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No opinions. No interpretations. Just the facts.

Educating youth and keeping the Republic since 1996.

Summary Report on Our 2009 collaboration with the *New Mexico Bar Association*

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Section I

Historical Overview

Liberty Day Background

Founded in 1996 by Andy McKean and his late wife, Kathy, **Liberty Day** is a national, nonprofit organization dedicated to educating all Americans, especially youth, about the contents of the Constitution of the United States of America.

Liberty Day provides teachers with a **Complete Educational Resource** on the U.S. Constitution. This resource consists of a complete **Teacher's Packet** containing a full lesson plan, two evaluation forms, and a multiple choice quiz with which to assess the knowledge gained by the students in the form of a pre-test and a post-test. These materials come alongside the **Liberty Day Booklet** containing the Declaration of Independence, Constitution, and 24 perforated Q&A flashcards on the contents of the Constitution. As of the 3rd Quarter of 2009, each Liberty Day booklet cost \$1.00 plus shipping and handling. The Teacher's Packets accompany the books at no extra charge.

This Complete Educational Resource, developed by Liberty Day in collaboration with external associates in the field of education, is expressly designed to give teachers the tools they need to effectively teach the document to their students.

State Project Key Individuals

Andy McKean: President of Liberty Day

Kasey R. Daniel: Director, Public and Legal Services Department, NM Bar

Marilyn Kelley: Assistant Director, Public & Legal Services Department, NM Bar

Lion Bernhard E. Holzapfel: Secretary/Treasurer, New Mexico Lions MD40 Council

Lion Tom Himrod: Attorney, New Mexico Lions Club

Lion Chuck Galusha: Alamogordo Lions Club

Project History

In November of 2008, **Andy McKean** met with **Kasey Daniel** of the **State Bar of New Mexico** and **Tom Himrod**, a Bar Association attorney and Lions Club member. The Liberty Day educational program was subsequently introduced to the Bar Association's **Public & Legal Education Commission**, which is comprised of attorneys and non-attorneys who have an interest in legal education. Members of the Commission are from the NM Public Education Department, local school districts, the courts, NM Indian Education Advisory Council, University of NM School of Law, legal service providers, and other interested parties.

An invitation/sign-up sheet for teachers and attorneys was placed on the State Bar of New Mexico website. A letter was sent to all teachers/principals in New Mexico Public Schools informing them of the availability of attorney volunteer speakers. More than 200 teachers responded eagerly, and 150 attorneys elected to volunteer time to visit fifth grade classes. **Marilyn Kelley** scheduled the attorneys/teachers and hired an intern to assist due to the groundswell of excitement and participation stimulated by the project. Liberty Day shipped Liberty Day pocket Constitution books with 24 Q&A's

inside to each individual attorney, which they would then distribute to the students they taught. A Liberty Day Teacher's Packet was also provided for each attorney and teacher.

During **Constitution Week**, September 14-18, the attorneys went into classes and taught the contents of the U.S. Constitution, utilizing the Liberty Day curriculum. New Mexico Attorney General **Gary King** produced a PSA for TV and spoke to roughly 100 fifth graders in an Albuquerque elementary school. The State Bar of New Mexico published a two-page article about the experience in their bulletin to each of the member attorneys. In total, over 6,300 books were distributed to more than 150 classes, accompanied by the Liberty Day Teacher's Packet for the attorneys and teachers.

While Liberty Day has been endorsed by several Bar Associations in the past, the New Mexico program is the first instance in which a strong partnership and project developed. Since its founding 14 years ago Liberty Day has worked with service clubs, such as **Optimist International** and **Lions Clubs**, on a number of related projects and programs, including Liberty Day Kid visits to state capitols, post offices, and other locations where the children distribute Constitution booklets and quiz adults. In addition to Liberty Day's partnership with the New Mexico Bar Association, Liberty Day again worked with the Lions Clubs to distribute teaching materials to students in the state of New Mexico. Lions member **Chuck Galusha** in Alamogordo obtained a grant of \$1,000 from a local Wal-Mart store, which enabled him to provide Liberty Day teaching materials, including the Teacher's Packet and books, to every fifth grade teacher in Otero County, New Mexico.

Section 2

Statistical Results

As previously noted, the Liberty Day Teacher's Packet includes a two-page evaluation survey. Page Two of this survey consists primarily of questions regarding a statistical breakdown of class progress based upon the multiple-choice assessment.

As part of the New Mexico Volunteer Initiative, 150 attorneys taught a total of 6,378 students across New Mexico. Below is a breakdown of the overall statistical results for the Texas program.

