

SAINTS GLOBAL

# ACTIVITY PLAN

## AMERICAN HERITAGE

### INTELLECTUAL CORE

Version 2026.1



Companion to the BRC: a series of one-hour activity sessions for use on weekly activity night or at home. Each session declares which requirements it contributes to.

#### THE CULMINATING EVENT

### The heritage visit

An off-meeting visit to a museum, archives, historical society, presidential home, heritage trail, or living-history event. Each saint asks five planned questions, documents what he observes, connects one observation to a founding ideal, and brings a clear report back to the group in Session 4. This is where Step 3 earns its name on the BRC.

**VARIES — MUSEUM, ARCHIVES, HISTORICAL SITE, HERITAGE TRAIL, OR LIVING-HISTORY EVENT; PARENT- OR LEADER-SUPERVISED**

## SESSION 1 · INTELLECTUAL CORE

⌚ 60 min target

# The documents that founded the country

*Read what the founders wrote before you decide what they meant.*

## 🎯 WALK AWAY WITH

- Can explain Jefferson and Adams's roles in the Declaration and how their disagreement improved it
- Has a six-line paraphrase of the Preamble in his own handwriting
- Can name when the Bill of Rights was adopted, who proposed it, and why
- Can explain two amendments in plain language

## 📦 BRING / SET UP

- Printout of the Declaration of Independence (one per saint)
- Printout of the Preamble and the Bill of Rights, first ten amendments (one per saint)
- Two short secondary sources on Jefferson and Adams (encyclopedia entry and a biographer excerpt on the drafting committee)
- Founding-Documents Card (one per saint)
- Pens and a folder to keep the card across all four sessions
- BRC printouts

## 🕒 THE HOUR

### BLOCK 1 · DISCUSSION Opener — What the Declaration started

⌚ 5 min

The Declaration of Independence was written by men who disagreed about almost everything except that it had to be written. Tonight you will read what they wrote, see where they disagreed, and put the Preamble into your own words. Most of Step 1 of the BRC marks off in this hour.

### BLOCK 2 · SKILL PRACTICE Compare two sources on Jefferson and Adams

⌚ 15 min

1. Hand each saint the two short readings — one general (encyclopedia entry on the drafting committee) and one specific (biographer excerpt on Jefferson and Adams).
2. Each youth lists one fact both sources agree on and one place they differ in tone or detail.
3. Discuss together: Adams pushed Jefferson to write; Franklin and Sherman edited drafts; Adams and Jefferson disagreed openly over the slavery clause and the language about the king.
4. Ask each saint to name one shared goal Adams and Jefferson held, and one place the disagreement improved the final document.

REQ 1A

## SESSION 1 · THE DOCUMENTS THAT FOUNDED THE COUNTRY (PAGE 2 OF 2)

## THE HOUR — CONTINUED

BLOCK 3 · CREATIVE **Paraphrase the Preamble**

⌚ 20 min

1. Read the Preamble aloud, slowly, all the way through. Read it again sentence by sentence so every youth hears the rhythm.
2. On the Founding-Documents Card, each youth writes the six goals ("a more perfect Union," "establish Justice," "insure domestic Tranquility," "provide for the common defence," "promote the general Welfare," "secure the Blessings of Liberty") in his own modern words.
3. Each youth picks the one goal he thinks is most relevant to American life today and writes one sentence explaining why.
4. Pair up. Read your six lines to a partner. The partner asks one question; the writer fixes the line if the question lands.

## REQ 1C

BLOCK 4 · SKILL PRACTICE **Read and explain two amendments**

⌚ 15 min

1. On the back of the Founding-Documents Card, each youth writes one plain line per amendment for all ten.
2. Lay out the timeline together: Madison proposed twelve amendments in 1789; ten were ratified by the states and adopted in 1791. The Bill of Rights was added because several states refused to ratify the Constitution without it.
3. Each youth picks two amendments and explains each in plain language to the group — what right it protects and why the framers added it.
4. Ask the room: which amendment do you use most often without thinking about it, and which one would you miss first if it disappeared?

## REQ 1D

BLOCK 5 · REFLECTION **Close — Step 1 documents marked**

⌚ 5 min

1. Each youth shows his completed Founding-Documents Card to the leader.
2. Confirm 1a, 1c, and 1d on the BRC. 1b (Washington) lands in Session 2.

