

Congress OF THE United States,
 begun and held at the City of New-York, on
 Wednesday, the fourth of March, one thousand seven hundred and eighty-nine.

. 1775.87.



How to Use this Guide

Dear Educators,

Thank you for your interest in The Bill of Rights in Real Life virtual program for grades 6-8! 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 a recommended post-program activity. 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 Center for History in the Schools History Content Standards	College, Career, & Civic Life C3 Framework for Social Studies State Standards	National Standards for Civics and Government (5-8)
Standard 3B: The student understands the guarantees of the Bill of Rights and its continuing significance	D2.Civ.2.6-8: Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders). D2.Civ.8.6-8: Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.	NSGC.5-8.5.B.2: Students should be able to evaluate, take, and defend positions on issues involving political rights. NSCG.5-8.5.B.4: Students should be able to evaluate, take, and defend positions on issues regarding the proper scope and limits of rights.

Required Pre-program Activity

Historical Context

Note: The following provides background information for content covered during The Bill of Rights in Real Life virtual program. It is available online at [The Bill of Rights | National Archives](https://www.archives.gov/education/activities/bill-of-rights).

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."

Pre-program Activity Instructions

Note: The pre-program activity supports student learning about the Bill of Rights. This activity must be completed before students participate in The Bill of Rights in Real Life virtual program.

Meet the Bill of Rights

Estimated time: 45 minutes

Objectives: After completing this activity, students will better be able to

- Define a right
- Identify the purpose of the Bill of Rights
- Explain how the Bill of Rights protects them and limits the government's power

Activity Outline:

1. **Introduction:** What is a Right?

- **Ask students:** What is a right? What are some examples of rights?
 - A right is a power that you have as a person
- Explain to students that they are going to learn more about the Bill of Rights – a document that contains some of Americans' most valued rights

2. **Main Activity:** Meet the Bill of Rights

- Document Analysis: The Bill of Rights
 - This activity can be completed as a whole group, in small groups, or individually
 - Display the Bill of Rights, or, if working in small groups, provide students with a copy of the document
 - Then, ask students the following questions about the document:
 - What do you see?
 - Is the document handwritten or typed?
 - Are there any special markings on the document?
 - Tell students that this document is the Bill of Rights, the first ten amendments to the Constitution
 - **Ask students:** What does it mean to amend something? Raise your hand if you have ever had to change something that you created – maybe something that you have written or drawn?
 - The Founding Fathers would have to raise their hands too. The United States Constitution, the document that established our current government over 230 years ago, was amended just a few years later through the Bill of Rights.
 - From the start, the Founders understood that the Constitution couldn't cover everything and so outlined a process for making changes to it. Today, there are 27 amendments to the Constitution. Each amendment had to be approved by $\frac{2}{3}$ of the House and Senate and $\frac{3}{4}$ of the States.

- Additional background information on the Bill of Rights is available in the historical context section of the teacher guide
- Why was the Bill of Rights written?
 - Explain to students that the United States Constitution was ratified or approved in 1788. Even as they approved the Constitution, many states recommended changes to the document. The Bill of Rights was ratified on December 15, 1791. Why were changes made so quickly to the Constitution? What was the purpose of the Bill of Rights?
 - When the Constitution was created, some people worried that it gave the government too much power. They wanted to amend the Constitution to make sure that the new government would not abuse its power.
 - Purpose of the Bill of Rights: Protect people's rights and limit the government's power
- Rights and Limitations Activity
 - This activity can be completed as a whole group, in small groups, or individually
 - If students are completing this activity in small groups or individually, consider assigning specific amendments from the Bill of Rights and then have the students discuss their findings with each other
 - Provide students with a transcript of the Bill of Rights (see [page 7](#))
 - Make sure that students have two different colored pencils, highlighters, etc.
 - Have students read through the Bill of Rights, highlighting or circling every use of the word "right" in one color
 - See the Answer Key on [pages 12 and 13](#) for potential student responses
 - Then, have students use a different color to highlight or circle any negative words (no, not, nor)
 - See the Answer Key on [pages 12 and 13](#) for potential student responses
 - Once students have finished annotating their copy of the Bill of Rights, they should answer the following questions using the provided worksheet (see [page 10](#)). Again, these questions can be completed as a whole group, in small groups, or individually.
 - Find the different places where you highlighted the word "right." Who do the rights belong to in the Bill of Rights?
 - Review the places where you highlighted a negative word. Who or what does the Bill of Rights place limitations on?
 - Limitations in the first ten amendments also protect rights. Choose one limitation and explain the right it protects.
 - What aspects of your life does the Bill of Rights influence and protect?

