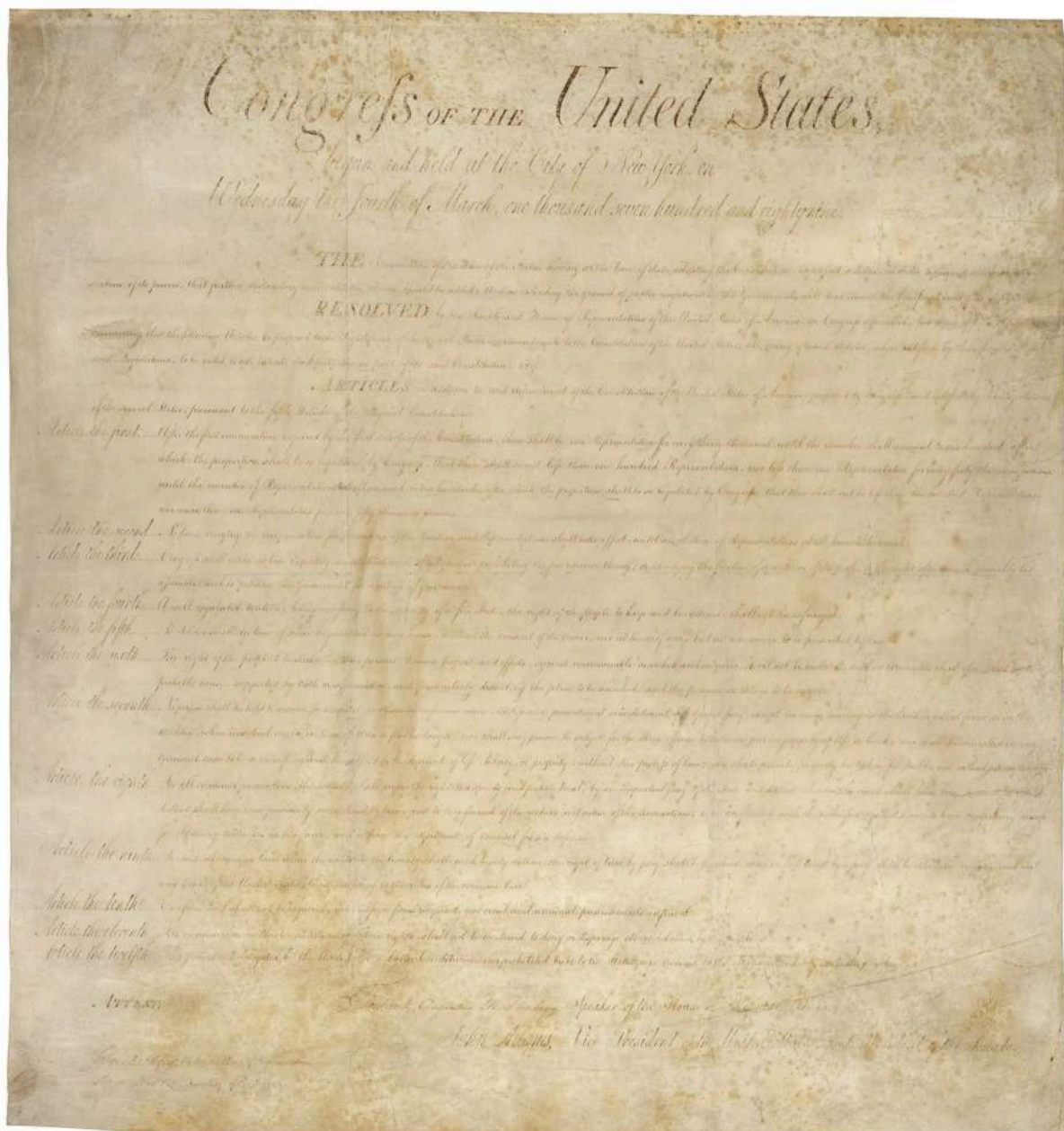


3-5: Superhero Bill of Rights Teacher Guide



How to Use this Guide

Dear Educators,

Thank you for your interest in the Superhero Bill of Rights virtual program for grades 3-5! This guide outlines the program's guiding questions, standards alignment, and program logistics. It also includes instructions and material for facilitating the program's **required** pre-program activity as well as recommended post-program activities. We look forward to connecting with your students soon to learn more about the Bill of Rights!

