



*The boys [and girls] of the rising generation are to be the men [and women] of the next, and the sole guardians of the principles we deliver over to them.*

*Thomas Jefferson*



*Freedom is never more than one generation away from extinction. We didn't pass it to our children in the bloodstream. It must be fought for, protected, and handed on for them to do the same, or one day, we will spend our sunset years telling our children and our children's children what it was once like in the United States where men were free.*

*Ronald Reagan*



*Replacing Soundbites with Insights*

# OPERATION *RAP* 2000<sup>+</sup>

## *Restoring America's Promise*

A high-impact / low-cost  
citizenship-education program  
directed to the National  
senior high school audience.

Designed to *reach & teach* America's  
teenagers the *principles* and *values*  
of traditional American citizenship.

- Individual rights & responsibilities
- private property ● free-market economics
- limited constitutional government
- patriotic pride

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*Replacing Soundbites with Insights*

# OPERATION *RAP* 2000 <sup>+</sup>

## *Restoring America's Promise*

The high-impact / low-cost National citizenship-education program **reaching** and **teaching** America's teenagers America's Founding **principles** and **values**.

An on-going series of **Teacher-Preparation / Student-Study Public Policy Resource Theme-Packets** presenting pro-con Analysis / Commentary and providing students the opportunity to gain an in-depth and balanced understanding of the major national public-policy issues facing the American people in the early years of the 21<sup>st</sup> Century...and the *Third Millennium*.

Directed to the national secondary-school audience - public / private / parochial / home - this program's purpose is to **reach** and **teach** America's teenagers the **traditional principles** and **values** of • **individual rights** and **responsibilities** • **private property** • **free-enterprise** • **limited, constitutional government**.

**“Man...is capable of rectifying his mistakes, by discussion and experience. Not by experience alone. There must be discussion, to show how experience is to be interpreted. Wrong opinions and practices gradually yield to fact and argument; but facts and arguments, to produce any effect on the mind, must be brought before it. Very few facts are able to tell their own story, without comments to bring out their meaning.”**

**By: John Stuart Mill  
From *On Liberty*, 1864**

Replacing Soundbites with Insights

# OPERATION *RAP* 2000<sup>+</sup>



## TEACHING TEENAGERS TRADITIONAL AMERICAN VALUES

*A Continuing Series of National Public-Policy Theme Packets*

for **high school teachers** of contemporary issues, economics, government, political science, civics, current events, problems of democracy, and history. Nine (each school year) high-interest and up-to-date **teacher preparation / student-study resource theme packets** examining the **personalities, key issues,** and the **political / economic / ideological dynamics** of the national public-policy debate of the post-Cold War era at the dawn of the 21<sup>st</sup> Century and the Third Millennium.

*The key national public-policy issues examined in the various theme-packets are ideal for continuing study projects as future developments provide the opportunity to add up-dated information to the cumulative contents of the major issues' resource files. Participating teachers have reported they will use this material as a **standard feature** of their schools' on-going citizenship-education curriculum. Because most of these theme-packets are not time-sensitive, they may be plugged into the curriculum stream at any time during the school year with maximum educational impact. Ideal supplementary / enrichment materials. Can be used as the core of self-contained / free-standing thematic curriculum units.*

**SPECIAL FEATURES** • Each Theme-Packet individually packaged • All material in 8 1/2" x 11" format for placement in student notebooks for on-going reference • Strong analytical approach makes series highly effective as a **critical thinking** skills development tool • Conceptual context of readings enhances student understanding • Extensive **pro/con** opportunities for **student discussion/debate** • Analysis includes **contemporary application** of the principles of traditional American concepts of **individual rights and responsibilities, private property, free markets, and limited Constitutional government.** • *All new material each month of every school year* •

## ***What They're Saying About Our*** **PUBLIC-POLICY THEME-PACKETS**

The following are excerpted quotes from classroom teachers, department chairs, and other educators (from all regions of the United States) who have used our public-policy theme packets in their classrooms.

