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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  
*Texas Federation of Republican Women*

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## Section 1

### *Historical Overview*

#### Liberty Day Background

Founded in 1996 by Andy McKean and his late wife, Kathy, **Liberty Day** is a nonprofit, national effort dedicated to educating all Americans, but especially the next generation of Americans, 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 pre-test and post-test with which to assess the knowledge gained by the students. 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 3<sup>rd</sup> 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, which was developed by Liberty Day in cooperation with outside partners within the field of education, such as teachers and curriculum leaders, is expressly designed to give teachers the tools they need to effectively teach the document to their students.

#### Texas Project Key Individuals

**Andy McKean:** President of Liberty Day

**Toni Anne Dashlell:** Texas Federation of Republican Women President

**Cheryl de Cordova:** Americanism Chair

#### Project History

In April of 2009, Andy McKean contacted Toni Anne Dashlell, President of the TFRW, by telephone. Ms. Dashlell encouraged Andy to contact Cheryl de Cordova, the Americanism Chairwoman in Texas, which he did in May. Cheryl was immediately excited about having the Republican Women's Clubs across the state adopt the program to educate 5<sup>th</sup> graders about the contents of the U.S. Constitution for Constitution Day, September 17, 2009.

Cheryl requested that Liberty Day distribute 170 copies of the Liberty Day Booklet alongside our Teacher's Packet for distribution to the presidents of each women's club in Texas at the TFRW state convention in the spring of 2009. The TFRW then posted a section on their website, [www.tfrw.org](http://www.tfrw.org), explaining how to obtain materials from Liberty Day to give to the 5th grade students in the community. Liberty Day e-mailed many interested clubs a copy of the Wal-Mart/Sam's Club Community Application form, which the local Women's Club volunteers could bring to their local store to request financial support. Only one club did this and received \$1,000 for their project.

In total, Liberty Day distributed nearly 24,000 booklets, along with a Teacher's Packet for each teacher, to TFRW clubs throughout Texas. The evaluations returned from

teachers in Texas reveal a considerable level of improvement in the knowledge of the fifth graders.

## Section 2

### *Statistical Results*

As previously noted, Liberty Day's 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.

Individual Texas Republic Women's clubs raised money to sponsor the implementation of the Liberty Day curriculum in 5<sup>th</sup> grade classrooms in their districts. 23,980 students throughout Texas benefited from the Liberty Day materials and curriculum. Below is a breakdown of the overall data for the Texas program.

#### Material Data

Total booklets distributed: 23,980

Total number of classes: 740

Total number of evaluations returned: 32

#### Breakdown of Quiz Results

20 or more on pre-test: 34%

20 or more on post-test: 62%

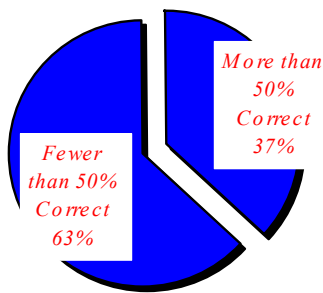
50% or more on pre-test: 37%

50% or more on post-test: 84%

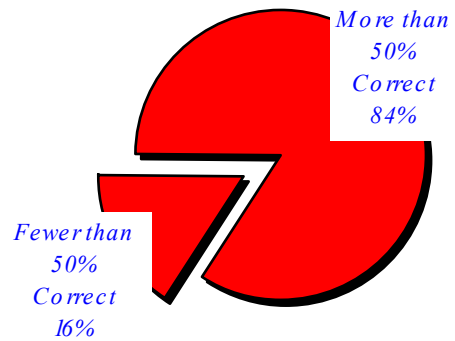
# TEXAS 5<sup>th</sup> GRADERS DO CONSTITUTION DAY

## *Statistical Breakdown of Our TFRW Partnership*

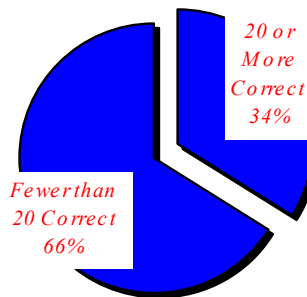
**Pre-Test: How Many Answered 50% or More Correctly?**