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National Standards Alignment

National Standards for Civics and Government (K-4)	College, Career, & Civic Life C3 Framework for Social Studies State Standards	National Center for History in the Schools History Content Standards
NSCG-C.K-4.1.H.1: Students should be able to explain why limiting the powers of government is important to their own lives NSCG.K-4.5.C.1: Students should be able to explain why certain rights are important to the individual and to a democratic society. NSCG.K-4.5.F.1: Students should be able to describe the means by which citizens can influence the decisions and actions of their government. .	D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate. D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.	3.4A Demonstrate understanding of how the United States government was formed and of the nation's basic democratic principles set forth in the Declaration of Independence and the Constitution. 3.4B Demonstrate understanding of ordinary people who have exemplified values and principles of American democracy.

Required Pre-program Activity

Historical Context

Note: The following provides background information for content covered during the Superhero Bill of Rights virtual program. It is adapted from material available online at [About the Bill of Rights | National Archives](#).

The Bill of Rights: What Does it Say?

The Bill of Rights is the first 10 Amendments to the Constitution. It spells out Americans' rights in relation to their government. It guarantees civil rights and liberties to the individual—like freedom of speech, press, and religion. It sets rules for due process of law and reserves all powers not delegated to the Federal Government to the people or the States. And it specifies that “the enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.”

The Bill of Rights: How Did it Happen?

Writing the Bill of Rights

The amendments James Madison proposed were designed to win support in both houses of Congress and the states. He focused on rights-related amendments, ignoring suggestions that would have structurally changed the government.

Opposition to the Constitution

Many Americans, persuaded by a pamphlet written by George Mason, opposed the new government. Mason was one of three delegates present on the final day of the convention who refused to sign the Constitution because it lacked a bill of rights.

James Madison and other supporters of the Constitution argued that a bill of rights wasn't necessary because - “the government can only exert the powers specified by the Constitution.” But they agreed to consider adding amendments when ratification was in danger in the key state of Massachusetts.

Introducing the Bill of Rights in the First Congress

Few members of the First Congress wanted to make amending the new Constitution a priority. But James Madison, once the most vocal opponent of the Bill of Rights, introduced a list of amendments to the Constitution on June 8, 1789, and “hounded his colleagues relentlessly” to secure its passage. Madison had come to appreciate the importance voters attached to these protections, the role that enshrining them in the Constitution could have in educating people

about their rights, and the chance that adding them might prevent its opponents from making more drastic changes to it.

Ratifying the Bill of Rights

The House passed a joint resolution containing 17 amendments based on Madison's proposal. The Senate changed the joint resolution to consist of 12 amendments. A joint House and Senate Conference Committee settled remaining disagreements in September. On October 2, 1789, President Washington sent copies of the 12 amendments adopted by Congress to the states. By December 15, 1791, three-fourths of the states had ratified 10 of these, now known as the "Bill of Rights."

The Bill of Rights: How was it made?

William Lambert and Benjamin Bankson, engrossing clerks for the House and Senate, made 14 handwritten copies of the proposed amendments, which were signed by Speaker of the House Frederick Muhlenberg, Vice President John Adams, Clerk of the House of Representatives John Beckley, and Secretary of the Senate Samuel A. Otis. President George Washington sent a letter enclosing one to each of the 11 existing states and to Rhode Island and North Carolina, which had not yet adopted the Constitution.

Pre-program Activity Instructions

Note: The pre-program activity supports student learning about the Bill of Rights. This activity includes important ideas that the program itself builds upon and that must be covered in advance to ensure that students have a successful virtual program experience.

What are rights?

Estimated time: 30 minutes

Objectives: After completing the Superhero Bill of Rights pre-program activity, students will be able to:

- Identify rights and understand the importance of rights

Before the pre-program activity, you may find it helpful to review some of the vocabulary from the First Amendment. You can use the list of keywords below, or use your preferred vocabulary review method with the text of the First Amendment.