- *Excellent – very valuable and useful. I want to participate in this program next school year.*
- *You provided other sources that gave me evidence to back up any statements I might make to the class. They definitely helped me.*
- *Materials simplified the ideas to further understanding. Thank you.*
- *The economics education posters were most useful.*
- *“Twelve Things You Should Know About Marijuana” was used by both Social Studies and Science teachers.*
- *The students were very impressed. Materials are all very thought provoking. It is something that some students are forgetting how to do: think for themselves.*
- *I like very much the kind of work you are doing.*
- *Thank you for the materials – I teach comparative government and economics and found them to be priceless. Thanks again!*
- *I appreciate receiving your material so that I can share it with Jr./Sr. High Social Studies chairman and teachers doing special units in economics.*
- *Your outfit is obviously well organized and careful in manner-this is much appreciated.*
- *Materials were interesting, informative, and thought provoking.*
- *Keep up the mailings and the opportunity for educators to receive your materials.*

- *...an educational tool that our teachers can really use in the classroom.*
- *Very positive. They (students) reacted well to the special report on marijuana because it wasn't health class, from the police or in guidance!*
- *Students enjoyed the materials. Many use them for research papers.*
- *I enjoy this service very much. Keep up the good work.*
- *You have provided my students and me with a source of information, which supports our system. I have found my students want to be exposed to positive aspects of the system.*
- *The materials were used by my students in a very positive way. All of the materials created an atmosphere in which the students could "spin-off" to related topics.*
- *I would like to thank you for the materials, which were supplied to me this year. You are doing a good service to the teaching community by your involvement. I'm looking forward to working with you again during the coming school year.*
- *Your services are greatly appreciated.*
- *I've found your reprints and other printed materials to be a valuable source of information in preparing myself for classroom presentations.*
- *An outstanding program.*

**C. Bernard Schriver is a former high school teacher with private and public school service both in the United States and abroad.**

**He also has over two decades experience in national-level youth citizenship education organizations and activities stressing the development of youth leadership dedicated to the preservation, protection, and extension of the traditional American values of • individual rights and responsibilities • private property • free-market economics • limited Constitutional government.**

**His work has been honored by receipt of two national awards from the prestigious Freedoms Foundation at Valley Forge.**

# HOW TO SPONSOR YOUR HIGH SCHOOL (s)

SPONSORING a high school is NOT a time-consuming matter for the SPONSOR. You do NOT need to contact or be "involved" with the school(s) you wish to SPONSOR.

Simply choose the high school(s), send us their names(s) and mailing address(es), along with your check to cover the SPONSORSHIP fee(s) - we will take it from there.

We will send a series of nine (9) monthly resource theme-packets (plus the **two bonus** packets) to the Social Studies Department Chair in each high school you SPONSOR.

The Department Chair will pass the theme-packets on to all the Department's Classroom Teachers for use in their various classrooms (teachers will reproduce many of the packets' items for classroom handouts for student-study use).

At the end of the SPONSORED series of packets, we will ask the Department Chair(s) to complete and return to us a short National Classroom Teachers' SURVEY to give us feedback concerning their opinion(s) about the materials we sent them for classroom use.

We will share with each school's SPONSOR any comments we receive from the school.

Please see attachment containing two dozen pages of representative "testimonials" we have received from educators participating in our program.

Teachers appreciate the valuable research time our program saves them, and students really get excited about the multiple discussion & debate options that are afforded them by each month's theme-packets contents.

One final thought: Classroom teachers use the materials that are readily available to them in-house - "on the shelf" as they say.

IF WE provide good, solidly academic materials to the Department Chairs and Classroom Teachers, they WILL use those materials in their classrooms.

That is what we do each month of every school year. With YOUR support, we will provide this golden opportunity to the Teachers and Students in YOUR local area high school(s).

We hope to hear from you at your earliest convenience.

## **ADDITIONAL TIPS CONCERNING**

### **HOW TO GET SPONSORS FOR LOCAL HIGH SCHOOLS**

Getting high schools' Social Studies Chairs and Classroom teachers involved in this exciting curriculum enrichment program - *and securing SPONSORS for those schools* - is much easier than you might think!

To start with, since NO taxpayer funds are involved , we do NOT have to go through a school board for permission, NOR do we have to go through the high school administration, either.

The *key is the high school Social Studies Department Chair*, who can “handle” any needed contact with the building principal.

We mail our monthly theme-packets *directly* to the Department Chair, who shares the materials with his/her Department teachers.

Actually, most of the many high schools we have worked with - in all sections of the Nation - for over two decades have started participating in our program when we simply sent them the monthly packets WITHOUT their knowing in advance that the packets were going to be sent to them!

*Here's how it works most of the time:* an individual, business firm, Chamber of Commerce, service club (Rotary/ Kiwanis/ Lions), civic/patriotic/women's/church group, etc. chooses to SPONSOR a local area high school(s), sends us the school-year SPONSORSHIP fee, along with the name(s) and mailing address(es) of the high school(s) ...WE take care of everything from there !

