

28 Principles – Outline Lesson Plan Notes scanned
PRESTUDY Questions 5,000 Leap

Lesson Presentations

We, at NCCS, desire to make it as easy and practical as possible to conduct these series of lessons. We have, therefore, developed two options:

1. The teacher follows the outline and the lesson objectives, becomes so conversant with the material that they can conduct a class discussion as he/she skillfully teaches these concepts. This, of course, is always the preferred method. A live teacher/presenter is always the best for many reasons.
2. We have made DVD's available for every lesson in this course. This, of course, is preferred in a large class setting where the teacher is not comfortable with the material. Once again, a textbook is required to follow the recorded discussion.

Foreword (pages ix-xi); Preface (pages xiii-xviii); Introduction

Lesson 1: Introduction

Reading Assignment:

The 5000 Year Leap: (pages 1-6)

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. Can you give at least three reasons why U.S. Senator Orrin Hatch indicated that he was personally excited about The 5000 Year Leap? (Page ix)
2. According to Senator Hatch, what six groups of people should read and study this book? (x)
3. Briefly explain why The 5000 Year Leap was written. (xiii-xv)
4. Why did Jamestown seem to be the turning point between the previous 5,000 years and the next 200 years? (1-4)
5. Tell of the miraculous effect of the "28 great ideas" upon the United States, as described by President George Washington. (5-6)

Foreword (pages ix-xi); Preface (pages xiii-xviii); Introduction

Lesson 2: Ruler's Law vs. People's Law

Reading Assignment: The 5000 Year Leap: (pages 9-33)

The Founders' Monumental Task: Structuring a Government with All Power in the People

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. Describe the two extremes of today's popular political spectrum.
2. Describe the two extremes of the Founders' political spectrum and tell why it is a better way to measure government.
3. Give at least five characteristics of Ruler's Law.
4. Give at least five characteristics of People's Law.
5. What two great civilizations did the Founders admire for their institutes of government. Tell how they wanted to memorialize them.
6. Describe the position of the Articles of Confederation and the Constitution on the Founders' spectrum.
7. If the federal government were to move on the spectrum from its original position, which direction would it most likely move? Give two specific warnings from the Founders to prevent such a move.

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Lesson 3: Principle 1 - The Genius of Natural Law

Reading Assignment: (pages 37-47)

The 5000 Year Leap: 1st Principle: The Genius of Natural Law

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. Briefly describe the Roman statesman Cicero "his life, writings, and fundamental teachings.

(pages 37-39)

2. What are the main characteristics of natural law? (39-40)
3. According to Cicero, what unique trait do God and man have in common? (41)
4. Why do the concepts of natural law so closely harmonize with Christian beliefs? (42-43)
5. What advice would Cicero give to modern lawmakers and citizens of nations? (44-46)
6. Name several concepts in our American system of government that have their basis in natural law. (46-47)

Lesson 4: Principle 2 - A Virtuous and Moral People

Reading Assignment: (pages 49-57)

The 5000 Year Leap: 2nd Principle: A Virtuous and Moral People

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. What big question was on the minds of many Americans before they declared their independence? (pages 49-51)
2. What event led Americans to serious self-examination regarding their readiness for freedom? (51-52)
3. Explain how the tide of moral reform in America helped to accelerate the Revolution. (52-53)
4. What was the counsel of James Madison, George Washington, and Benjamin Franklin concerning the need for future generations to maintain virtue and morality? (54-57)

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Lesson 5: Principle 3 - Virtuous and Moral Leaders

Reading Assignment: (pages 59-73)

The 5000 Year Leap: 3rd Principle: Virtuous and Moral Leaders

Lesson objectives: As a result of this lesson, the student should be able to discuss the following questions/topics:

1. According to Samuel Adams, what is one way to identify the true friends of liberty? (pages 59-60)
2. By what method did the founders want citizens to qualify themselves for public office? (60-62)
3. Describe the founders' view of the whole subject of politics. (62-64)
4. How did Benjamin Franklin describe the two weaknesses that tempt people in public office? (64-67)
5. What did Franklin prophesy would most likely happen to public officials over time? (67-69)
6. Describe the founders' efforts to prevent public offices from becoming monetary attractions. (69-73)

Lesson 6: Principle 4 - The Role of Religion

Reading Assignment: (pages 75-92)

The 5000 Year Leap: 4th Principle: The Role of Religion

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. What three important areas of learning did the founders want taught in the public schools?