- **establishment:** the act of founding or of proving
- **religion:** a system of beliefs and practices worshipping a god or gods
- **prohibiting:** to forbid by authority
- **exercise:** the act of putting into use, action, or practice
- **abridging:** to shorten by leaving out some parts
- **press:** a printing or publishing business; news reporters and broadcasters; newspapers and magazines; media
- **assemble:** to meet together in one place
- **petition:** a written request, often signed by many people, asking the government to fix a problem
- **redress of grievances:** to fix something that is thought to be wrong or unfair

Activity Outline:

1. **Introduction:** Meet the Bill of Rights
 - Begin the activity by asking students to identify what details they notice about the document, [Bill of Rights](#).
 - What do you notice about this document?
 - Is this document handwritten or typed?
 - Are there any special markings on the document?
 - How would you describe this document?
 - Is this document easy to read or hard to read?
 - How was this document made?
 - This document was engrossed on parchment.
 - parchment: prepared animal skin, likely sheepskin
 - engrossing: the process of copying an official document in a large hand.

- After discussing the details they notice, briefly introduce the Bill of Rights:
 - On September 17, 1787, the delegates of the Constitutional Convention came together for the last time to sign the Constitution, the document which established our system of government and is the supreme law of the land. However, 3 delegates decided not to sign the Constitution, because they felt something was missing. Those delegates felt that the Constitution gave the government too much power, and needed a Bill of Rights, something that would protect the rights of citizens.
 - During the First Congress, which met in New York City, the capital at the time, James Madison worked tirelessly to get the Bill of Rights added to the Constitution.
 - Ratified by three-fourths of the states on December 15, 1791, the Bill of Rights defines citizens' rights in relation to the newly established government.
 - Teacher note:
 - *This document is the Federal Government's official copy of the joint resolution of Congress proposing the original Bill of Rights, engrossed on parchment (Engrossing is the process of copying an official document in a large hand). It is signed by Frederick Augustus Muhlenberg, Speaker of the House of Representatives, and John Adams, Vice President of the United States and President of the Senate. Ten of the proposed amendments in this document were ratified December 15, 1791 by three-fourths of the states to become part of the Constitution.*

2. **Main Activity:** What are rights?

- Conduct a class discussion on rights and what rights are. Create a list of rights the class thinks are important and record on the board or butcher paper.
 - A right is a freedom, or protection, you have as a person, something you get to do, such as, the right to go to school or the right to be treated fairly.
- Introduce the concept that as Americans we have certain rights that are granted by the Bill of Rights. The First Amendment of the Bill of Rights specifically grants Americans some of the freedoms they hold most dear.
- Project the text of the First Amendment and read aloud. Ask students what rights are granted by the First Amendment. Conduct a close reading of the First Amendment and highlight or circle the granted rights.
 - The First Amendment:
 - Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.
 - Use these records as examples of the rights granted to all of us by the First Amendment:
 - Right to petition: [Peace Petition to Congress](#)
 - Right to peaceably assemble: [Women Demonstrating against Child Labor, New York City](#)

- Freedom of press: [Photograph of the Suffragist Magazines office](#)
- Freedom of speech: [Dr. Martin Luther King Jr. Speaking at the Civil Rights March on Washington](#)
- Freedom of religion: [Chinese Buddhists at the Temple of Enlightenment, Bronx, New York](#)
- Return to the list of rights created at the beginning of the activity. See how many of the rights on the list are included in the First Amendment. If some of the rights are similar, discuss how important these rights are to Americans.

3. **Program Connection:**

- Today, you explored the Bill of Rights and learned about some of the freedoms protected by the First Amendment. You also looked at primary sources that showed people using these rights throughout American history. During the *Superhero Bill of Rights* program with the National Archives you will build on what you learned today by exploring how people throughout history have exercised their First Amendment freedoms to improve their communities.

Pre-program Activity Documents:

Congress OF THE United States,

. 1773, 82.

How to Prepare Students for the *Superhero Bill of Rights* Virtual Program

Guiding Questions

- What are rights and how can we exercise our rights?

Program Overview

During this interactive program, students will learn about the Bill of Rights and will explore how people throughout history have exercised their First Amendment freedoms to improve their communities.