We send a public-policy resource theme-packet to the Department Chair(s) each month of the school year-nine (9) packets in all.

You don't even have to send us the name(s) of the Department Chair(s) - we will get the names from the high school website!

This DIRECT approach avoids the various “red tape” and bureaucratic “roadblocks” that potentially can come into play by approaching this through a less-direct means.

***How do the Chairs and teachers react to this approach?*** We have NEVER had a Chair refuse to accept the theme-packets because we sent them directly to him/her!

Please see the “testimonials” attachment, which contains quotes from participating educators from all sections of the USA who have participated in this program.

We can influence from 200 to 2,000 teenagers in each SPONSORED high school. IF each of your local groups, or other individuals, business firms or groups would SPONSOR just one local area high school, we could influence many tens of thousands - perhaps hundreds of thousands - of your State's high school students!

This is the most ***direct, timely, practical*** and ***effective*** way to help offset the impact of the “can't do” “progressive” and Common Core influence in the high schools. And, we do NOT have to wait until we are able to shut down Common Core – WE, YOU and I, can start providing proper civics/citizenship education materials to the rising generation RIGHT NOW!

Teaching this vital group of young Americans the facts, principles and values of the Constitutional Republic willed to us by the Founders back in 1776 is the only realistic hope we have of RESTORING to our Nation the principles that informed, and the vision that motivated, that remarkable generation of American Patriots two and a quarter centuries ago!

# **TWO BONUS PACKETS**

## **FOR YOUR SPONSORED SCHOOL(s)**

### **NO EXTRA COST TO YOU!**

We will send all SPONSORED high school(s) **2 BONUS** resource packets at **NO** extra cost to the SPONSOR(s)!

These two packets total 222 pages of the *history and heritage* of the **Declaration of Independence** and the **United States Constitution**.

Please see next two pages for complete details of the contents of these **BONUS PACKETS**.

Teachers are telling us that they will use these two resources each and every school year going forward as *standard features* of their various courses' curriculum streams.

THIS is exactly what we intended - they will have a positive, huge and **PERMANENT impact** on the civics/citizenship education process of our Nation's "*Rising Generation*" for many decades to come!

## **SPONSORED HIGH SCHOOLS**

### **NOW RECEIVE ELEVEN (11)**

### **RESOURCE PACKETS**

### **FOR THE COST OF NINE (9)!**

In other words, all SPONSORED schools will receive the regular series of nine (9) resource packets, **PLUS** the 2 BONUS packets - no matter when during the school year their SPONSORSHIPS are activated.

# ***"THE SPIRIT OF 1776"***

## **The DECLARATION OF INDEPENDENCE of the UNITED STATES OF AMERICA**

Declaration of Independence (with Jefferson's original Text). Some of the Grievances in the Declaration of Independence / Some of the Grievances in the Declaration of Independence with student-friendly up-dated wording. ● Independent Practice Activity-Writing Prompt for students. ● The Declaration of Independence (original to modern translation) "Side-by-Side" Comparison. ● Are the Ideas of the Declaration of Independence Still Valid Today – Analysis of the three sections of the Document (1) Introduction with statement of philosophy (2) A list of grievances (3) Final and Formal Declaration of Independence from Great Britain. ● Fascinating Facts about the Declaration of Independence. ● Signers of the Declaration of Independence: Anagram Game for the Fourth of July. ● The Declaration of Independence for Modern Readers - the list of grievances in the Declaration of Independence Compared with Issues of the present day - 27 Contemporary Issues "*matched-up*" with their appropriate "*counterparts*" from the original Declaration of Independence. ● The 21<sup>st</sup> Century Declaration of Independence - 17 pages with dozens of citizens' comments. ● The Measure of Remembrance: the Declaration of Independence and the American Future by George M Curtis III, a former Professor of History at Hanover College. ● 76 pages of exciting teacher-preparation/student-study resource materials.

