

K-2: Make Your Voice Count Teacher Guide

Congress OF THE United States,

1775.



NATIONAL
ARCHIVES

How to Use this Guide

Dear Educators,

Thank you for your interest in the Make Your Voice Count virtual program for grades K-2! 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 Standards for Civics and Government (K-4)	College, Career, & Civic Life C3 Framework for Social Studies State Standards
NSCG-C.K-4.5.C.1: Students should be able to explain why certain rights are important to the individual and to a democratic society.	D2.Civ.2.K-2 Explain how all people, not just official leaders, play important roles in a community. D2.Civ.14.K-2 Describe how people have tried to improve their communities over time. D2.His.11.K-2 Identify the maker, date, and place of origin for a historical source from information within the source itself D4.7.K-2 Identify ways to take action to help address local, regional, and global problems.

Required Pre-program Activity

Historical Context

Note: The following provides background information for content covered during the Make Your Voice Count virtual program. It is adapted from material available online at [The Bill of Rights: What Does it Say? | National Archives](#) and [The Bill of Rights: How Did it Happen? | 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."

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 Make Your Voice Count virtual program.

What is a Right?

Estimated time: 30 minutes

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

- Define the terms “Bill of Rights” and “Right”
- Describe rights that teachers and students have within a classroom
- Identify the Five Freedoms protected in the First Amendment

Activity Outline:

1. **Introduction:** What is the Bill of Rights?

- **Ask Students:** Have you ever had to change something that you made – maybe something that you have written or drawn?
- The people who created the U.S. government would have to raise their hands too. The United States Constitution, the document that established our current government over 230 years ago, was changed just a few years later through the Bill of Rights.
- The Bill of Rights is the first ten amendments, or changes, to the U.S. Constitution. Today, we are going to learn more about why the Bill of Rights was created.