Material Data

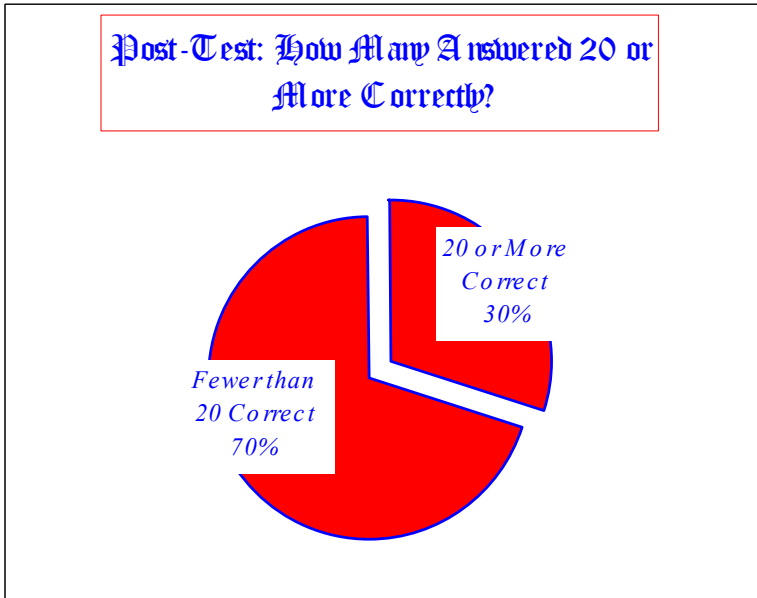
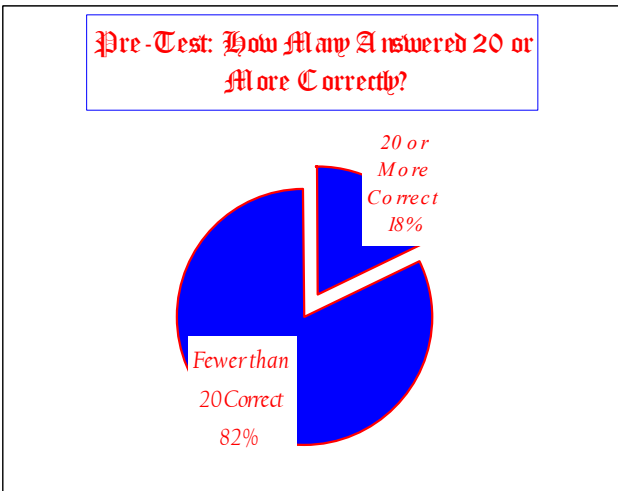
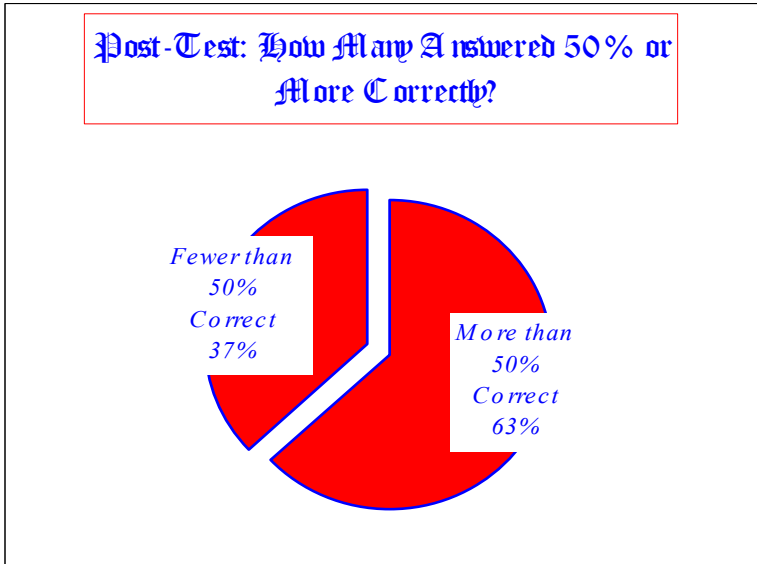
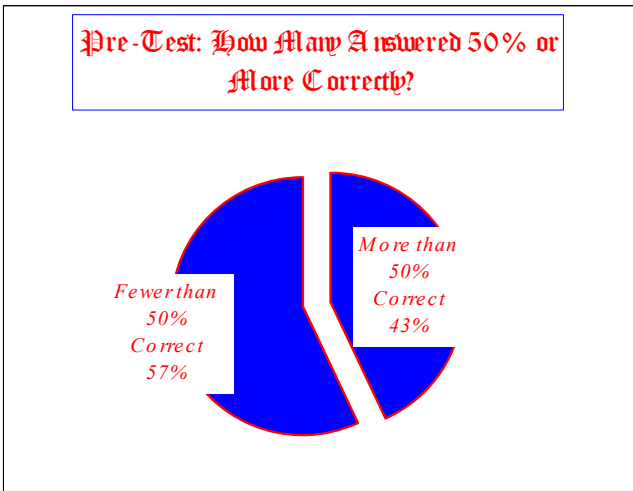
20 or more on pre: 18%
20 or more on post: 30%
50% or more on pre: 43%
50% or more on post: 69%