## AT THE CLOSE · DEBRIEF

1. Where did you see Adams and Jefferson sharpen each other's work, and where did they just plain disagree?
2. Which of your six Preamble lines is the one you would change if you could read it again next week?
3. Which amendment surprised you, and why?

✓ Mark 1a, 1c, and 1d on each saint's BRC. Keep the Founding-Documents Card in the folder — it is referenced again in Session 3 for Founders vs Framers.

## SESSION 2 · INTELLECTUAL CORE

⌚ 60 min target

# Character under crisis

*Find the moments where character mattered more than popularity.*

## WALK AWAY WITH

- Has three specific Washington moments mapped with the leadership lesson he drew from each
- Has named four to six experiences that shaped Lincoln and one decision where character mattered more than popularity
- Has a written heritage-visit plan: site, five questions, documentation method, and respect notes
- Knows the visit date and what he needs to bring

## BRING / SET UP

- Two short readings on Washington (Valley Forge winter; Newburgh Address; refusal of a third term)
- Two short readings on Lincoln (early law practice and lost senate races; the Emancipation Proclamation decision)
- Leader Case-Study worksheet (one per saint)
- Heritage Visit Plan worksheet (one per saint)
- A short list of nearby heritage sites with parent contact information
- Pens, the folder from Session 1, BRC printouts

## THE HOUR

### BLOCK 1 · DISCUSSION Opener — Last week's documents

⌚ 5 min

Last week you read the documents the founders wrote. Tonight you will look at two of the men who led the country before and after — Washington and Lincoln — and find the moments where character mattered more than popularity. Then you will lock in the heritage visit that earns the rest of Step 3.

### BLOCK 2 · SKILL PRACTICE Washington — three moments

⌚ 18 min

1. Hand out the Leader Case-Study worksheet and the two Washington readings.
2. Each youth identifies three specific Washington moments where Providence, character, or decisive leadership shaped a choice — tied to a date or season of life. Write each in the Washington column.
3. For each moment, fill the cause → outcome arrow: the trait that showed up, the choice it produced, the result that followed.
4. Discuss together: humility (refusing a third term), restraint (the Newburgh Address calming officers near mutiny), and courage (the Delaware crossing in winter) are common patterns. Saints may use these or find their own.
5. Make sure each youth names the lesson, not just the event — "he chose retirement over power" instead of "he gave up command."

REQ 1B

## SESSION 2 · CHARACTER UNDER CRISIS (PAGE 2 OF 2)

## THE HOUR — CONTINUED

BLOCK 3 · SKILL PRACTICE **Lincoln — roles that shaped him**

⌚ 17 min

1. Hand out the Lincoln readings.
2. Each youth maps four to six roles or experiences on the Lincoln column of the worksheet: log-cabin childhood, store clerk, postmaster, self-taught lawyer, state legislator, lost senate races, debater, president.
3. For one experience, write the decision where character mattered more than popularity — the Emancipation Proclamation is the standard answer; the second inaugural is another; saints may pick their own with a reason.
4. Discuss together: hardship can produce humility, but only if the person chooses it. Lincoln's losses (1858 senate race, early grief) are visible in his later restraint.
5. Each youth writes one Lincoln trait he wants in his own future leadership on the bottom line of the worksheet.

## REQ 2A

BLOCK 4 · CREATIVE **Plan the heritage visit**

⌚ 15 min

1. Hand out the Heritage Visit Plan worksheet and the list of nearby sites.
2. Each youth picks his site and writes one sentence explaining why — local relevance, family connection, or a specific exhibit he wants to see.
3. Each youth writes five questions he will ask or look for at the site. At least two of the five must connect to a founder or document covered in Session 1 or 2.
4. Pick the documentation method: notes, photos where allowed, or a one-page report. Note the etiquette rules on the worksheet — quiet voice, no touching artifacts, permission for photos, stay with the group.
5. Lock the date with the leader. The visit must happen before Session 4.

## REQ 2B

BLOCK 5 · REFLECTION **Close — Visit plan locked**

⌚ 5 min

1. Each youth shows his completed Visit Plan to the leader and reads his five questions aloud.
2. Confirm 1b and 2a on the BRC. 2b is launched but not marked — it completes only after the saint runs the plan at his visit and presents in Session 4.

