

*Founders' Month
Celebrate Freedom Week
Constitution Day
September 2018*

Resource Packet



Compiled by Leon County Schools
Academic Services
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Florida Statutes Pertaining to Founders' Month, Celebrate Freedom Week, and Constitution Day

1003.421 Recitation of the Declaration of Independence.

(1) To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the last full week of classes in September shall be recognized in public schools as Celebrate Freedom Week. Celebrate Freedom Week must include at least 3 hours of appropriate instruction in each social studies class, as determined by each school district, which instruction shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence.

(2) To emphasize the importance of this week, at the beginning of each school day or in homeroom, during the last full week of September, public school principals and teachers shall conduct an oral recitation by students of the following words of the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed."

(3) Student recitation of this statement shall serve to reaffirm the American ideals of individual liberty.

(4) Upon written request by a student's parent, the student must be excused from the recitation of the Declaration of Independence.

History.—s. 1, ch. 2002-213.

1003.44 Patriotic programs; rules.

(3) All public schools in the state are encouraged to coordinate, at all grade levels, instruction related to our nation's founding fathers with "American Founders' Month" pursuant to s. 683.1455. **History.**—s. 137, ch. 2002-387; s. 39, ch. 2016-237; s. 17, ch. 2017-116.

683.1455 American Founders' Month. (New)

(1) The month of September of each year is designated as "American Founders' Month."

(2) The Governor may annually issue a proclamation designating the month of September as "American Founders' Month" and urging all civic, fraternal, and religious organizations and public and private educational institutions to recognize and observe this occasion through appropriate programs, meetings, services, or celebrations in which state, county, and local governmental officials are invited to participate.

History.—s. 14, ch. 2017-116.



Founders' Month, Celebrate Freedom Week, and Constitution Day Ideas for School-wide Recognition

The activities listed below have been collected from schools across the nation. Obviously, each school administrative team will need to make decisions that work best for their particular school and grade levels. To optimize the experience, consider working with your teachers to coordinate school-wide activities with classroom instruction.

Celebrate with a birthday party for the Constitution: During lunch, provide birthday cake (shaped and designed to look like the Constitution) and invite students to sing along to Happy Birthday and other favorite tunes to celebrate the anniversary of the Constitution's signing. The Father of the Constitution, James Madison, could make an appearance or lead the singing of Happy Birthday.

Historic Character Meet and Greet: Administrators, teachers, and staff members dress as historical figures throughout history who have shaped the Constitution and Bill of Rights.

Study the preamble in class: Hold a "Recite the Preamble" contest. Give each student who can recite the Preamble correctly a pocket-size Constitution. You can purchase them in bulk from pocketconstitution.org or the National Constitution Center (among other places.)

Sign the Constitution: Post a large copy of the Constitution and large sheets of white paper in a central location in the school. During the school day, each classroom can visit the Constitution and have students sign the sheets of paper. Posters of the Constitution can be purchased at many places, or you can download a copy: <http://www.archives.gov/exhibits/charters/constitution.html>.

Presenters from the Community: Invite speakers to visit classrooms or hold grade-level/school-wide assemblies. Some possible speakers are: local lawmakers, Florida Historic Capitol staff, Florida Archives staff, university professors, veterans, local Civil Rights activists, etc. Speakers can talk with students about their civil service, experiences with the law, or our role as citizens.

Develop week-long activities that honor Celebrate Freedom Week:

- Monday - “And I’m proud to be an American, where at least I know I’m free...” Show your freedom with CRAZY dress! Wear your clothes inside out, backwards, or mismatched, you have the freedom to choose! (Obviously, this one requires some discretion on the part of the administration.)
- Tuesday - “Patriotic Pride!” Wear Red, White, and Blue.
- Wednesday - “Hats off to Freedom!” Wear your favorite hat!
- Thursday - “Celebrating Our Heroes!” Dress as your favorite United States hero, such as a president, first responder, military service member etc.
- Friday-“Remember Everyone Deployed” Wear RED to show support for deployed military members.

