

## SAINTS GLOBAL MEMBER

NAME: \_\_\_\_\_

BATTALION: \_\_\_\_\_

TROOP: \_\_\_\_\_

## SKILL BADGE ADVISOR

NAME: \_\_\_\_\_

EMAIL: \_\_\_\_\_

PHONE: \_\_\_\_\_

**STEP 1 | DISCOVER**

INITIALS \_\_\_\_\_

- a) Research Thomas Jefferson and John Adams and explain their roles in the break from England and the writing of the Declaration of Independence, including how differences of opinion can improve a final result. \_\_\_\_\_
- b) Study the life of George Washington and identify at least three moments where you see Providence, character development, or decisive leadership shaping his choices. \_\_\_\_\_
- c) Read the Preamble to the U.S. Constitution and list the goals the framers were trying to accomplish, using your own words. \_\_\_\_\_
- d) Read the Bill of Rights (first 10 amendments) and explain who wrote or proposed them, when they were adopted, and why they were added to the Constitution. \_\_\_\_\_

**STEP 2 | PLAN**

INITIALS \_\_\_\_\_

- a) Study Abraham Lincoln's path to the presidency by identifying roles and experiences that shaped him and explain how those experiences influenced his leadership during national crisis. \_\_\_\_\_
- b) Plan one heritage experience you will complete: visit a historical society/museum/archives, tour a presidential home or historic site, walk a local heritage trail, or attend a living history event. \_\_\_\_\_
  - b.1) Choose the location/event and explain why it was selected \_\_\_\_\_
  - b.2) List 5 things you will look for or questions you will ask \_\_\_\_\_
  - b.3) Plan how you will document learning (notes, photos, or a short report) \_\_\_\_\_
  - b.4) Identify one way you will show respect in a public heritage space \_\_\_\_\_

- c) Explain the difference between Founding Fathers and Framers and give at least two examples of each category. \_\_\_\_\_

### STEP 3 | ACT

INITIALS

- a) Complete the planned heritage experience and present what you learned to your patrol, troop, or family using one of the following: a short talk, a poster, a scrapbook page, or a simple slide-free display. \_\_\_\_\_
- a.1) Describe at least five specific things you observed or learned \_\_\_\_\_
- a.2) Connect at least one observation to a founding ideal (liberty, justice, duty) \_\_\_\_\_
- a.3) Share one surprising fact and one question you still have \_\_\_\_\_
- a.4) Explain how you verified information (signage, guide, brochure, reputable source) \_\_\_\_\_
- b) Create and run a 'Founders and Framers' trivia game for a group (patrol, troop, or family) that helps players identify people by actions and contributions. \_\_\_\_\_
- b.1) Write at least 12 questions across at least four people/events \_\_\_\_\_
- b.2) Include at least one question each on the Declaration, Constitution, Bill of Rights, and Lincoln era \_\_\_\_\_
- b.3) Host the game and moderate fairly \_\_\_\_\_
- b.4) Explain two things the group learned afterward \_\_\_\_\_
- c) Choose one additional heritage action and complete it: learn the origin of 'Yankee Doodle' and discuss morale, research Dolly Madison's actions during the War of 1812, research James Madison's role as 'Father of the Constitution,' or identify one local historical connection through interviews at a historical society. \_\_\_\_\_

### STEP 4 | REFLECT

INITIALS

- a) Explain how studying America's founders and leaders changed (or strengthened) your understanding of citizenship, and name one civic habit you will practice to honor your heritage. \_\_\_\_\_

- b) Identify three careers related to history, civics, law, museums, education, or public service, and explain the training and preparation for one that interests you. \_\_\_\_\_

## END OF REQUIREMENTS

**BY SIGNING BELOW, I CERTIFY TO THE BEST OF MY KNOWLEDGE THAT ALL  
REQUIREMENTS WERE MET AT OR ABOVE THE REQUIRED STANDARDS AS OUTLINED  
IN THE BADGE REQUIREMENTS CHECKLIST.**

\_\_\_\_\_  
SKILL BADGE ADVISOR

\_\_\_\_\_  
DATE