Guidance for Virtual Program

Note: The following outlines keys for success for the *Superhero Bill of Rights* virtual program.

Before Attending The *Superhero Bill of Rights* Virtual Program

1. Please complete the required pre-program activity to prepare students for the virtual program.
2. Please print or provide students with digital access to the program documents (see [page 10](#)). Please be aware that the educational activity for the program requires students to be divided in small groups, with each group receiving a set of documents listed below. There are 3 sets of documents. More than one group can receive the same set, but it is **important for there to be some variation across the classroom.**
 - [Petition for Universal Suffrage](#) (every student should have access to this document)
 - **Set 1:**
 - [Photograph, Student Praying at School Lunch Program](#)
 - [Photograph, Youth March for Integrated Schools](#)
 - **Set 2:**
 - [Anti-Slavery Petition from the Women of Philadelphia](#)
 - [Photograph, Flag Bearer for Women's Rights Standing Near White House](#)
 - **Set 3:**
 - [Photograph, Demonstration for Immigrant Rights](#)
 - [Objections to Woman Suffrage Answered by Henry Blackwell](#)

During the *Superhero Bill of Rights* Virtual Program

1. Please plan to connect to your scheduled program a minimum of **5 minutes** before the scheduled start time. Please note: The NARA Education Team facilitates multiple student programs every day. To ensure every student receives the best program possible, the NARA education team will reschedule student programs for groups that connect more than 15 minutes late.
2. We require that the requesting educator or another educator from your institution be present during the program to observe the session and support classroom management.

3. Superhero Bill of Rights is an interactive virtual program. The NARA Educator facilitating the program may request the classroom teacher's help to call on students to share their responses.
4. Students will interact with National Archives documents during this program through whole group and small group activities. Please have students seated for the program in a way that enables them to have small group discussions (3-4 students per group).

Program documents - p.10-20

Note: Please ensure that students have access to the following documents during the Superhero Bill of Rights virtual program. During this program, students will gather information from these documents, so it is important that students are able to clearly view them.

A PETITION FOR UNIVERSAL SUFFRAGE.

To the Senate and House of Representatives:

The undersigned, Women of the United States, respectfully ask an amendment of the Constitution that shall prohibit the several States from disfranchising any of their citizens on the ground of sex.

In making our demand for Suffrage, we would call your attention to the fact that we represent fifteen million people—one half the entire population of the country—intelligent, virtuous, native-born American citizens; and yet stand outside the pale of political recognition.

The Constitution classes us as "free people," and counts us *whole persons* in the basis of representation; and yet are we governed without our consent, compelled to pay taxes without appeal, and punished for violations of law without choice of judge or juror.

The experience of all ages, the Declarations of the Fathers, the Statute Laws of our own day, and the fearful revolution through which we have just passed, all prove the uncertain tenure of life, liberty and property so long as the ballot—the only weapon of self-protection—is not in the hand of every citizen.

Therefore, as you are now amending the Constitution, and, in harmony with advancing civilization, placing new safeguards round the individual rights of four millions of emancipated slaves, we ask that you extend the right of Suffrage to Woman—the only remaining class of disfranchised citizens—and thus fulfil your Constitutional obligation "to Guarantee to every State in the Union a Republican form of Government."

As all partial application of Republican principles must ever breed a complicated legislation as well as a discontented people, we would pray your Honorable Body, in order to simplify the machinery of government and ensure domestic tranquillity, that you legislate hereafter for persons, citizens, tax-payers, and not for class or caste.

For justice and equality your petitioners will ever pray.

NAMES.	RESIDENCE.
<i>Elisby Stanton</i>	<i>New York</i>
<i>Susan B. Anthony</i>	<i>Rochester - N. Y.</i>
<i>Antoinette Brown Blackwell</i>	<i>New York</i>
<i>Mary Stone</i>	<i>Newark N. Jersey</i>
<i>Joanna S. Morse</i>	<i>48 Livingston St. Brooklyn</i>
<i>Ernestine L. Rose</i>	<i>New York</i>
<i>Harriet E. Eaton</i>	<i>6 West 14th Street N. Y.</i>
<i>Catharine C. Wilkinson</i>	<i>83 Clinton Place New York</i>
<i>Elizabeth C. Tilton</i>	<i>48 Livingston St. Brooklyn</i>
<i>Mary Fowler Gilbert</i>	<i>295 W. 19th St. New York</i>
<i>Aug. E. Elbert</i>	<i>New York</i>
<i>Mr. Griffith</i>	<i>New York</i>