What document of that period contains these requirements? (pages 75-76)

2. Which religion was to be taught in the schools? What are the five fundamental principles of all sound religions? (77-79)

3. Describe the role of religion in American life as observed by Alexis de Tocqueville. (79-84)

4. Describe the founders' campaign for equality of all religions. (84-85)

5. Constitutionally, why and how did the founders exclude the federal government from involving itself in matters of religion? (86-89)

6. What is the origin and meaning of the phrase "a wall of separation between church and state"? (89-90)

7. How were the states encouraged to deal with matters involving religion? (90-92)

Lesson 7: Principle 5 - The Role of the Creator

Reading Assignment: (pages 95-101)

The 5000 Year Leap: 5th Principle: The Role of the Creator

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. Tell why John Locke concluded that an atheist was "irrational." (pages 95-96)

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2. Explain the five steps by which, according to Locke, everyone can know there is a divine Creator. (96)

3. Describe several attributes of God that Locke said would be easy for man to identify. (97-98)

4. What are the two ways men learn about God's laws? What kinds of truths are made known by each method? (98-99)

5. Were the founding fathers deists? Give examples showing that the founders regarded themselves as being dependent on a living, intelligent, benevolent, caring, and responsible God. (99-100)

6. Of what value were religious convictions to the validity of public oaths? (100-101)

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Lesson 8: Principle 6 - All Men Are Created Equal

Reading Assignment:

The 5000 Year Leap: 6th Principle: All Men Are Created Equal (pages 103-12)

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. In what three ways are all people equal? (pages 103-4)
2. What does it mean to have equal rights? (105)
3. Ideally, how should minorities cross the "culture gap" and become accepted into society? (105-8)
4. Evaluate the push for "civil rights" over the past three decades. Would the founders have suggested a better way? (108-11)
5. Describe the constitutional amendments that were passed to ensure equal rights. Was there a better way to accomplish this? (111-12)

Lesson 9: Principle 7 - Equal rights, Not Equal Things

Reading Assignment: (pages 115-21)

The 5000 Year Leap: 7th Principle: Equal Rights, Not Equal Things

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. What powers can be legitimately assigned to government? (pages 115-16)
2. What are the natural results of a government's assuming the authority to take from the "haves" and give to the "have nots"? (116-17)
3. Protecting equal rights for all provides for what great economic freedoms? (117-18)
4. America excelled all other nations in at least four ways because it protected equal rights instead of trying to provide equal things. Name these four achievements. Give proof that the founders made "leveling" unconstitutional. (119)
5. Where did Benjamin Franklin gain experience that helped him learn how to effectively care for the poor? What kind of compassion did he consider counterproductive? (119-20)
6. State the five principles that summarize the founders' views on how to help the truly poor by

means of "calculated" compassion. (120-21)

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Lesson 10: Principle 8 - Man's Unalienable Rights

Reading Assignment:

The 5000 Year Leap: 8th Principle: Man's Unalienable Rights (pages 123-29)

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. What is an unalienable right? What is a vested right? (pages 124-25)
2. Name some unalienable rights that you hadn't thought of before reading this chapter. (125-26)
3. What did Thomas Jefferson mean by "the pursuit of happiness"? (127)
4. Name the three great natural rights. (127)
5. Do states also protect unalienable rights? (128)
6. What blessings come from the protection of life? (128-29)

Lesson 11: Principle 9 - The Role of Revealed Law

Reading Assignment:

The 5000 Year Leap:

9th Principle: The Role of Revealed Law (pages 131-39)

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. What is necessary in order for an unalienable right to be enforceable? (Pages 132-33)
2. How do unalienable duties relate to unalienable rights in both public and private arenas? Give some examples. (133-35)
3. Describe God's law of criminal justice. (135-36)
4. Tell how God's law was considered for many centuries to be the supreme law. (137-38)

Lesson 12: Principle 10 & 11: Sovereignty of the People; Who Can Alter the Government

Reading Assignment:

The 5000 Year Leap:

10th Principle: Sovereignty of the People (pages 141-45);

&

11th Principle: Who Can Alter the Government?(pages 147-51)

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. Why was Algernon Sidney beheaded? (Pages 141-42)
2. According to John Locke, what two standards must be met in order for an office holder to have proper authority to act? (142-43)
3. Describe the concept of "sovereign authority of the people" among the Anglo-Saxons. (143)
4. According to Alexander Hamilton and James Madison, why should the people never have to fear the federal government? (143-45)
5. At what point are the people justified in altering or abolishing their government? (147-48)
6. Who has the power to change government? (148-50)

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Lesson 13: Principle 12 - Advantages of a Republic