- See the Answer Key on [page 14](#) for potential student responses

3. **Wrap-Up:** Program Connection

- Display the Rights/Limitations chart (see [page 16](#)). Have students use this chart to help them answer the following questions:
 - How does the Bill of Rights protect you?
 - How does the Bill of Rights limit the government's power?
- Remind students that constitutional rights are not absolute – the government can place certain limitations on these rights
 - Ex: Speech not protected by the First Amendment includes obscenity, true threats, incitement to lawlessness, defamation, and harassment
- Today, you learned more about the history and purpose of the Bill of Rights. During The Bill of Rights in Real Life virtual program, you will examine examples of different constitutional amendments in action and discover how the Bill of Rights continues to impact you today.

Pre-program Activity Documents

Congress OF THE United States,

1775.57.

Bill of Rights Transcript

Note: The following text is a transcription of the first ten amendments to the Constitution in their original form. These amendments were ratified December 15, 1791, and form what is known as the "Bill of Rights."

Amendment I

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.

Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Rights and Limitations Activity Questions

1. Find where you highlighted the word “right.” Who do the rights belong to in the Bill of Rights? Think broadly, but you can also list specific examples from the document.

2. Review where you highlighted a negative word (no, not, nor). These statements indicate limitations. Who or what does the Bill of Rights place limitations on? Think broadly, but you can also list specific examples from the document.

3. Limitations in the first ten amendments also protect rights. Choose one limitation and explain the right it protects.

4. How does the Bill of Rights impact your life today? You can think of immediate examples, or hypothetical scenarios.

Answer Key: Bill of Rights Transcript

Note: The following text is a transcription of the first ten amendments to the Constitution in their original form. These amendments were ratified December 15, 1791, and form what is known as the "Bill of Rights."

Amendment I

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.

Amendment II

A well regulated Militia, being necessary to the security of a free State, the **right** of the people to keep and bear Arms, shall **not** be infringed.

Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, **nor** in time of war, but in a manner to be prescribed by law.

Amendment IV

The **right** of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall **not** be violated, and **no** Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; **nor** shall any person be subject for the same offence to be twice put in jeopardy of life or limb; **nor** shall be compelled in any criminal case to be a witness against himself, **nor** be deprived of life, liberty, or property, without due process of law; **nor** shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the **right** to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the **right** of trial by jury shall be preserved, and **no** fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall **not** be required, **nor** excessive fines imposed, **nor** cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution, of certain **rights**, shall **not** be construed to deny or disparage others retained by the people.

Amendment X

The powers **not** delegated to the United States by the Constitution, **nor** prohibited by it to the States, are reserved to the States respectively, or to the people.

Answer Key: Rights and Limitations Activity

1. Find where you highlighted the word “right.” Who do the rights belong to in the Bill of Rights? Think broadly, but you can also list specific examples from the document.

The People

Additional answers: Homeowners (Third Amendment); the accused (Sixth Amendment); States (Tenth Amendment)

2. Review where you highlighted a negative word (no, not, nor). These statements indicate limitations. Who or what does the Bill of Rights place limitations on? Think broadly, but you can also list specific examples from the document.