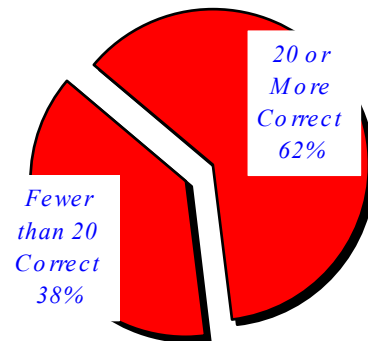
**Post-Test: How Many Answered 50% or More Correctly?**



**Pre-Test: How Many Answered 20 or More Correctly?**



**Post-Test: How Many Answered 20 or More Correctly?**



## 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 of 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?
3. 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.  
Yes \_\_\_\_\_ NO \_\_\_\_\_.

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. "Real world examples, see enclosed lesson plan I made – Also talked about examples of how to pass a law and examples of amendments to the Constitution and the students looked at their copies of the Constitution." –John Mayton
2. "Cut out the flashcards and placed them in baggies, which I collected. Used the baggies as a study tool." –Anice Abraham
3. "We had a small play we read aloud; we drew out the branches of government and worked out of the booklet." – Cindy Ferris
4. "We watched an interactive website about the Constitution that the students [used] to play the game. Then we read the questions in the booklet and took the quiz." –Priscilla Butler
5. "1. Ten minute super speed review of revolutionary war causes (taxes, lack of rep). 2. Discussion of monarchy vs. Republic. 3. Intro of gov't (separation of powers). Small group review of amendments and prioritizing of them." –Ryan Burke
6. "We talked/discussed the need for rules in the classroom and school. Then, brainstormed other areas of life in which laws/rules are needed." –Christy Whiddon
7. "We scanned through the book, used the flashcards (Q/A) to quiz each other. We also read the Preamble." –Phyliss Teasdale
8. "Lecture, real world examples, videos, etc. I have copies of the Constitution on parchment paper and passed them around. They loved it." –Staci Meade
9. "Gave a brief overview of the revolution and branches of gov't., handed out booklets to groups. Each group summarized a section of the Declaration. We used the perforated cards as a scavenger hunt." –Jennifer Murrill
10. "We examined a copy of the Constitution in our text with kid friendly language in parenthesis then I gave students their own copy establishing a climate of pride that they could

hold it in their hand but the hand was not enough. It had to be a matter of heart to protect its guarantees. We examined pictures/symbols and students looked through booklet to find phrase symbols represented; After that I encouraged students to take out Q and A cards and test their family knowledge while sharing what we learned in class.” –Sherry Grosenbach

**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. “It is very nice to have the booklets, cards, and review quiz as a resource. I will definitely use them again when I teach the Revolutionary War.” -Jennifer Murrill
2. “I loved them. They were perfect for the students to take home and study. The students highlighted them and used them.” –Staci Meade
3. “Yes, the students (and I) loved the book-like presentation of it with the small cards. Since it was about the same physical size of a short chapter book, many of them were eager to read it!” –Christy Whiddon
4. “Yes, very informative, easy language, great study tool in one little book.” –Anice Abraham
5. “Yes. The children thought it was neat that they could hold the constitution in their hand.” –Kathy Green
6. “Absolutely! Fifth grade students love to learn in what I like to call “camouflage.” They don’t realize they’re learning something new when it’s presented in a non-threatening, fun way. The kids loved the cards because we played a game.” –Teri Bedford
7. “Yes; breaking down concepts and vocabulary into more manageable parts makes it easier for students to learn.” –Rhonda Wilson
8. “I put the cards in a dish, drew them out in a contest- correct answers received a point for the team.” –Darrell Vaughter
9. “The students used the answer cards to answer questions – They were very interested and enthusiastic about participating.” –John Mayton
10. “Yes the students used then to quiz each other and play teacher-made games.” –A. Taylor

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

1. “As a pre-test they felt it was far more difficult than other tests. As a post-test the students felt more confident in their own knowledge.” –Teri Bedford
2. “The students were excited because they had a copy of the entire constitution that they got to take home. The students were also excited that the quiz was open book.” –Kathy Green
3. “They were completely engrossed with the questions and booklets.” –Tammy Rivas
4. “It was an open-book multiple choice test and students felt more at ease.” Ingrid Galusha
5. “Excited; we competed for high score.” –Sherry Grosenbach
6. “Students enjoyed learning the material and taking the quiz.” –David Stobaugh
7. “They enjoyed something different. They had new materials instead of the usual textbook.” –Latrisha Strawbridge