## AT THE CLOSE · DEBRIEF

1. Which Washington moment shows the trait you most want in your own future leadership, and why?
2. Which Lincoln experience would have been easy to quit on, and what kept him moving?
3. What is the one question you most want answered at your heritage site, and what would make the answer feel real?

☒ Mark 1b and 2a after this session. Do not mark 2b yet — it completes after the saint runs the plan at his visit and presents in Session 4.

## SESSION 3 · INTELLECTUAL CORE

⌚ 60 min target

# Sort them, host them, pick yours

*Sharpen who's who, then put it to work in a game.*

## 🕒 WALK AWAY WITH

- Can distinguish Founding Fathers from Framers and name at least two of each with what they did
- Has authored at least three trivia questions and contributed to a twelve-question round the group hosted and played
- Has picked the additional heritage action from 3c and named the two sources he will use
- Has the heritage-visit date, site, and questions confirmed for this week

## 📦 BRING / SET UP

- Founders & Framers Trivia Kit (one per saint to author from; one master for the host)
- Index cards (ten to fifteen per saint) and pens for question-writing
- The folder of past worksheets — Founding-Documents Card, Case-Study, Visit Plan
- A timer or stopwatch
- Optional: small prizes — candy, a printed certificate, a hand-written shout-out
- BRC printouts

## 🕒 THE HOUR

### BLOCK 1 · DISCUSSION Opener — Who you'll see at the site

⌚ 5 min

Your heritage visit is this week. Tonight you will sort out which of the men you have studied were Founding Fathers and which were Framers, build and host a trivia game that uses what you know, and pick your additional heritage action from 3c. By the end of the hour every saint has a job to do before the visit.

### BLOCK 2 · SKILL PRACTICE Founders vs Framers

⌚ 12 min

1. Define both terms in plain language: a Founding Father shaped the founding of the country broadly — the Revolution, the Declaration, the early government. A Framers specifically wrote or signed the Constitution at the 1787 Convention.
2. Most Framers are Founding Fathers; not every Founding Father is a Framers. Jefferson and Adams were out of the country in 1787. Patrick Henry refused to attend.
3. On the Trivia Kit reference side, each youth writes two Founding Fathers who were not Framers and two who were both — with one sentence on what each one did.
4. Ask each saint to explain why the distinction matters — "who was in the room when the Constitution was written" is a different question from "who founded the country."

REQ 2C

## SESSION 3 · SORT THEM, HOST THEM, PICK YOURS (PAGE 2 OF 2)

## THE HOUR — CONTINUED

BLOCK 3 · CREATIVE **Build the trivia game and host it**

⌚ 28 min

1. Each youth writes at least three trivia questions on index cards (12 minutes). Cover the four required topic areas across the group — the Declaration, the Constitution, the Bill of Rights, and the Lincoln era. Use the Trivia Kit template: clear prompt, one correct answer, a source line, and a type label (multiple choice, short answer, or who-am-I?).
2. Pool the cards. The leader screens for accuracy and removes duplicates. Aim for twelve solid questions for the round.
3. One saint hosts the round (10 minutes). Saints in teams of two answer in turn; the host moderates fairly, gives credit for partial answers, and reads the correct answer aloud after each question.
4. Debrief (5 minutes): name two things the group got right cold and two things that need review before the visit. Each youth writes both on the Trivia Kit so he carries the review list into the week.

## REQ 3B

BLOCK 4 · DISCUSSION **Pick your additional heritage action**

⌚ 10 min

1. Read the four options for 3c aloud: the origin of "Yankee Doodle" and morale; Dolly Madison's actions during the War of 1812; James Madison's role as Father of the Constitution; or a local historical connection through interviews at a historical society.
2. Each youth picks one and writes one sentence on why he picked it.
3. Each youth names the two sources he will use and the one attributed quote he will pull from one of them.
4. Set the deliverable: a one-page write-up or a five-minute talk in Session 4, plus the sources cited.

## REQ 3C

BLOCK 5 · REFLECTION **Close — Visit on the calendar**

⌚ 5 min

1. Confirm the date, site, transportation, and parent-supervised arrangement for each saint's visit before he leaves the room.
2. Each youth packs his folder — Visit Plan worksheet, the trivia review list, the five questions — and writes the visit date on the Visit Plan in pen.