Reading Assignment:

The 5000 Year Leap:

12th Principle: Advantages of a Republic (pages 153-61)

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. What is a democracy? Why does democracy always end in tyranny? (Pages 153-54)
2. What is a republic? Why did the founders prefer it to a democracy? (154-55)
3. Describe how the word "democracy" became a tool of the socialist cause. (155-57)
4. Tell how the government's own literature once distinguished between a democracy and a republic. (157-58)

5. Explain how the term "democracy" became entrenched as a description of our society during President Woodrow Wilson's administration. (158-59)

6. How has the word "democracy" lost its identification with socialism in the American mind? (159-60)

7. Can it be said that the term "democracy" has actually been used to attack the Constitution? (160-61)

Lesson 14: Principle 13 - Protection Against Human Frailty

Reading Assignment:

The 5000 Year Leap: 13th Principle: Protection Against Human Frailty (pages 163-67)

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. According to Alexander Hamilton, what is the greatest danger to the people's rights? (pages 163-64)

2. Describe Thomas Jefferson's feelings about trusting our political leaders. (164)

3. George Washington said that government is neither reason nor eloquence. What did he call it? (165)

4. Describe James Madison's two-step approach to developing a good government. (165-66)

5. Why will the Constitution never be obsolete or old-fashioned? (166)

6. At what point should patriotic Americans sound the alarm over an erosion of our liberties? (166-67)

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Lesson 15: Principle 14 - Property Rights Essential to Liberty

Reading Assignment: 14th Principle: Property Rights Essential to Liberty (pages 169-77)

The 5000 Year Leap:

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. According to English common law, what is the origin of property? (Pages 169-70)

2. What does "ownership" mean, and why is it necessary to help man subdue and gain dominion over the earth? (170)

3. Without property rights, what four things would happen? (170-71)
4. Why is an attack on private property rights actually an attack on life itself? (171-72)
5. How is ownership acquired? (172)
6. Which should be regarded as sacred, property or property rights? (172-73)
7. What is the primary purpose of government? (173-75)
8. How has history proven the value of property rights? (176)
9. How do we care for the poor without violating property rights? (176-77)

Lesson 16: Principle 15 - Free-market Economics

Reading Assignment:

The 5000 Year Leap: 15th Principle: Free-market Economics (pages 179-91)

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. Where did the founders find direction regarding the kind of economic system they should set up? (Pages 179-80)
2. Name six elements of Adam Smith's free-market formula. (180)
3. For any nation to maximize freedom and prosperity, what four laws of economic freedom must be maintained? (180-81)
4. Identify four areas where, according to the founders and Adam Smith, government can legitimately intervene in the economy. (181-82)
5. Describe the events that occurred around 1900 that caused Adam Smith's free-market formula to be replaced. What replaced it? (182-85)
6. Are Americans reawakening to the wisdom of Adam Smith? (185-86)
7. What major reform must take place before free-market economics can be fully restored? (187)
8. What was Thomas Jefferson's warning about allowing private interests to control our monetary system? (188-90)

9. When hard-fought reforms brought America close to an ideal monetary system, what did the power centers of Europe have to say about it? (190)

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Lesson 17: Principle 16 - The Separation of Powers

Reading Assignment:

The 5000 Year Leap: 16th Principle: The Separation of Powers (pages 193-202)

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. Who was Polybius? When did he live? How many history books did he write? (pages 193-94)
2. According to Polybius, what were the advantages and disadvantages of a monarchy, an aristocracy, and a democracy? (194)
3. Describe Polybius's suggestion for a "mixed" government. (194-95)
4. Who was Baron Charles de Montesquieu? What great work did he produce that proved to be of immense help to the founders? (195-96)
5. How did Montesquieu emphasize the need for three branches of government? (196-97)
6. What was the heated debate about the executive branch that took place in the Constitutional Convention? (197-98)
7. Describe the development of the separation-of-powers doctrine in America. How did John Adams refer to the science of politics? (198-200)
8. Describe John Adams's struggle against the popular thinking of his time in trying to promote his ideas on sound government. (200-202)

Lesson 18: Principle 17 - Checks and Balances

Reading Assignment:

The 5000 Year Leap: 17th Principle: Checks and Balances (pages 205-15)

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. After the founders convinced the people of the need for a separation of powers, what great challenge did they face? (Page 205)

2. Which founder gave perhaps the most detailed reasoning for a system of checks and balances?

Where is it recorded? (206-7)