“Understanding the American Flag” Activities: At designated times, groups of students report to the area at school where the flag is located. Ask a veteran or someone who is knowledgeable about the American flag to provide the story of the American flag and tips on proper flag etiquette.

Re-enactments from American History: School theatre students from our high schools or actors from our local Southern Shakespeare Company can do mini performances about key moments in American government in the school courtyard or an assembly.

Concert in the Courtyard: Middle and high school orchestras and/or chorus students provide patriotic music in the courtyard to commemorate individuals in history who shaped our government.

Document a Day: Provide a trivia question about an important American document or founder on the morning announcements each day of the week.

Recitation of Per Florida Statute 1003.421: Provide a reading of an excerpt from the Declaration of Independence on the morning announcements each day of Celebrate Freedom Week.

Class Change with Patriotic Music: Change classes by playing patriotic music.

Voter Registration Drive: In conjunction with Celebrate Freedom Week, hold a voter registration drive for high school seniors.

FOUNDERS' MONTH, CELEBRATE FREEDOM WEEK, CONSTITUTION DAY
Standards Alignment (not all inclusive)

Grade	Standards
K	<p>SS.K.A.2.4: Listen to and retell stories about people in the past who have shown character ideals.</p> <p>SS.K.A.2.5: Recognize the importance of U.S. symbols.</p> <p>SS.K.C.2.1: Demonstrate the characteristics of being a good citizen.</p> <p>SS.K.C.2.2: Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.</p>
1	<p>SS.1.C.1.1: Identify celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.</p> <p>SS.1.C.1.1: Explain the purpose of rules and laws in the school and community.</p> <p>SS.1.C.2.1: Explain the rights and responsibilities students have in the school community.</p> <p>SS.1.C.3.2: Recognize symbols and individuals that represent American constitutional democracy.</p>
2	<p>SS.2.C.1.2: Explain the consequences of an absence of rules and laws.</p> <p>SS.2.C.2.1: Identify what it means to be a United States citizen either by birth or by naturalization.</p> <p>SS.2.C.3.1: Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.</p> <p>SS.2.C.3.2: Recognize symbols, individuals, events, and documents that represent the United States.</p>
3	<p>SS.3.A.1.1: Analyze primary and secondary sources.</p> <p>SS.3.C.1.1: Explain the purpose and need for government.</p> <p>SS.3.C.1.3: Explain how government was established through a written Constitution.</p> <p>SS.3.C.3.1: Identify the levels of government (local, state, federal).</p> <p>SS.3.C.3.4: Recognize that the Constitution of the United States is the supreme law of the land.</p>
4	<p>SS.4.C.1.1: Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.</p> <p>SS.4.C.2.2: Identify ways citizens work together to influence government and help solve community and state problems.</p> <p>SS.4.C.3.1: Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.</p> <p>SS.4.C.3.2: Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).</p>

Grade	Standards
5	<p>SS.5.C.1.4: Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.</p> <p>SS.5.C.1.5: Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.</p> <p>SS.5.C.3.1: Explain ways good citizens go beyond basic civic and political responsibilities to improve government and society.</p> <p>SS.5.A.5.3: Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.</p> <p>SS.5.C.3.2: Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and the Bill of Rights.</p> <p>SS.5.C.3.3: Give examples of powers granted to the federal government.</p>
6	<p>SS.6.C.1.1: Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.</p> <p>SS.6.C.1.2: Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).</p> <p>SS.6.C.2.1: Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.</p> <p>SS.6.W.3.10: Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).</p>
7	<p>SS.7.C.1.2: Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.</p> <p>SS.7.C.1.3: Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <p>SS.7.C.1.4: Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.</p> <p>SS.7.C.1.5: Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.</p> <p>SS.7.C.1.6: Interpret the intentions of the Preamble of the Constitution.</p> <p>SS.7.C.1.7: Describe how the Constitution limits the powers of government through separation of powers and checks and balances.</p> <p>SS.7.C.2.4: Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.</p> <p>SS.7.C.2.5: Distinguish how the Constitution safeguards and limits individual rights.</p>