## AT THE CLOSE · DEBRIEF

1. Which question in tonight's trivia tripped the room? What does the group need to read again before the visit?
2. Why did you pick your 3c option, and what is the one thing you want to find out that you do not know now?
3. What is the one thing you need to do before this week's visit that you have not done yet?

☑ *Mark 2c after this session. Mark 3b once each saint has either authored questions and hosted, or authored questions and contributed to the host's round. 3c is launched but marked only when the saint delivers the write-up or talk in Session 4.*

## SESSION 4 · INTELLECTUAL CORE

⌚ 60 min target

## Account for what you saw

*Bring what you saw back to the group and name what you'll keep.*

### 🎯 WALK AWAY WITH

- Has presented the heritage visit — five observations, one connection to a founding ideal, one surprising fact, one remaining question, and how he verified the information
- Has named one civic habit he will practice in the next thirty days
- Can list three careers in history, civics, law, museums, education, or public service, with one explained at training-pathway level
- Has delivered the 3c write-up or talk; the American Heritage BRC is fully marked

### 📦 BRING / SET UP

- Each saint's heritage-visit notes, photos, and any brochures or sketches he brought back
- Each saint's 3c write-up or notes for a five-minute talk
- Poster board and markers, in case any saint prefers a poster format for his presentation
- Three career one-pagers prepared by the leader (archivist, public-school history teacher, museum curator) with training-path notes
- BRC printouts and pens

## 🕒 THE HOUR

### BLOCK 1 · DISCUSSION Opener — Field-report cue

⌚ 5 min

Give a field report from your heritage visit, deliver your 3c choice, name one civic habit you will keep, and look at careers that turn this work into a vocation. By the end of the hour the American Heritage BRC is fully marked on every saint who did the work.

### BLOCK 2 · DISCUSSION Present the heritage visit

⌚ 25 min

1. Each youth gives a four- to five-minute presentation in turn. Format is his choice — short talk, poster, scrapbook page, or simple display.
2. The presentation must cover five specific things he observed or learned (names, dates, artifacts, places); one observation tied to a founding ideal (liberty, justice, duty, equality); one surprising fact; one question he still has; and how he verified the information (museum signage, guide, brochure, reputable source he can name).
3. After each presentation the group asks one question. The presenter answers from his notes; if he cannot, that becomes a follow-up he names openly.
4. If the group is larger than four saints, split presentations: first half presents in this block, second half presents in B4's later minutes, and keep the careers segment shorter.

REQ 3A

## SESSION 4 · ACCOUNT FOR WHAT YOU SAW (PAGE 2 OF 2)

## THE HOUR — CONTINUED

BLOCK 3 · REFLECTION **The civic habit you will keep**

⌚ 10 min

1. Each youth writes one civic habit he will practice in the next thirty days — a single, practical thing he can actually do. Examples: registering to vote when he turns eighteen; a monthly news habit with one trusted source; community service tied to a local issue; respectful speech in a setting where it is hard.
2. Each youth reads his habit aloud and names one specific moment in the next two weeks where it will be tested.
3. The leader writes each habit on the saint's BRC so it is captured for the sign-off.

## REQ 4A

BLOCK 4 · SKILL PRACTICE **Three careers in heritage work**

⌚ 15 min

1. Hand out the three career one-pagers — archivist, history teacher, museum curator. Add other paths saints already named in their notes (lawyer, public servant, military historian).
2. Each youth picks one of the three (or one from the broader list) and writes the training pathway: degree or apprenticeship, typical entry job, and one step he could take this year — an interview, a volunteer day, a class.
3. Discuss together: archivist (master's in library or archives science; entry as assistant; volunteer at a historical society now), history teacher (bachelor's plus state licensure; substitute teaching as entry; tutor or assistant-teach now), museum curator (master's in history or museum studies; entry as registrar or educator; volunteer in a museum's education program now).
4. Each youth names three career paths total — the one he explored plus two others — on his BRC.