Petition for Universal Suffrage



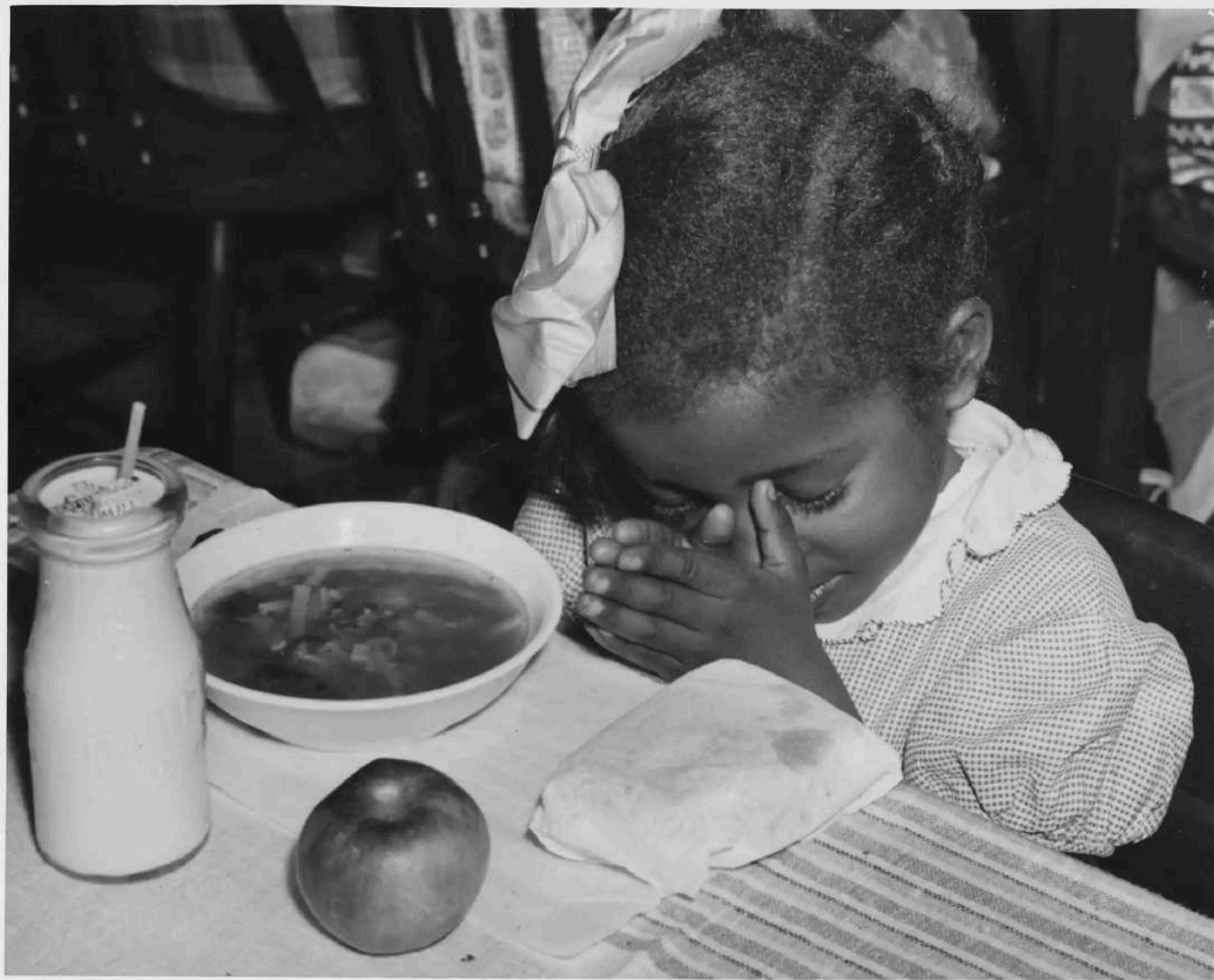
3-5 Superhero Bill of Rights: Graphic Organizer

Name: _____

Date: _____

Title of Record	What details do you notice?	Which first amendment freedom do we see in action?	How did they exercise their right?