The Federal Government

Additional Answers: Congress (First Amendment); the Military (Third Amendment); Federal Law Enforcement (Fourth Amendment); Federal Courts (Fifth-Eighth Amendment)



3. Limitations in the first ten amendments also protect rights. Choose one limitation and explain the right it protects.

Student examples could include:

The First Amendment protects the right to free exercise of religion, speech, and the press

The Third Amendment gives homeowners the right to refuse to quarter soldiers during peacetime

The Fifth Amendment protects the right of people to only be tried once for an offence, to not be a witness against himself, the right to due process of law when facing the denial of life, liberty, or property, and for fair compensation when private property is taken by the government

The Eighth Amendment secures the right of an individual to reasonable bail, fines, and punishments

4. How does the Bill of Rights impact your life today? You can think of immediate examples, or hypothetical scenarios.

For this question, students should think about how the different amendments could protect them in different ways.

Answers may include: The Bill of Rights protects my right to practice my religion, to protest and petition my government. Freedom of speech protects the books I read or the art I view. The Bill of Rights protects me in my interactions with law enforcement. If I was ever accused of a crime, the Bill of Rights would help ensure that I receive a fair trial.

Additional Discussion Points: Ask if your students think the rights in the Bill of Rights are absolute (meaning they have no restrictions), or if they think there are restrictions on our rights. You can share examples like the limitations on speech inciting imminent lawless action, or the requirement of a permit for peaceful protests in some spaces.

The Bill of Rights: Rights and Limitations Chart

<u>Rights of the People</u> The People Can:	<u>Limits on the Government</u> The government can't:
Assemble; Petition the government	Establish religion or prohibit religious practice; limit freedom of speech or the press
Keep and bear arms	Station soldiers in people's houses without consent
Be secure in houses, papers, and effects from unreasonable search and seizure	Search you or seize property without a warrant based on probable cause and an oath
Have a speedy and public trial with a jury of one's peers	Hold you for a crime without bringing charges from a grand jury
Have a lawyer in a trial	Try a person twice for the same crime
Be informed of the specific nature and causes of accusations	Require a person to testify against themselves in a criminal case
Be confronted by witnesses at a trial when charged with a crime	Take a person's property without fair compensation
Compel defense witnesses to appear on their behalf	Deprive you of life, liberty, or property without due process of law
Have a trial by jury in civil cases	Require excessive bail and fines or inflict cruel and unusual punishments
	Take powers that belong to the states or the people
	Say these are the only rights you have

How to Prepare Students for *The Bill of Rights in Real Life Virtual Program*

Guiding Questions

- What is the Bill of Rights and why was it created?
- How does the Bill of Rights impact our lives today?

Program Overview

During this interactive program, students will focus on the purpose and continued relevance of the Bill of Rights. Using National Archives records, they will identify historical scenarios related to the First, Fourth, and Eighth Amendments of the Bill of Rights and make connections between these historical debates and their lives today.

Guidance for Virtual Program

Note: The following outlines keys for success for The Bill of Rights in Real Life virtual program

Before Attending The Bill of Rights in Real Life Virtual Program

1. Please complete the required pre-program activity to prepare students for the program itself
2. Please print or provide students with digital access to the program documents (see [page 19](#))
 - [Selections from the Letter from Eugenia Genovar](#)
 - Distribute to half of the class
 - [FULL Letter from Eugenia Y. Genovar Regarding Comic Book Censorship](#) (Optional)
 - [Letter from Robert Merdian Regarding Comic Book Censorship](#)
 - Transcript of Letter
 - Distribute to half of the class
 - [Search Warrant from Katz v. United States](#)
 - Distribute to whole class
 - [Rosenberg Case \(Telegram 1\)](#)
 - Distribute to whole class
 - [Rosenberg Case \(Telegram 2\)](#)
 - Distribute to whole class
 - [Question Sheet](#)

During The Bill of Rights in Real Life 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 may 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. The Bill of Rights in Real Life 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 (2-3 students per group).

Program documents

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

NOV 27 1953

5022
Card
1-6-54
271 St. George Street
St. Augustine, Florida
November 24, 1953
[Signature]

My dear Senator Hendrickson,

I see in today's Florida Times-Union that you have been appointed to head a committee for the investigation of juvenile delinquency.

This is indeed a very fine idea for really a mother today lives in constant fear because of the awful increase in crime among the young, and especially the dreadful increase of sex crimes and depravity.