## REQ 4B

BLOCK 5 · REFLECTION **Close — BRC sign-off**

⌚ 5 min

1. Each youth shows his complete folder — Founding-Documents Card, Case-Study, Visit Plan, Trivia notes, 3c write-up, civic habit, career notes — to the leader.
2. Confirm every remaining requirement on the BRC: 2b, 3a, 3b (if not already), 3c, 4a, 4b. Initial as appropriate.

## AT THE CLOSE · DEBRIEF

1. Which thing you saw at your heritage site will you still remember six months from now, and why that one?
2. Where will your civic habit get tested first, and what will make it easy to skip?
3. Which of the three careers feels most like work you would actually do, and what would make you certain?

☑ Mark every remaining requirement: 2b, 3a, 3b (if not already), 3c, 4a, 4b. American Heritage is complete; sign the BRC.

## HANDOUT 1 OF 4

## FROM SESSION 1 — PARAPHRASE THE PREAMBLE

# Founding-Documents Card

Fill the Preamble paraphrase now. The Bill of Rights side fills in the next block. Keep the card in your folder for every session.

## AMERICAN HERITAGE · DOCUMENTS CARD

## The Preamble and the Bill of Rights.

Carry this card across all four sessions. Fill the Preamble side now.

SAINT \_\_\_\_\_

SESSION \_\_\_\_\_

### 1 THE PREAMBLE — SIX GOALS

original phrase → your modern words

1. "...a more perfect Union..."

2. "...establish Justice..."

3. "...insure domestic Tranquility..."

4. "...provide for the common defence..."

5. "...promote the general Welfare..."

6. "...secure the Blessings of Liberty to ourselves and our Posterity..."

#### THE ONE GOAL MOST RELEVANT TO AMERICAN LIFE TODAY — AND WHY

### 2 THE BILL OF RIGHTS — ONE LINE EACH

what the right is, in plain words

1. speech · religion · press · assembly · petition

2. the right to keep and bear arms

3. no quartering of soldiers in homes

4. no unreasonable searches or seizures

5. due process · no double jeopardy · no self-incrimination

6. speedy public trial by an impartial jury

7. jury trial in civil cases

8. no cruel or unusual punishment

9. other rights are kept by the people

10. powers reserved to states and people

### 3 KEY FACTS — AUTHORSHIP, TIMING, REASON

WHO PROPOSED: \_\_\_\_\_

WHEN ADOPTED: \_\_\_\_\_

WHY ADDED: \_\_\_\_\_

Carry this card to every session and to your heritage visit.

Print this handout for in-person reference during session 1 — paraphrase the preamble.

## HANDOUT 2 OF 4

## FROM SESSION 2 — WASHINGTON — THREE MOMENTS

# Leader Case-Study Worksheet

Fill the Washington side in this block. Lincoln fills in the next block. Bring this worksheet to your heritage visit.

## AMERICAN HERITAGE · LEADER CASE-STUDY

## Find the moments where character mattered.

Three Washington moments on the left. Four to six Lincoln experiences on the right.

SAINT \_\_\_\_\_ DATE \_\_\_\_\_

### 1 WASHINGTON — THREE MOMENTS

#### MOMENT 1 · DATE OR SEASON

TRAIT (humility · restraint · courage · etc.)  
 choice → result

#### CHOICE HE MADE · RESULT

#### MOMENT 2 · DATE OR SEASON

TRAIT  
 choice → result

#### CHOICE · RESULT

#### MOMENT 3 · DATE OR SEASON

TRAIT  
 choice → result

#### CHOICE · RESULT

Examples: the cabinet in the White House · the Dred Scott decision · the Delaware example · log-cabin · self-taught law · senate losses.  
 Saints they also chose justice to be down — name the lesson, not just the story.

### 2 LINCOLN — 4-6 EXPERIENCES

#### EXPERIENCE OR ROLE

#### DECISION · RESULT

1

2

3

4

5

6

Mark the row where character mattered most.

### 3 ONE LEADERSHIP LESSON YOU WILL CARRY

#### FROM WASHINGTON OR LINCOLN — A LESSON YOU CAN ACT ON THIS MONTH

Plain examples: "Speak less in groups until I have a clear thought." "Finish what I committed to even when it costs me time."

Write a leadership lesson you can act on this month.

Print this handout for in-person reference during session 2 — washington — three moments.