Grade	Standards
8	<p>SS.8.A.1.5: Identify within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.</p> <p>SS.8.A.1.7: View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.</p> <p>SS.8.A.3.10: Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, Electoral College, state vs. federal power, empowering a president).</p> <p>SS.8.A.3.11: Analyze support and opposition (Federalists, Federalists Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.</p> <p>SS.8.A.3.12: Examine the influences of George Washington’s presidency in the formation of the new nation.</p> <p>SS.8.A.3.13: Explain Major domestic and international economic, military, political, and socio-cultural events of John Adams’ presidency.</p> <p>SS.8.A.3.14: Examine major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson’s presidency.</p> <p>SS.8.A.3.3: Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.</p> <p>SS.8.A.3.7: Examine the structure, content, and consequences of the Declaration of Independence.</p> <p>SS.8.A.3.9: Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.</p>
9	LAFS.910.RI.3.9: Analyze seminal U.S. documents.
10	<p>LAFS.910.RI.3.9: Analyze seminal U.S. documents.</p> <p>SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.</p> <p>SS.912.W.5: Analyze the causes, events, and effects of the Enlightenment and its impact on the American, French and other Revolutions.</p> <p>SS.912.W.1.6: Evaluate the role of history in shaping identity and character.</p>
11	<p>SS.912.A.2.4: Distinguish the freedoms guaranteed to African-Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</p> <p>SS.912.A.7.8: Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.</p> <p>SS.912.A.7.3: Examine the changing status of women in the United States from post-World War II to present.</p> <p>SS.912.A.7.5: Compare violent and non-violent approaches utilized by groups (African-Americans, women, Native Americans, Hispanics) to achieve civil rights.</p>

Grade	Standards
12	<p>SS.912.C.1.1: Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</p> <p>SS.912.C.1.2: Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.</p> <p>SS.912.C.1.3: Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</p> <p>SS.912.C.1.4: Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.</p> <p>SS.912.C.1.5: Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</p> <p>SS.912.C.2.1: Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.</p> <p>SS.912.C.3.1: Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</p> <p>SS.912.C.3.2: Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.</p> <p>SS.912.C.2.4: Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</p>

Teaching Resources for Founders' Month, Celebrate Freedom Week, and Constitution Day

Constitution Day Web Site

<http://www.constitutionday.com/>

Center for Civic Education

<http://www.civiced.org/resources/curriculum/constitution-day-and-citizenship-day>

Grade-level Lessons to Recognize September 17

Constitution Lessons from the Library of Congress

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/>

Lesson Plans and Resources from the National Archives

<https://www.archives.gov/education/lessons/constitution-day>

Teaching with Objects and Artifacts from the Smithsonian National Museum of American History

<http://www.objectofhistory.org/guide/>

Declare the Causes: The Declaration of Independence from the National Endowment for the Humanities

<http://www.objectofhistory.org/guide/>

Virtual Tour of Florida's Capitol (provides discussion of creation of Florida's Constitution)

<http://www.flhistoriccapitol.gov/Pages/VirtualTours/VideoTour.aspx>

Teaching the Declaration of Independence from The Gilder-Lehrman Institute of American History

<https://www.gilderlehrman.org/history-by-era/road-revolution/resources/declaration-independence>

Florida Justice Teaching Lessons

http://www.justiceteaching.org/lesson_plans.shtml

Florida's Early Constitution from State Library and Archives of Florida

<https://www.floridamemory.com/collections/constitution/>

American Rhetoric (houses speeches in video, audio, and text)

<http://americanrhetoric.com/>

Constitution Day Activities from The New York Times Learning Network

<http://www.nytimes.com/ref/college/collegespecial2/coll-constitutionday-print.html?mcubz=0>