Set 1 Records



[Photograph, Student Praying at School Lunch Program](#)



[Photograph, Youth March for Integrated Schools](#)

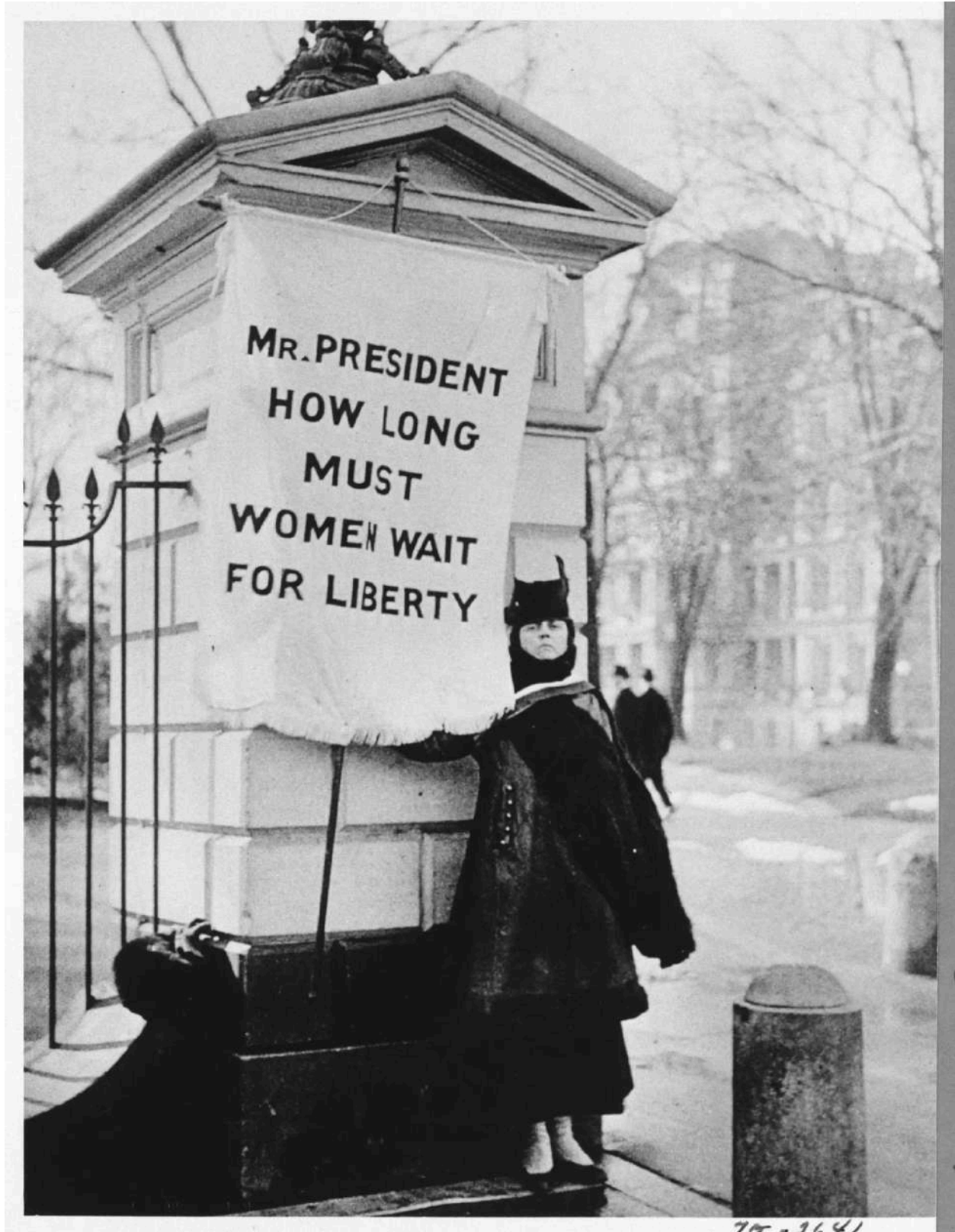
Set 2 Records

To the Senate and House of Representatives of the United States.