HANDOUT 3 OF 4

FROM SESSION 2 — PLAN THE HERITAGE VISIT

# Heritage Visit Plan

Fill the left side before you leave Session 2. Carry it to the site. Fill the right side there.

## AMERICAN HERITAGE · VISIT PLAN

### Plan the visit before you go.

Fill the left side before you leave Session 2. Carry to the site. Fill the right side there.

#### 1 THE SITE

SITE NAME .....

TYPE museum · archives · historical society · presidential home · trail · living-history DATE .....

WHY YOU CHOSE IT local relevance · family connection · specific exhibit .....

PARENT OR LEADER WITH YOU .....

#### 2 FIVE QUESTIONS YOU WILL ASK OR LOOK FOR at least two tied to a founder or document

Q1. ....

Q2. ....

Q3. ....

Q4. ....

Q5. ....

#### 3 HOW YOU WILL DOCUMENT

- ☐ notes
- ☐ photos (where allowed)
- ☐ one-page report

#### 4 RESPECT NOTES

- quiet voice in the gallery or archive
- no touching artifacts or displays
- ask permission before photos
- stay with the group

## FILL THIS SIDE AT THE SITE OR RIGHT AFTER

#### 5 WHAT YOU OBSERVED · WHAT YOU LEARNED

##### THREE SPECIFIC THINGS YOU OBSERVED OR LEARNED

1. ....

2. ....

3. ....

##### ONE OBSERVATION TIED TO A FOUNDING IDEAL · liberty · justice · duty · equality

.....

##### ONE SURPRISING FACT

.....

##### HOW YOU VERIFIED IT · signage · guide · brochure · reputable source

.....

Bring this back to Session 4 — it is what you will present from.

Print this handout for in-person reference during session 2 — plan the heritage visit.

## HANDOUT 4 OF 4

## FROM SESSION 3 — BUILD THE TRIVIA GAME AND HOST IT

# Founders & Framers Trivia Kit

Top half is the reference. Bottom half is the template — write three questions, one per slot. Check the topic each one covers.

## AMERICAN HERITAGE · TRIVIA KIT

## Sort who's who, then test the room.

Top: who's who. Bottom: write three questions — one per topic area you cover.

### 1 WHO'S WHO — FOUNDERS AND FRAMERS

## KEY FOUNDING FATHERS

broad founding work

**Thomas Jefferson**

Drafted the Declaration of Independence (Va.).

**John Adams**

Pushed Jefferson to write; later 2nd president (Mass.).

**Benjamin Franklin**

Edited Jefferson's draft; diplomat in France (Pa.).

**George Washington**

Commanded the Continental Army; presided at the Convention (Va.).

**Patrick Henry**

"Give me liberty"; refused to attend the Convention (Va.).

**Samuel Adams**

Organized resistance and the Sons of Liberty (Mass.).

## KEY FRAMERS

at the 1787 Convention

**James Madison**

"Father of the Constitution"; Va. Plan, Bill of Rights.

**Alexander Hamilton**

Drove ratification; co-wrote The Federalist (N.Y.).

**Roger Sherman**

Authored the Connecticut Compromise.

**Gouverneur Morris**

Wrote the Preamble's final wording (Pa.).

**Edmund Randolph**

Introduced the Virginia Plan (Va.).

**James Wilson**

Argued for direct election of the president (Pa.).

Most Framers are Founding Fathers. Not every Founding Father is a Framers.

### 2 WRITE THREE QUESTIONS

cover all four topics across the group

## QUESTION 1 · PROMPT

ANSWER

SOURCE

TYPE ☐ multiple choice ☐ short answer ☐ who-am-I? TOPIC ☐ Declaration ☐ Constitution ☐ Bill of Rights ☐ Lincoln

## QUESTION 2 · PROMPT

ANSWER

SOURCE

TYPE ☐ multiple choice ☐ short answer ☐ who-am-I? TOPIC ☐ Declaration ☐ Constitution ☐ Bill of Rights ☐ Lincoln

## QUESTION 3 · PROMPT

ANSWER

SOURCE

TYPE ☐ multiple choice ☐ short answer ☐ who-am-I? TOPIC ☐ Declaration ☐ Constitution ☐ Bill of Rights ☐ Lincoln

Pool every saint's questions. Pick the twelve best for the round.

Print this handout for in-person reference during session 3 — build the trivia game and host it.