#### **Additional Comments**

1. “Thank you so much for the materials provided to Mineola Elementary School. Our students were able to understand and learn about the Constitution much easier with the hands-on examples you provided. I personally loved the Question/Answer cards the most! The kids loved getting involved through playing educational games. We all appreciate the generous donation to our kids and to our government.” –Teri Bedford

#### **Club Reports**

In addition to the evaluation surveys from the teachers, Liberty Day received two specially-created reports from different women's clubs detailing the success of the

program and many evaluation forms from teachers in Texas. In addition, an article was sent out by President Dashlell in the form of an Electronic Newsletter, located on the TFRW website. To view this document, click on “President’s Newsletter” and select **October, 2009**, under **Electronic Newsletter**. The two reports can be found under “Constitution Day,” for the Johnson County (JCRW) and Pearland Area Republican Women’s Clubs (PARW).

Headed by Mrs. Polly Guthrie, the Johnson County Republican Women purchased materials for 350 students and teachers at all five elementary schools in the Joshua Independent School District (JISD). The teachers of JISD 5th graders made a point of emphasizing, according to Polly, that “they really liked the Liberty Day United States Constitution booklets and teaching materials.” In fact, she said, “the teachers also told me the students said they loved the booklets and would keep them forever.”

The JCRW program was broken into four lessons on four different days. The first was on the Revolution, the second on the three branches of government, the third on the Constitution and how a bill becomes a law, and the last on the Bill of Rights. Polly excitedly taught the fourth class, during which she cited several relevant examples that would bring home the importance of the Constitution to the students.

“We will see you next year. We want to keep doing this project!” exclaimed Mrs. McNath, the teacher responsible for coordinating the event, in which 65 students participated.

Lead by President Sherry Peterson, the Pearland Area Republican Women engaged in their own unique experience, this time with the Pearland Independent School District (PISD) and in partnership with Sue Sorenson, President of the Tri-County Republican Women. All told, 1,477 copies of the Liberty Day booklets were distributed to all the fifth graders in the PISD, along with Teacher’s Packets for every teacher.

The project also featured several local elected officials, including State Senator Mike Jackson, County Judge Joe King, County Commissioner Stacy Adams, and PISD Board Member Adele Brennan, all of whom were honored at the PISD School Board meeting; both the PARW and TCRW also received an award. “The school district was pleased with this effort, and the schools received the information in time to conduct the education on Constitution Day, September 17, 2009” (PARW Report, Page 2).

## **Section 4**

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### ***Future Plans & Expectations***

Liberty Day’s goal for 2010 is to involve more Republican Women’s Clubs in this exciting effort, both in Texas and throughout the nation. The effort would include working with the individual clubs to equip them with the forms they need to visit their local Wal-Mart/Sam’s Club store to ask for financial support for their respective club programs.

Liberty Day is already on the way to expanding this initiative. Andy McKean, President of Liberty Day, met Sue Lynch of Wisconsin at the Colorado Federation of Republican Women's state convention in Colorado Springs and gave her a packet of information about Liberty Day, then e-mailing her asking for her support for this national effort. Ms. Lynch, the new President of the National Federation of Republican Women, has taken an interest in pursuing this program nationally through the NFRW in 2010. She will be presenting the program to the Executive Board on January 22<sup>nd</sup> and 23<sup>rd</sup> of 2010.

In addition, it is imperative that each participating club ensure that the school districts they distribute materials to return the complete, two-page evaluation survey to Liberty Day. We cannot understate the importance of receiving evaluations back from participating schools; this step is absolutely essential in order to compile a complete report for distribution to the NFRW, various state FRWs, donors, Liberty Day staff, and others. Liberty Day will therefore work with each club to make sure that we get back the necessary evaluations after the program has been completed.

We would also like to extend a special thanks to Texas Commissioner of Education Robert Scott for his past and present help for and support of Liberty Day's efforts to effectively educate 5<sup>th</sup> graders about the U.S. Constitution.

*For answers to specific questions or a more complete, step-by-step walkthrough of the Texas program, please contact President Andy McKean at 866-718-3434 for full details.*