3. Explain the difference between "blending" the powers of government and "usurping" them.

Why has it proven a difficult task to maintain the delicate difference? (207-8)

4. Tell about two different ideas that were tried or suggested in the founding period as ways of protecting the people from abusive government. (208-9)

5. How did the founders finally conclude that a system of checks and balances was the best and only answer? (210-11)

6. How many internal checks are provided for in the Constitution? What final check do the people have? (211-13)

7. What was George Washington's advice about preserving the constitutional system of checks and balances? (213-14)

8. How has this ingenious device been effectively used as a means of peaceful self-repair? (214-15)

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Lesson 19: Principle 18 & 19 -Importance of a Written Constitution; Limiting & Defining the Powers of Government

Reading Assignment:

The 5000 Year Leap: 18th Principle: Importance of a Written Constitution (pages 217-21); 19th Principle: Limiting and Defining the Powers of Government (223-27)

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. What was the one weakness of the Anglo-Saxon common law? (page 217)

2. What did the Anglo-Saxons and their descendants learn from the Norman Conquest and its eventual results? (217-18)

3. Describe the origins of written constitutions in American history. Why is the first constitution of Connecticut especially noteworthy? (218-19)

4. When compared to other civilizations, what's one of the main differences in how the American system of government was framed? Has this contributed to its longevity? (219-21)

5. What was one of the principles emphasized most vigorously during the Constitutional Convention? (223)
6. What did the states require to help ease their fears of intrusion by the new national government? (223-24)
7. Explain the principle of dual sovereignty. Why was it absolutely necessary to maintain a healthy balance between the national and state governments? (225)
8. Describe the damage done to this delicate balance by the Seventeenth Amendment. (226-27)

Lesson 20: Principle 20 & 21 - Majority Rule, Minority Rights;
Strong Local Self-government

Reading Assignment:

The 5000 Year Leap: 20th Principle: Majority Rule, Minority Rights (pages 229-32); 21st Principle: Strong Local Self-Government (pages 235-40)

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. What was the serious defect in the Articles of Confederation that made it virtually impossible for the American people to improve the structure of their government? (Page 229)
2. After reading John Locke's explanation of majority rule, how binding do you think a majority's decision should be in your community? Is there any room for civil disobedience? (229-30)
3. According to Locke, what is the alternative to majority rule? How practical is it to achieve that? (230)
4. Why is it a problem to require even a two-thirds majority in Congress for the passage of ordinary legislation? (230-31)
5. Although the majority rules in our society, what protection is extended to an people? (231-32)
6. Explain the harm that comes to a people when political power becomes too centralized. (235)
7. What's the golden key to preserving freedom? (235-36)
8. How did New England revive the Anglo-Saxon institutes of local self-government? (236-37)
9. How did Thomas Jefferson describe the distribution of powers among different levels of government? (239)

10. How did James Madison describe the distribution of powers between the national and state governments? (239)

11. Describe the size of the federal government as envisioned by Jefferson. (239-40)

12. What was the warning of historian John Fiske concerning the growth of the central government? (240)

Lesson 21: Principle 22 - Government by Law, Not by Men

Reading Assignment: The 5000 Year Leap: 22nd Principle: Government by Law, Not by Men (pages 243-47)

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. How can one tell when a nation is being ruled by the "whims of men"? (page 243)
2. Define law. In a free society, to whom should the law apply? (244)
3. Why is there no liberty without law? (244)
4. According to John Locke, what does law do for man? (244)
5. How did John Adams and Aristotle describe the blessings of fixed law? (244-45)
6. What did Plato advocate as the best way to govern? (245)
7. What's the basic difference between the founders' view of law and Plato's view? (246)
8. How did the founders further clarify what good laws should be like? (246-47)

Lesson 22: Principle 23 - Importance of an Educated Electorate

Reading Assignment:

The 5000 Year Leap: 23rd Principle: Importance of an Educated Electorate (pages 249-56)

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. What underlying principle compelled the founders to advocate universal education? (page 249)
2. How was Massachusetts organized to provide universal education? What year was this system established? (250)
3. How did John Adams describe public education in New England? (251)

4. Describe local school boards in New England during the founding era. (251)
5. Compare the literacy rates of Europe and America at that time. (251)
6. How did Alexis de Tocqueville describe the American education system in 1831? (252)
7. How did Tocqueville characterize the American pioneer? (252-53)
8. According to Tocqueville, how well acquainted were Americans with their system of government? (253-54)
9. Why were even the young children knowledgeable about their government at that time? (254)
10. How well did these early Americans know the English language? To what did they attribute this knowledge? (255)
11. What did knowledge of the Bible do for Americans of that era? (255-56)