# HISTORY AND HERITAGE OF THE CONSTITUTION OF THE UNITED STATES OF AMERICA

June 21<sup>st</sup>, 1788 to September 17<sup>th</sup>, 2013 - 225 Years & Counting. On September 17<sup>th</sup> Constitution Rules Schools (Federal Law Requires Schools & Government Agencies to Teach Constitution! ● Constitution Day - History of the United States. ● Ratification of the Constitution: Timeline of the Ratification - State-By-State Ratification Table. ● The Six Stages of Ratification: Stage I - Now For The Bad News; Stage II - The Fall Campaign Off To A Fast Start; Stage III - Winter in New England, Postpone & Compromise; Stage IV - Springtime In the Middle States, and Then There Was One Pillar to Go; Stage V - A Long Hot Summer, Nail biting Time; Stage VI - All the Pillars In Place. ● Anti-Federalists: The Address and Reasons of Dissent of the Minority of the Convention of Pennsylvania to Their Constituents, December 12, 1787. **CONSTITUTIONAL CONCEPTS, CONTROVERSIES & (continuing) CONFLICTS** ● The United States Constitution: an Agreement by States. ● Constitution for Kids - Federalists versus Anti-Federalists. ● The United States Constitution - Dead or Alive? ● What's the Constitution Good For? ● An Appeal for Dictatorship Comes Out of the Closet at the New York Times! **PHILOSOPHY MATTERS** ● Plato and Aristotle's Regimes - Republic and Politics. ● Identities and Differences - Plato and Aristotle on Democracy, by a prominent Rutgers University Professor. This 146-page theme-packet will be used year-after-year as a standard feature of the participating high schools' civics/citizenship education curriculum stream. Teachers will add to the cumulative contents of this resource packet as we, and they, discover additional relevant materials.

# **SPECIAL SPONSORSHIP OFFER IN ADDITION TO THE 2 FREE BONUS PACKETS!**

If you SPONSOR 4 high schools at a cost of \$250.00 per school - total cost of \$1,000.00 -

You may then choose to SPONSOR a 5th high school at NO extra cost.. a savings of 20 percent!

## **PLEASE KEEP THIS IN MIND**

*Values adopted during the formative teenage years tend to last a lifetime: therefore, your modest investment at this time will pay **BIG DIVIDENDS** for America far into the future!*

Also, please remember that each and every year many high school seniors participating in this program will be eligible to VOTE in the next election...*and in November of 2016!*

Please don't miss this golden opportunity to **SPONSOR** your local area high school(s) at this time!

# SPONSORSHIP OPTIONS

## THREE WAYS TO SPONSOR YOUR HIGH SCHOOL (s)

- |                                   |            |  |
|-----------------------------------|------------|--|
| <b>SCHOOL YEAR</b>                | <b>(A)</b> | September thru May<br>(9 monthly resource<br>theme-packets)  |
| <b>CALENDAR YEAR</b>              | <b>(B)</b> | January thru December<br>(9 monthly resource<br>theme-packets)   |
| <b>MONTHLY</b>                    | <b>(C)</b> | Start <b>ANY</b> school-year<br>month thru next<br>8 school-year months                                      |
| <b>( EXAMPLE )<br/>of monthly</b> | ●          | Start in April <i>of one year</i><br>thru March <i>of next year</i><br>(9 monthly resource<br>theme-packets) |

**NOTE** - NO theme-packets sent during June, July & August

## TWO FREE BONUS PACKETS!

In addition to the series of nine (9) resource packets, ALL SPONSORED high schools will receive **2 BONUS PACKETS**. These two packets total 222 pages of exciting resource materials covering the *history and heritage* of the **Declaration of Independence** and the **United States Constitution**.

Educators are telling us these **foundational** materials will be used each and every year as **standard features** of their courses' curriculum streams!

# **SPECIAL NOTE TO POTENTIAL SPONSORS**

If you wish to SPONSOR your high school or schools on a confidential basis, please indicate that intention on the enclosed page titled **Yes, I / We Want To Help Reach & Teach Teenagers America's Principles & Values** - simply check the "KEEP MY/OUR SPONSORSHIP CONFIDENTIAL" box near the bottom of the page.

Once you return that page with your SPONSORSHIP(s) FEE(s), we will inform your sponsored school(s) that their school(s) are receiving the monthly theme-packets on a complimentary basis from a local community "Friend."

Some SPONSORS ask us to do this, others ask us to inform the school(s) who is SPONSORING the program for the school(s).

It's YOUR choice how you wish to handle this. We will honor your wishes in this regard.



# CAN'T SPONSOR A SCHOOL NOW?

## HERE IS AN ALTERNATIVE WAY

to promote free-market / limited-government principles & values among America's high school audience.

If you are not able to SPONSOR a high school at this time - please think about making a **general donation** to help defray the considerable expenses that are essential to keep this exciting pro-America high school civics/citizenship education program moving forward among the key high school audience in public, private and parochial schools across the United States.

