same questions that were contained in the daily quizzes. This provides another way to reinforce the ideas taught. Students should be told at the beginning that they will see these questions (on the daily quizzes) again and they should not be taken lightly. Notice also that the questions are fill in the blank or short answer. While this makes a test a little more difficult to grade, it provides way to really determine if the student knows the material or not. Because of the thoroughness of the exams and because our goal is not to trick students but to help them learn the material, exams with answers are provided several days before the exam is taken. This provides yet

another method to teach these concepts to the students. (It also makes for interesting, positive comments from home from parents who are learning right along with the students as they drill their children on the material to be tested)

Lesson Presentations

We, at NCCS, desire to make it as easy and practical as possible to conduct these series of lessons. We have, therefore, developed two options:

1. The **teacher** follows the outline and the lesson objectives, becomes so conversant with the material that they can conduct a class discussion as he/she skillfully teaches these concepts. This, of course, is always the preferred method. A live teacher/presenter is always the best for many reasons.
2. We have made **DVD's** available for every lesson in this course. This, of course, is preferred in a large class setting where the teacher is not comfortable with the material. Once again, a textbook is required to follow the recorded discussion.

Lesson 1: Introduction

Reading Assignment:

The 5000 Year Leap: Foreword (pages ix-xi); Preface (pages xiii-xviii); Introduction (pages 1-6)

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. Can you give at least three reasons why U.S. Senator Orrin Hatch indicated that he was personally excited about *The 5000 Year Leap*? (Page ix)
2. According to Senator Hatch, what six groups of people should read and study this book? (x)
3. Briefly explain why *The 5000 Year Leap* was written. (xiii-xv)
4. Why did Jamestown seem to be the turning point between the previous 5,000 years and the next 200 years? (1-4)
5. Tell of the miraculous effect of the “28 great ideas” upon the United States, as described by President George Washington. (5-6)

Lesson 2: Ruler’s Law vs. People’s Law

Reading Assignment:

The 5000 Year Leap: The Founders’ Monumental Task: Structuring a Government with All Power in the People (pages 9-33)

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. Describe the two extremes of today’s popular political spectrum.
2. Describe the two extremes of the Founders’ political spectrum and tell why it is a better way to measure government.
3. Give at least five characteristics of Ruler’s Law.
4. Give at least five characteristics of People’s Law.
5. What two great civilizations did the Founders admire for their institutes of government. Tell how they wanted to memorialize them.
6. Describe the position of the Articles of Confederation and the Constitution on the Founders’ spectrum.
7. If the federal government were to move on the spectrum from its original position, which direction would it most likely move? Give two specific warnings from the Founders to prevent such a move.

Quiz - Lesson 1

Introduction

1. Senator Hatch says, about *The 5000 Year Leap*, this is exactly what _____ needs and it is easy to _____.
2. He suggested six groups read this book. Name three.
3. *The 5000 Year Leap* was written so a good reference book would exist which outlines the _____ upon which our Constitution was founded.
4. Why did he entitle the book *The 5000 Year Leap*?
5. Name two of the first groups in modern times to try communism?
6. What almost happened to each?
7. What made them eventually prosper?
8. What did George Washington conclude after only two years under the new Constitution?

Quiz - Lesson 2
Ruler's Law vs. People's Law

1. The two extremes of today's political spectrum are _____ and _____.
2. The two extremes of the Founders' political spectrum are _____ and _____.
3. Give two characteristics of Ruler's Law.
4. Give two additional characteristics of Ruler's Law.
5. Give two characteristics of People's Law.
6. Give two additional characteristics of People's Law.
7. The Founders admired which two civilizations for their similar form of government?
8. Describe the two sides of the U. S. seal as originally proposed.
9. Give two things the Founders warned us not to let happen.
10. The common denominator among the Founders was that they all had the same basic _____.