Breakdown of Quiz Results

Total booklets distributed: 6,378
Total number of classes: 150
Total number of evaluations received back: 78

INSPIRATION & EDUCATION IN NEW MEXICO

Statistical Breakdown of Our Bar Association Partnership



Section 3

Qualitative Results

Evaluation Survey, Page One

Page One of the Liberty Day evaluation survey provides teachers and volunteers with the opportunity to report back on a few qualitative questions about how the materials were used and their judgments as to how successful and impactful it was. These questions are:

1. How did you present the teaching materials (ex: use of real-world examples, playing a game, etc.)?
2. Did you find the copy of the U.S. Constitution and the set of Q & A study cards helpful in teaching and understanding the contents of the Constitution? Why or why not? How so?
Were these materials of value to you as an addition to your curriculum when presenting the U.S. Constitution? If so, we will seek funding from your area in order to continue to assist your school in providing these materials in the future.

Teachers are then encouraged to include additional thoughts and comments on the reverse side of the page.

Teacher Responses

Below is a selection of several answers to the three qualitative questions asked of the teachers in the Evaluation Survey.

How did you present the teaching materials?

1. “We spent time understanding the situation of the colonists by role playing. A student was selected as “king” and students were put in jail, unfairly taxed, forced to quarter his soldiers. We also talked about what it would be like to form your own government after having been oppressed. Students were asked to consider what it would be like if there were no rules in their classroom. They discussed that in their classroom. They discussed that in all likelihood the classroom would be “wild” and that fights would break out and they would not learn as much.

“We discussed the Constitution and the 3 branches. We taped a tree (made of construction paper) on the wall with 3 branches and discussed powers and the checks and balances. As a review, I made leaves with questions or names of individuals and the students were asked to tape the leaf to the branch it pertained to. We also discussed the process for Amendment and reviewed the Bill of Rights. As a review the students were asked to put posters with “Bill of Rights” and “Declaration of Independence” in order of their occurrence. I ended the presentation by sharing my personal education and work history and took questions from them regarding the information shared.” –Diana Orozco-Garrett

2. “This material was provided and presented by an attorney at law through the State Bar Association. The presenters really seemed to use the plans and materials provided. A challenge was presented as students versus attorneys based on knowledge of the Constitution. They really seemed to like that and used the books to their advantage.” –Miranda Saenz

3. “Ron Taylor did a skit involving the children about how the Constitution came about, starting with King George and his laws moving to the US and creating our laws of today. It was fantastic.” –Jennifer Young

4 Mr. Stephen Kortemeier came into my classroom and presented the booklets. He was a natural teacher! Excellent presentation using real life experiences and examples from his cases. He had and kept the attention of the whole class!" –Margaret Kennedy

5. "To 2 fifth grade classes at Acoma Elementary School. Lots of Q and A. The students had a brief intro to the constitution earlier in the day. So they were somewhat up to speed when I came in. VERY ENJOYABLE EXPERIENCE." –Sandra Gomez

Did you find the copy of the U.S. Constitution and the set of Q & A study cards helpful in teaching and understanding the contents of the Constitution? Why or why not? How so?

1. "The US Constitution and flash cards were helpful as it allowed for the students to break the Constitution down into manageable parts." –Bob Shrigley/Matt Bethel

2. "I did. It is convenient and well printed. Including the Declaration is a wonderful thing. The foot noted dates make it easy to trace the chronological development of the constitution. The teacher used the Q and A cards for the students to answer to get excused for recess at the end of the period." –Geoffrey Sloan

3. "Yes I found the US Constitution booklets to be very helpful and interesting to the students. They felt ownership and pride as they used them as their own. They especially liked the cards as they quizzed themselves and their peers. Thank you...." –Miranda Saenz

4. "Yes, It was helpful in triggering my own memory. I also told the kids to take the Q and A study cards home to test their parents." –Carol Shay

5. "Yes. The students took ownership of their mini Constitution seriously." –Kris Head

How receptive were your students to the quiz relative to other tests they take? Please explain.