My dear Senator Hendrickson as an American mother I offer you these suggestions.

First, please read the article in the November issue of Ladies Home Journal on "What Parents Don't Know About Comic Books" by Dr. Frederick Wertham. I am positive that he has the right idea!

If the mothers of our beloved country would unite to have these pernicious comic books banned I am sure it would be a great step forward in the control of the young, especially the young boys.

Second, all the awful crime stories and murder mysteries sent out to pollute the air and corrupt the minds of our younger generation.

I do not want to bore you with onerous detail but I have found that even though a mother is alert and does not allow her children to waste their money or time on these cheap and filthy comics, one's children can read them at the book stands or read them when they visit their friends.

Third, reading all these lurid, highly colored comics ruins a child's appetite for good books as the better literature sounds too tame after this other highly seasoned diet.

I believe that the P. T. A's all over the country could unite to have these comics banned, many cities have done this and as Dr. says, we have laws that prohibit selling poison, why can't we prohibit these people from selling poison to our children's minds?

I do not think that it is necessary or just to conduct an investigation that will cause the long suffering, over taxed American citizen a great deal of money when the evidence is right in front of our eyes and the way to stop it is so very simple.

Of course you will have educators (?) and others who will rise up and say these comics do not harm the minds of the readers but I think the proof that they do is right in front of us, in increased juvenile delinquency for as you know, we do spend a great deal of money on our schools, our recreation programs, etc, and the great majority of the parents are trying to bring their children up right, yet, in spite of all this we are appalled at what we read in the papers every day and hear from our neighbors, friends, nurses and doctors.

I will not take up any more of your time.

With heartfelt best wishes, I am,

Sincerely yours,

Eugenia G. Genovar

Selections from Letter from Eugenia Genovar

My dear Senator Hendrickson as an American mother I offer you these suggestions.

If the mothers of our beloved country would unite to have these **pernicious** comic books banned I am sure it would be a great step forward in the control of the young, especially the young boys.

Of course you will have educators (?) and others who will rise up and say these comics do not harm the minds of the readers but I think the proof that they do is right in front of us, in increased juvenile delinquency

Questions

1. Does the author agree with the idea that comic books contribute to youth crime? What makes you say this?
2. Which First Amendment right do we see in action?

Words to Know

Pernicious: Harmful; Dangerous

Card 6/24/54

JUN 22 1954

476 Evergreen Avenue
Millvale 9, Pennsylvania

Dear Sir.

I have been reading comic books for seven to nine years. Every kind of book that was written, I have never robbed a bank or thinks like that. My personal opinion is I think reading crime books makes a young or old person not want to commit a crime, because in every story the old saying "Crime don't pay" is carried out. The person or persons committing the crime are always caught. The fear of this stops crime and stops juvenile delinquency in fact there is not a sufficient number of the comic books on the book stands. I am 14 years old.

Thank you
Robert Merdian

Transcript for Letter from Robert Merdian

Note: The following is a transcription of the Letter from Robert Merdian regarding comic book censorship. Some of the original spelling has been corrected.

476 Evergreen Avenue
Millvale 9, Pennsylvania

[at the top left corner handwritten "card 6/24/54 II" and stamped "Jun 22 1954"]

Dear Sir.

I have been reading comic books for seven to nine years. Every kind of book that was written. I have never robbed a bank or thinks like that. My personal opinion is I think reading crime books makes a young or old person not want to commit a crime because in every story the old saying "Crime don't pay" is carried out. The person or persons committing the crime are always caught. The fear of this stops crime and stops juvenile delinquency. In fact there is not a sufficient number of the comic books on the book stands. I am 14 years old.

Thank you

Robert Merdian

Questions

1. Does the author agree with the idea that comic books contribute to youth crime? What makes you say this?
2. Which First Amendment right do we see in action?

United States District Court
FOR THE

SOUTHERN DISTRICT OF CALIFORNIA

Commissioner's Docket No. 42

Case No. 127

UNITED STATES OF AMERICA

v.