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Lesson 23: Principle 24 - Peace through Strength

Reading Assignment:

The 5000 Year Leap: 24th Principle: Peace through Strength (pages 259-65)

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. What does an industrious, prosperous nation usually attract? (page 259)
2. According to the founders, what two things are necessary to maintain freedom and prosperity? (260)
3. According to Benjamin Franklin, what advantage will come to America because of its strength and readiness? (260)
4. What great responsibility do our leaders have to the people? (260-61)
5. What great benefits did Franklin foresee as the population and wealth of America grew? (261)
6. What was Franklin's opinion of Americans who refused to help pay for the defense of their own liberty? (261-62)
7. Why was George Washington considered highly qualified to comment on America's state of readiness? (262)

8. What was the warning President Washington expressed in his fifth annual address to Congress? What was happening to necessitate such a warning? (263-64)

9. Describe Samuel Adams's feelings about our responsibility to preserve God's gift of liberty. (264-65)

Lesson 24: Principle 25 - Avoid Entangling Alliances

Reading Assignment:

The 5000 Year Leap: 25th Principle: Avoid Entangling Alliances (pages 267-78)

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. What was Thomas Jefferson's motto regarding foreign relations? (page 267)
2. Did the founders ever consider alliances with other nations necessary? (267)
3. Which term best describes the founders' position on foreign relations, "isolationism" or "separatism"? (267- 68)
4. Which European nation has managed to follow a policy of separatism? (268)
5. Describe George Washington's views on the United States as an example to mankind. (268-69)
6. What did Washington say about the advisability of classifying foreign nations as friends or enemies? (269)
7. What's the problem with favoring some countries over others? (269-71)
8. According to Washington, what should our foreign policy be? (271-73)
9. What was the founders' underlying reason for wanting to remain separate from other nations? (273-74)
10. Explain how "internationalism" has replaced "separatism" in U.S. foreign policy. (274-76)
11. Describe J. Reuben Clark's dream of America as a world peacemaker. (276-78)

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Lesson 25: Principle 26 - Protecting the Role of the Family

Reading Assignment:

The 5000 Year Leap: 26th Principle: Protecting the Role of the Family (pages 281-88)

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. According to Alexis de Tocqueville, how did family life in America differ from family life in Europe during the 1830s? (Pages 281-82)
2. How are men and women equal under God's law? What did John Locke say to support this position? (282-83)
3. How did the lifestyle of early American families contribute to their success? (283-84)
4. Is Benjamin Franklin a legitimate source of advice on happy family life? Why? (284-85)
5. How did Franklin attempt to persuade a young friend to get married? (285)
6. Explain why parental authority is based on natural law. (285-86)
7. According to Locke, what is the meaning of maturity? (286-87)
8. What is the responsibility of children to their parents? Does it have roots in natural law? (287)
9. Why did Locke say that no government should interfere with legitimate family relations? (287-88)

Lesson 26: Principle 27 - Avoiding the Burden of Debt

Reading Assignment:

The 5000 Year Leap: 27th Principle: Avoiding the Burden of Debt (pages 291-303)

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. Describe at least two ways a person can become a slave. (page 291)
2. What is debt? (291-92)
3. How did Thomas Jefferson and Benjamin Franklin feel about personal debt? (293-94)
4. Did the founders feel any differently toward national debt? What about inherited debt? (294-96)
5. What priority did the founders give to debt retirement? (296-97)
6. What fundamental principles have U.S. political leaders violated in the process of accumulating today's massive national debt? (297-301)

7. What remedies can solve our national debt crisis? Do you think politicians know the real answers? (301-3)

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Lesson 27: Principle 28 - The Founders' Sense of Manifest Destiny

Reading Assignment:

The 5000 Year Leap: 28th Principle: The Founders' Sense of Manifest Destiny (pages 305-10)

Lesson objectives:

As a result of this lesson, the student should be able to discuss the following questions/topics:

1. According to most historians, what outstanding feature was common to early Americans? Can you give an example? (Pages 305-6)
2. Can you provide evidence that the founders regarded themselves and their countrymen as master servants rather than a master race? (306-7)
3. What crime did John Adams say Americans would be guilty of if they abandoned freedom? (307)
4. What were John Jay's reasons for believing that America had been the recipient of God's blessings? (307-8)
5. What events seemed to prove the accuracy of Jay's assessment? (309)
6. How did James Madison characterize the uniqueness of the American experiment? (309-10)

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