The undersigned, women of Pennsylvania, respectfully ask, that you will abolish every thing in the constitution or laws of the United States, which in any manner sanctions or sustains slavery.

Eliza Roberts	Philena Bailey
Wm. G. Garrison	Anna Runkel
Philena Phillips	Mira Curtis
Mary S. Agnew	Edith Pennock
Wm. L. Garrison	Jessie Pennock
Mariam Pennock	Susan Pyle
Mary S. Pennock	Eliza M. Bullough
Mariam Pennock	Ann Moxer
Mary Roberts	Sarah P. Moxer
Martha C. Whipple	Anna R. Cox
Edith B. Phillips	J. H. Harvey
Emily Moxer	Wm. H. Harvey
Abel Mansfield	Mariam Fox
Elizabeth Smith	Mary H. Cox
Rebecca C. B. Smith	Lydia C. Cox
L. G. Chaffin	Ann Hadley
Eliza M. Mansfield	Philena Hadley
Jessie Thompson	Mary Hadley
Mary Marshall	Margaret Wattis
Anna Marshall	Mary Jeffery
Lydia Marshall	Cynthia W. Moore
Wm. M. Darlington	Elizabeth Phillips
Mary Ann Garrison	Ann Paston
Phoebe John	Mary Phillips

[Anti-Slavery Petition from the Women of Philadelphia](#)



[Photograph. Flag Bearer for Women's Rights Standing Near White House](#)

Set 3 Records



[Photograph, Demonstration for Immigrant Rights](#)

Woman Suffrage Leaflet.

Published Bi-Monthly at the Office of the Woman's Journal, Boston, Mass.

Vol. V.

Entered at the Boston Post-Office as second-class matter.

No. 2.

Subscription, 25 cents per annum.

MARCH, 1895.

Extra copies, 1 ct. per 100, postpaid.

Objections to Woman Suffrage Answered.

BY HENRY B. BLACKWELL.

1. Suffrage is not a right of anybody.

To say so is to deny the principles of the Declaration of Independence and the Bill of Rights. "Governments derive their just powers from consent of the governed"—women are governed. "Taxation without representation is tyranny"—women are taxed. "Political power inheres in the people"—women are people. To deny these principles is to justify despotism. "The men who refuse the ballot to women can show no title to their own."

2. Nobody asks for Woman Suffrage.

Over 21,000 citizens of Massachusetts have petitioned for it within six months. More than 50,000 others have petitioned for it in previous years. Not a dollar has ever been spent in circulating these petitions. Repeated efforts have been made and money spent to circulate petitions against Woman Suffrage, and they have had few signers.

3. What eminent men have favored Woman Suffrage?

Among others, Abraham Lincoln, Chief Justice Chase, William Lloyd Garrison, Wendell Phillips, Samuel G. Howe, John C. Whitier, Ralph Waldo Emerson, Charles Sumner, Henry Wilson, President Hayes, Governors Banks, Boutwell, Claflin, Washburn, Talbot, Long, Butler, Brackett and Greenhalge, U. S. Senators Geo. F. Hoar and Henry L. Dawes; John M. Forbes, Robert Collyer, Bishops Haven, Bowman and Simpson, Neal Dow, George William Curtis, the Republicans of Massachusetts in successive platforms since 1870. The national Republican conventions of 1872, 1876, and 1890.

4. What eminent women have favored Woman Suffrage?

Among others, Margaret Fuller, Lydia Maria Child, Frances D. Gage, Lucretia Mott, Florence Nightingale, Elizabeth Barrett Browning, Harriet Beecher Stowe, Julia Ward Howe, Mary A. Livermore, Louisa M. Alcott, Elizabeth Stuart Phelps, Clara Barton, Frances E. Willard, Abby W. May, Lucy Stone, Mary F. Eastman, Frances Power Cobbe, Harriet Prescott Spofford.