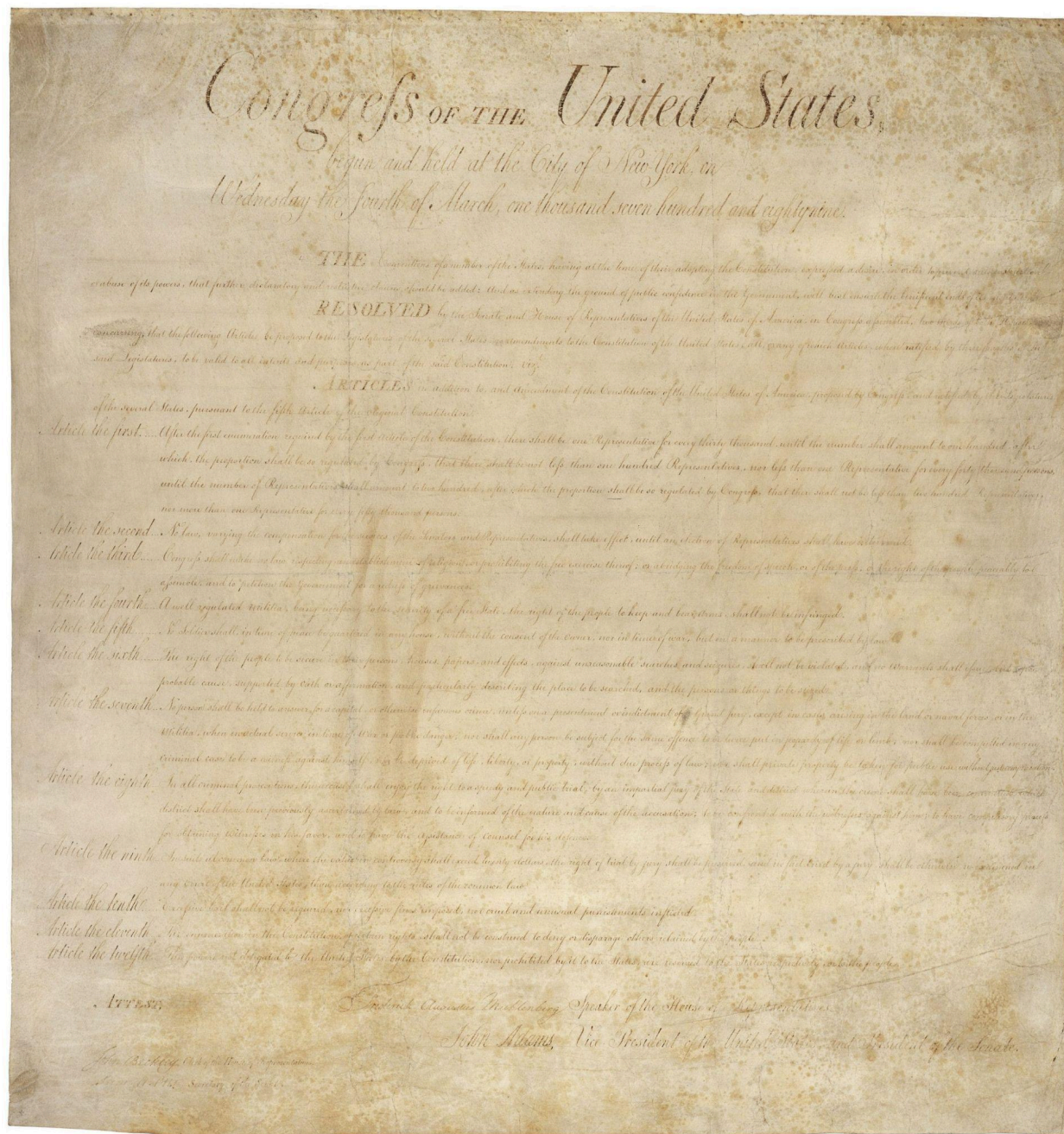
2. **Main Activity:** Classroom Rights

- Each student should receive a graphic organizer (see [page 7](#)). Feel free to modify the graphic organizer as needed.
- **Ask Students:** What is a right? Have you heard of this word before?
- Define the term “rights” for students: A right is a power that you have as a person to do something or be treated in a certain way.
 - Rights are actions we can expect to be able to do and actions from which we can expect to be protected
- Create a list of rights for students that the class thinks are important and record them in the student half of the Classroom Rights Graphic Organizer.
 - **Ask Students:** Within the classroom, students have the right to...?
- Create a list of rights the teacher has in the classroom. If there are rights that students and teachers share, add them to the center.
 - **Ask Students:** Within the classroom, a teacher has the right to...?
- **Ask students:** How would you feel if you did not have any of these rights?
 - Call on a few students to share their thoughts
- Explain to students that the people who first created the government of the United States wanted to make sure that everyone had rights. They created a document called the Bill of Rights. Remind students that the Bill of Rights is the