The premises known as Room
123- 8400 Sunset Blvd.,
Sunset Towers West
Los Angeles, California

SEARCH WARRANT

To any Deputy U. S. Marshal or any Special Agent of the Federal
Bureau of Investigation

Affidavit having been made before me by **John Robert Barron**

that he {has reason to believe} that {~~on the person of~~
is positive} {on the premises known as} The premises known as
Room 123 - 8400 Sunset
Blvd, Sunset Towers West
Los Angeles, California

in the Southern District of California

there is now being concealed certain property, namely bookmaking records, wagering
paraphernalia, including but not limited to, bet slips, betting markers,
run down sheets, schedule sheets indicating the lines, adding machines,
money, telephones, telephone address listings

which are designed and intended for use as the means of committing
criminal offenses in violation of Title 18, United States Code Section
1084, and violations of 441, 4412 and Section 7203 of the Internal
Revenue Code.

CERTIFIED AS A TRUE AND CORRECT COPY

OF THE ORIGINAL DOCUMENT WHICH IS NOW

ON FILE IN THIS OFFICE

and as I am satisfied that there is probable cause to believe that the property so described is being
concealed on the {person} above described and that the foregoing grounds for application for issu-
{premises} ance of the search warrant exist.

UNITED STATES COMMISSIONER

You are hereby commanded to search forthwith the {~~person~~
{place} named for the property specified, serv-
ing this warrant and making the search {in the daytime
at any time in the day or night} and if the property be found
there to seize it, leaving a copy of this warrant and a receipt for the property taken, and prepare a writ-
ten inventory of the property seized and return this warrant and bring the property before me within
ten days of this date, as required by law.

Dated this 25th day of February, 19 65

RUSSELL R. HERMAN, S. Commissioner.

1. The Federal Rules of Criminal Procedure provide: "The warrant shall direct that it be served in the daytime, but if the affidavits are positive that the property is on the person or in the place to be searched, the warrant may direct that it be served at any time." (Rule 41C)

JKV:mao

47

Telegram #1

The White House
Washington

1953 JAN 8 AM 7 11

WA132 NL PD

TDL ELMONTE CALIF JAN 7 1953

THE PRESIDENT

THE WHITE HOUSE

HONORABLE SIR AS A VOTER FOR MORE YEARS THAN I LIKE TO
REMEMBER AND A WORLD WAR ONE VETERAN WITH OVER
SEVENTEEN MONTHS OVERSEAS A REAL 100 PERCENT AMERICAN
I IMPLORE YOU NOT TO GRANT ANY CLEMENCY TO MR OR
MRS ROSENBERG FOR THE SAKE OF OUR COUNTRY. THEY WERE
TRAITORS AND DESERVE THEIR FATE WHAT THEY DID IS

COSTING MORE REAL AMERICAN YOUTHS LIVES EVERY DAY.
LETS SHOW THESE COMMUNISTS THEY CANNOT FOIL OUR
AMERICAN WAY OF LIFE AND THE WORLD WIDE PRINCIPALS
OF FREEDOM LOVING PEOPLE. INCIDENTALLY THAT WAS A
GRAND REPORT YOU GAVE TODAY GOD LOVE YOU

WILLIAM L PINNEY.

Telegram #2

The White House
Washington

WA091 NL PD

1953 JAN 9 AM 10 01

EVANSTON ILL JAN 8

THE PRESIDENT

THE WHITE HOUSE

ALTHOUGH I THINK YOU WOULD BE PERFECTLY JUSTIFIED IN NOT
COMMUTING THE DEATH SENTENCE OF THE ROSENBERGS AND IN NO
SENSE PERSONALLY RESPONSIBLE I THINK YOU SHOULD COMMUTE
THAT SENTENCE TO LIFE IMPRISONMENT WE ARE NEVER SURE THAT
SUCH PEOPLE CANNOT REFORM AND BECOME GOOD WORTH WHILE
CITIZENS ALSO IT IS MOST LIKELY THAT THE ORDEAL THROUGH

WHICH THEY HAVE ALREADY PASSED HAS DONE MUCH TO AFFECT
THAT END DEATH SENTENCES IN THE PAST HAVE NOT PREVENTED
SUBSEQUENT CRIMES BUT LOVE AND FORGIVENESS ARE THE MOST
POWERFUL FORCES IN THE WORLD BOTH TO CONVICT US OF OUR
GUILT AND TO MAKE US BETTER PEOPLE I HOPE YOU WILL SAVE
THEM

CLARK N ROSS..