5. Most women do not want to vote.

Except in years of presidential election, a majority of men in Massachusetts do not vote. This is shown by statistics. The right to vote for governor, State legislature, municipal, town and county officers, often calls out less than half the male voters, in spite of public opinion, party machinery, torchlight processions, newspaper articles, expenditure of money, and personal efforts of candidates. From 10,000 to 20,000 women in Massachusetts register every year to vote merely for school committee. Yet that is only a small and disjointed part of the system of Municipal Suffrage. It does not include a vote on the management of schools, or a share in the nomination of candidates. Small as it is, the right is restricted in the case of women by limitations which make it troublesome to exercise. A woman must apply every year to be registered. Under parallel conditions not 500 men would have voted for school committee.

That over 20,000 women have done so in a single year, under such restrictions, is a proof of eminent and unselfish public spirit.

6. It is a step that once taken can never be recalled.

Municipal Suffrage for women, on the contrary, is an experiment which can be repealed at any time by a Legislature of men alone, elected by men alone. If the presence of women at town-meetings and municipal elections proved distasteful to the men, the Legislature would soon repeal the law. Every fair-minded opponent of Woman Suffrage should vote for Municipal Woman Suffrage, in accordance with Governor Long's recommendation, as the shortest way to put an end to the agitation for Woman Suffrage by giving it a trial.

7. We have too many voters now.

Where will you draw the line? No one proposes to disfranchise any class of men who now vote. Every extension of suffrage has proved on the whole a benefit to all concerned; first to poor white men; then to ignorant colored men; why not now to intelligent women? Are Democrats who have given suffrage to poor men of foreign birth, or Republicans who have forced negro suffrage on the reluctant South, afraid to share political power with their own intelligent mothers, sisters, wives, and daughters?

8. Women are represented already.

Men cannot represent women, because they are unlike women. Women as a class have tastes, interests and occupations which they alone can adequately represent. Men specially represent material interests; women will specially represent the interests of the home.

9. Only bad and ignorant women would vote.

Our ten years' experience of School Suffrage for women proves the contrary. The women who have voted are admitted to be good and intelligent. The demand for suffrage comes from the respected leaders and educated representatives of their sex. No woman can vote in Massachusetts unless she can read and write.

10. It is contrary to experience.

Notes. In England women have voted for twenty-seven years in municipal elections. Hon. Jacob Bright has written to the Massachusetts Legislature that in England Woman Suffrage has proved "good for women, good for Parliament, and good for the country." It has worked so well there that it has been extended to the women of Scotland. Within three years it has been granted to the women of New Zealand and South Australia. Women now vote for all National, State and local officers in the States of Wyoming, Colorado and Utah, also on property qualifications in New Brunswick, Nova Scotia, Prince Edward's Island, Ontario, and Manitoba. Are American women alone unfit to be trusted with political responsibilities?

11. There is no precedent in this country.

In Wyoming, women have voted for twenty-seven years on all questions, on

Post-Program Activities

How can people make a difference?

Estimated time: 45 minutes

During this activity, students will discover the many ways people can make a difference in their communities and influence their government. This activity can be used when teaching about civic participation and rights and responsibilities.

To complete this activity, students will match examples of civic engagement to records from the National Archives to answer the question: how can people make a difference?

The [teacher page](#) provides an overview of the activity and suggested teaching instructions.

Students can access the [student page](#) on their devices or you can project or screen share the page with the whole class.

Create your own Bill of Rights comic strip

During our virtual program with the National Archives, we discussed rights and what the world would look like without rights. We also discussed how the Bill of Rights is like a Superhero.

Create your own comic strip with the Bill of Rights being the Superhero saving one or more of the rights protected by the First Amendment.

Materials needed:

- Blank comic strip handout ([p. 22](#))
- Colored pencils, markers, or crayons

Additional Educational Resources

Note: The following educational activities and resources are designed to support student learning. These activities are not required. Feel free to facilitate only the activities that you think would be most helpful for your students.

Resources on the Bill of Rights from the National Archives

- [Amending America: Why a Bill of Rights?](#)
- [The Bill of Rights: What does it say?](#)
- [The Bill of Rights: How Did it Happen?](#)

DocsTeach Educational Activities

- [The First Amendment of the Bill of Rights](#)

Name: _____

SUPERHERO BILL OF RIGHTS