To contribute to our program this way, **please return the "donor donation" form (along with your check in any amount) found on the bottom half of the next page** of this attachment.

Thank you so much.

**bernardschrivier@gmail.com**

**Post Office Box 153, East Petersburg, PA 17520**

**717-665-3397**

# ALTERNATIVE WAYS TO REACH & TEACH TEENS TRADITIONAL AMERICAN VALUES

- Enclosed is my / our support in the amount of \$\_\_\_\_\_ for the sponsorship of \_\_\_\_\_ (# of schools) high schools - at \$250.00 per school - to receive your Public-Policy Resource Theme-Packets for the 20\_\_\_ / 20\_\_\_ school year **OR** for the 20\_\_\_ calendar year.

*Dear Mr. Schriver,*

*You may select which school(s) are to be sponsored from among the more than 250 SPONSORSHIP requests your office has received from high school Social Studies educators in 32 states. Please do / do not (circle one) inform the school(s) of my / our sponsorship.*

- Apply my / our support to the on-going research, development, and circulation costs of your OPERATION 2000+ program.

**Enclosed is my / our support of:**

- \$25    \$50    \$100    \$250    \$500    \$750  
 \$1,000    \$1,500    \$2,000    \$2,500    \$5,000    Other \$

NAME \_\_\_\_\_

FIRM/ORGANIZATION \_\_\_\_\_

STREET \_\_\_\_\_

CITY \_\_\_\_\_

STATE \_\_\_\_\_

ZIP \_\_\_\_\_

COMMENTS \_\_\_\_\_

**MAKE CHECKS PAYABLE TO: C. BERNARD SCHRIVER**  
● POST OFFICE BOX 153 ● EAST PETERSBURG, PA 17520 ● (717) 665-3397  
[bernardschrivier@gmail.com](mailto:bernardschrivier@gmail.com)

Please return to: C. Bernard Schriver ● Post Office Box 153 ● East Petersburg, PA 17520

# POTENTIAL SCHOOL SPONSORS

The following might be interested to consider SPONSORING a school or schools in their local communities; please send them no-obligation information concerning your national OPERATION 2000<sup>+</sup> high school citizenship-education program

<b>NAME</b>	<b>E-MAIL</b>	
<b>FIRM/ORGANIZATION</b>		
<b>ADDRESS</b>		
<b>CITY</b>	<b>STATE</b>	<b>ZIP</b>
<b>NAME</b>	<b>E-MAIL</b>	
<b>FIRM/ORGANIZATION</b>		
<b>ADDRESS</b>		
<b>CITY</b>	<b>STATE</b>	<b>ZIP</b>
<b>NAME</b>	<b>E-MAIL</b>	
<b>FIRM/ORGANIZATION</b>		
<b>ADDRESS</b>		
<b>CITY</b>	<b>STATE</b>	<b>ZIP</b>
<b>NAME</b>	<b>E-MAIL</b>	
<b>FIRM/ORGANIZATION</b>		
<b>ADDRESS</b>		
<b>CITY</b>	<b>STATE</b>	<b>ZIP</b>

**NOTE: Feel free to send e-mail addresses of potential sponsors to: [bernardschriver@gmail.com](mailto:bernardschriver@gmail.com)**

Please use reverse side for additional names and addresses

- You may mention my name
- Please keep my name confidential

# OPERATION *RAP* 2000+

*" Restoring America's Promise "*

## Reaching and Teaching America's Teenagers America's Founding Principles and Values

A high-impact/low-cost (just pennies per pupil per school year!), National, non-partisan, pro-con formatted, Award-Winning high school Social Studies curriculum enrichment program promoting ● individual rights and responsibilities ● private property ● free-enterprise ● limited, Constitutional government ● Patriotic pride.

Learn how YOU / YOUR FIRM-ORGANIZATION can help prepare the "Rising Generation" in your local area/State's high schools to participate in the vital mission of "Restoring America's Promise"!

**SEND FOR FREE INFORMATION TODAY!**

( Complete details will be sent immediately via emails with attachments )

NAME \_\_\_\_\_

ORGANIZATION/FIRM \_\_\_\_\_

EMAIL ADDRESS \_\_\_\_\_

TELEPHONE \_\_\_\_\_

MAILING ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

**RETURN TO**

**[bernardschrivier@gmail.com](mailto:bernardschrivier@gmail.com)**

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