1. "They were excited because it was a game. No one felt threatened or scared about the test." – Lenora Archuleta

2. "Eager. It was a learning tool, not an assessment." –David Dawson

3. "They were receptive – thought it was great because of the choices – I usually give question and answer quizzes." –Kandace Dickson

4. "They were very receptive – it was fun for them to have a visitor come and teach them about the constitution. Mr. Greenwood gave a phenomenal presentation to our class! Our final test was something we made up with the information Mr. Greenwood provided with was "Constitution Jeopardy." –Theresa M. Maya

5. "Since we went through the quiz together most of the children would raise their hands to answer each question. The kids were very excited each time someone answered correctly. The teacher kept her quiz to use when they covered US government later in the year." –Sandra Gomez

Teacher Evaluation Additional comments

1. My students were never so excited about the Constitution. The activity that we did with Mr. James was fabulous. He was engaging and interesting! We were very happy with his presentation, his positive approach, and flexibility." –Jeff Davis

How useful did you find the volunteer's presentation? Do you feel that it enhanced the Constitution learning experience for your students? Please explain.

1. Very helpful. Ron Taylor made the lesson so exciting and fun for the children. The children were very involved and got a lot out of it. We want him to do it again next year." –Jennifer Young

2. "The attorney spoke to the children in a manner they understood so their discussion was very useful. The students were exposed to facts they didn't know." –Tennise Lucas

3. "Very useful – Actually seeing and talking to someone in the legal field is more memorable than just reading about it." –Pam Skinner

4. "Yes, the presenter made presentation interactive and exciting. She made time for the kids to ask question and she knew how to answer questions so they would understand." –Mandy Casey
5. "I feel it enhanced student learning because it offered a real life connection. They were able to see (through the lawyer's career work) why the constitution is important and why it makes the US unique." –Erin Northern
6. "He was engaging and kept the children interested. They understood more about the constitution after the lesson." –Tris Carty

Did you find the copy of the Liberty Day booklet (including Q & A study cards) and other materials given to the students aided in their understanding of the contents of the Constitution? Why or why not? How so?

1. "I did. The copy of the constitution itself was the centerpiece of the presentation." –Scott Fuqua
2. "Yes, they are using it to answer the crossword puzzle and we are using it in our projects for information." –Carrie Gutierrez
3. "Very much so. I was able to do some pre-planning activities." Bob Lorato
4. "The booklet was very useful. The materials were very thorough, the quiz helped focus on the important portions of the constitution." –Alfred J. Perez
5. "Students love hand-outs. The little handy booklet with questions and answers was referred to often. Students felt confident answering questions because they could look them up." –Marion Crocker

On a scale of 1 to 10 (with 10 being the highest), how would you rate the Liberty Day experience and the job of the volunteer? Please explain.

1. "Mr. Shenor did an awesome job keeping the attention of 76 fifth graders (not easy to do) and got them excited. I think my students have more respect and appreciation for this country." –Marion Crocker
2. "Materials and volunteer were both appropriate to grade level. Just challenging enough." –Sara Thomas
3. "Sandra covered a lot of material in a short amount of time and always checked for understanding. I think she helped make today memorable for my kids." –Mandy Casey
4. "Judge Gallegos was well-prepared. The day brought an awareness to the US government and how our country is run." –Angela M. Gallegos
5. "I was very pleased with the level of enthusiasm from the volunteer and her ability to engage the students in conversation. Her visit added another dimension to my students' understanding." Erin Northern
6. "Everything went smoothly. Students were excited and enthused." –Vicki Collis

Which approaches (activities, examples, etc.) did you find most useful in the learning of the students?

1. "Connecting to real world situations/examples." –Stefanie Smith
2. "The Liberty Day booklet, Q and A study cards, and Constitution Day crossword puzzle." –Lisa Campo
3. "Question and answer cards, when students asked and sought answers to questions." –Sarah Lescht
4. "Examples and how the constitution pertains to their everyday life and freedoms." –Joyce Wunderlick
5. "Debate." –Gerald Schneider

Section 4

Future Plans & Expectations

After our successful 2009 partnership with the New Mexico Bar, Liberty Day is planning to work with the State Bar of New Mexico to expand the program for Constitution Week 2010. There are around 21,000 fifth graders in New Mexico Public Schools. The State Bar of New Mexico plans on publicizing the program in the spring of 2010 to the teachers and attorneys. Our partners at the Bar would like to expand the program gradually, beginning with about 8,000 students in 2010.

Liberty Day hopes that we will be able to raise funding for future initiatives through different avenues, including local Walmarts/Sam's Clubs as well as grants from foundations. The New Mexico Federation of Republican Women's Clubs are considering taking on Liberty Day as a statewide effort with their chapters. The Lions Clubs are also being approached to help distribute the books to the elementary schools in New Mexico.

Liberty Day plans to work toward establishing New Mexico as a model state for Liberty Day programs and initiatives, ultimately reaching all 21,000 fifth graders in the state. In this way, through Bar Association volunteers and distribution efforts alongside NMFRW and Lions clubs, each and every NM fifth grader will soon benefit from the Complete Education Resource that Liberty Day provides.