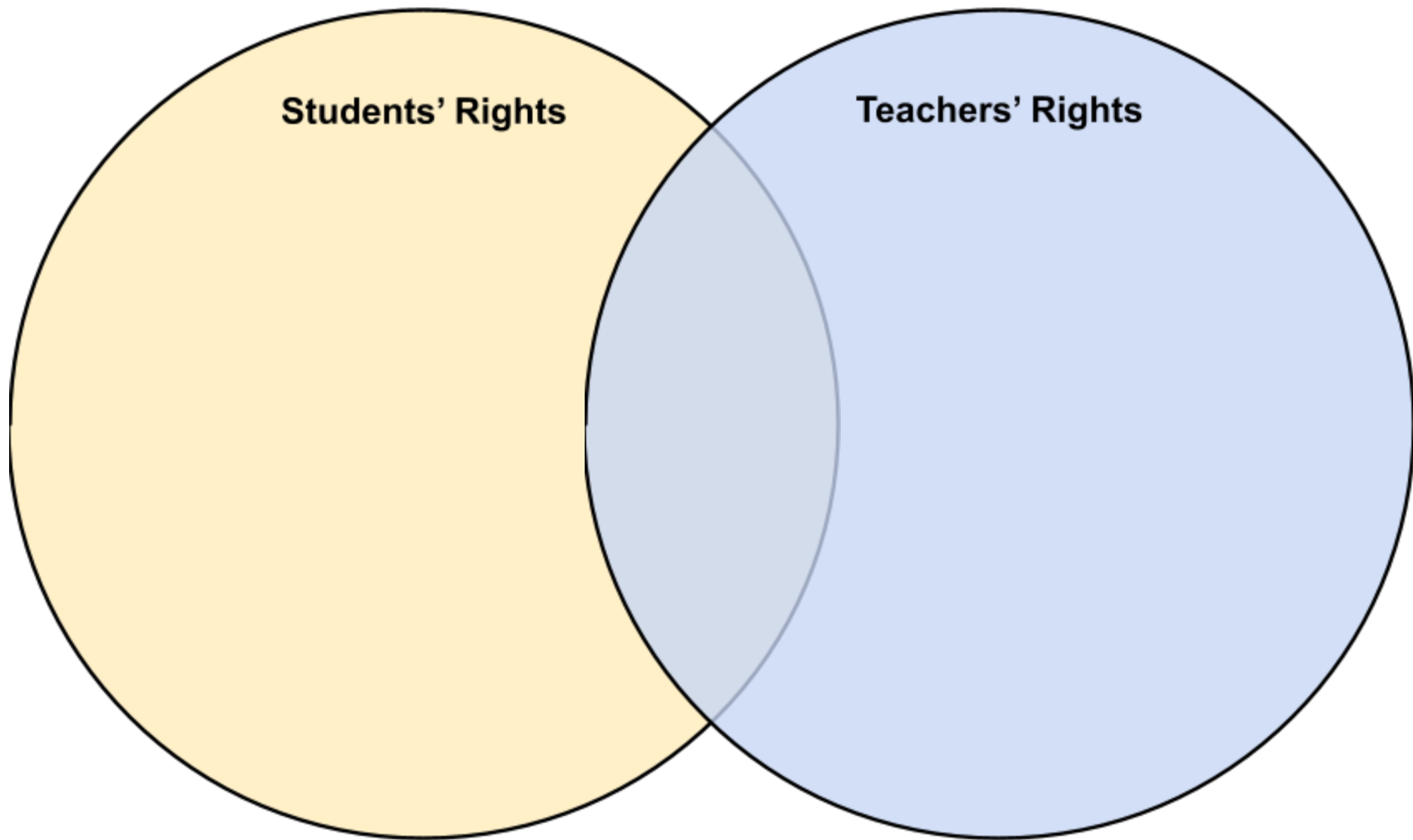
first ten amendments (or changes) to the United States Constitution. The First Amendment of the Bill of Rights protects five freedoms.

- Show the text of the First Amendment of the Bill of Rights. Identify or ask students to identify the five freedoms: Freedom of Religion, Speech, Press, Assembly, and Petition (see [page 8](#)).
3. **Program Connection:** During the Make Your Voice Count virtual program, we will learn more about three of these freedoms – Speech, Assembly, and Petition – and see how people have used their First Amendment rights throughout U.S. history to make their voices count.