Telegram #1

1. Do the petitioners support or oppose capital punishment? Quote evidence from the document that tells you this.
2. How does this record connect to the Eighth Amendment?
3. Did you find the petitioners' argument persuasive? Why or why not?

Telegram #2

1. Do the petitioners support or oppose capital punishment? Quote evidence from the document that tells you this.
2. How does this record connect to the Eighth Amendment?
3. Did you find the petitioners' argument persuasive? Why or why not?

Post-Program Activity

Create Your Own Amendment to the Constitution

Estimated Time: 30 minutes

Objectives: Through completing this activity, students will

- Review content learned during The Bill of Rights in Real Life virtual program
- Create a proposed amendment to the Constitution, demonstrating their understanding of the Bill of Rights and the amendment process

Activity Outline:

1. **Introduction:**

- Use the following questions to review material from The Bill of Rights in Real Life virtual program
- **Ask Students:**
 - Why was the Bill of Rights written?
 - What are some of the rights included in this document?
 - How does the Bill of Rights impact you today?

2. **Main Activity:** Create your Own Constitutional Amendment

- This activity can be completed in small groups or individually
- Provide students with a [copy of the 27 amendments](#) to the United States Constitution. Highlight constitutional amendments beyond the Bill of Rights that may be of particular relevance/interest to students
 - 13th Amendment: Abolished slavery
 - 15th Amendment: Banned states from denying the right to vote “on account of race, color, or previous condition of servitude”
 - 16th Amendment: Income tax
 - 19th Amendment: Granted women the right to vote
 - 22nd Amendment: Presidential term limit
 - 26th Amendment: Lowered the voting age to 18
 - 27th Amendment: Congressional compensation
- Using the Amendment template (see [page 29](#)) or a piece of paper, have students propose their own amendment to the Constitution
- Potential Scaffolding Questions:
 - What do you think our 28th amendment should be?
 - What rights do you feel should be protected by the Constitution that are not currently listed?
 - What issues or concerns do you have that you would like the government to address?
 - What limitations on government authority should be included in the Constitution that are not currently listed?
- Additional historical context to provide students if needed
 - There have been more than 11,000 proposed amendments to the Constitution.
 - Examples of proposed amendments include:

- Balanced Budget Amendment (H.J. Res. 1- first 3 sections)
- Equal Rights Amendment (H.J. Res. 208)
- Child Labor Amendment (H.J. Res. 184)
- District of Columbia Voting Rights Amendment (H.J. Res. 554)
- Titles of Nobility Amendment
- Original First Amendment
- Term Limits Amendment (H.J. Res. 32)

3. **Wrap-Up:** Vote on Your Constitutional Amendments

- Ask a few students to share their responses
- Choose one or more of the amendments to vote on
 - An amendment to the Constitution must be approved by $\frac{2}{3}$ of both houses of Congress and $\frac{3}{4}$ of the states
 - Have students in the class vote on the proposed amendment to see if it reaches the $\frac{2}{3}$ threshold
 - If it does, have students across the grade (or another grade) vote on the proposed amendment to see if it reaches the $\frac{3}{4}$ threshold

My Amendment:

My Amendment:

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

- [The Bill of Rights | National Archives](#)
- [The Bill of Rights: A Transcription | National Archives](#)
- [Bill of Rights \(1791\) | National Archives](#)
- [Teaching the Bill of Rights \(DocsTeach\)](#)

Educational Activities

- National Archives Museum Online Exhibits
 - [Amending America | National Archives Museum](#)
- DocsTeach
 - [Analyzing Senate Revisions to the Bill of Rights](#)
 - [The First Amendment](#)
- Center for Legislative Archives
 - [Congress Creates the Bill of Rights | National Archives](#)