Pre-program Activity Documents



The Bill of Rights

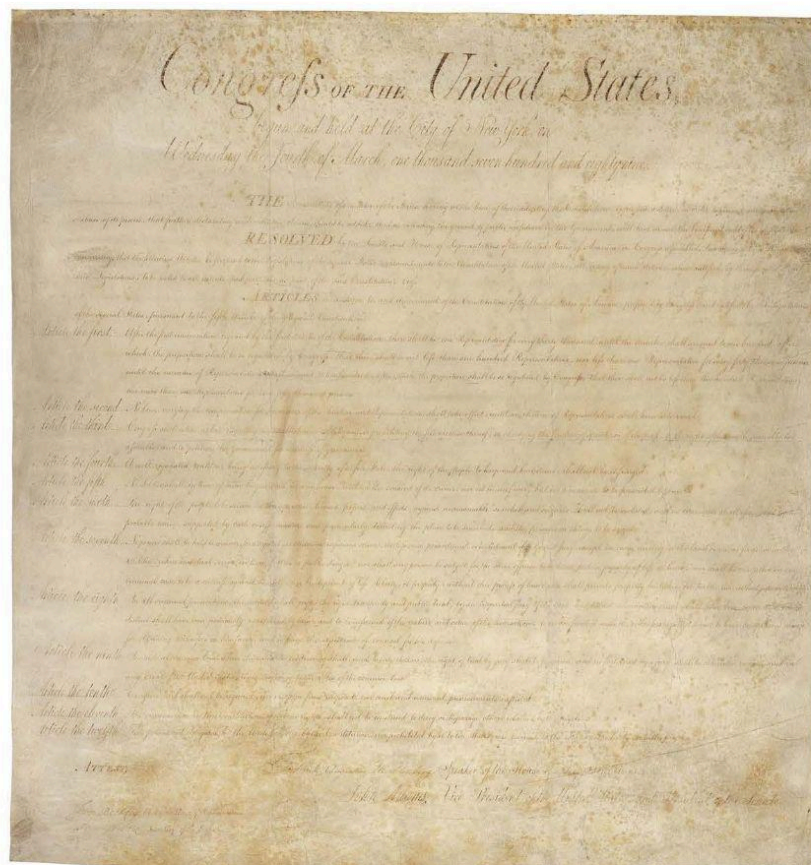


Classroom Rights Graphic Organizer

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.

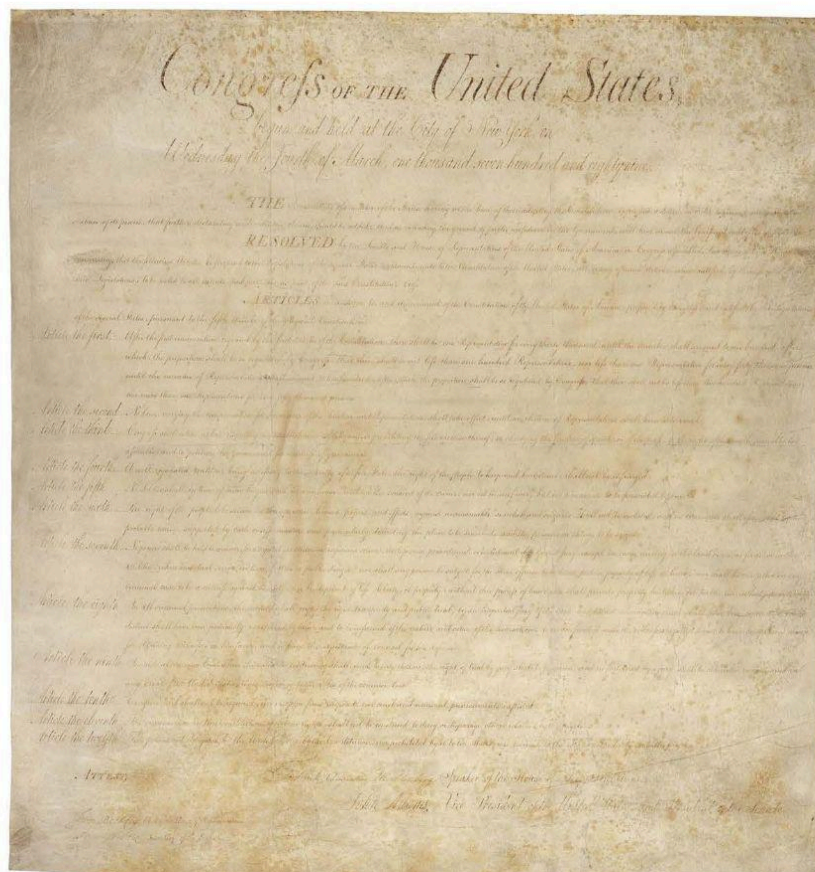
The Bill of Rights



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.

The Bill of Rights



How to Prepare Students for the *Make Your Voice Count* Virtual Program

Guiding Questions

- What is the Bill of Rights and why was it created?
- What rights are included in the First Amendment, and why are they important?

Program Overview

During this interactive program, students will explore the First Amendment in the Bill of Rights using National Archives records to learn about the importance of rights and how to exercise their freedoms.

Guidance for Virtual Program

Note: The following outlines keys for success for the Make Your Voice Count virtual program.

Before Attending the Make Your Voice Count 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 12](#))
 - [The Bill of Rights](#)
 - [Youth March for Integrated Schools](#)
 - [Letter Asking for a Kids Day](#)
 - [Civil Rights March on Washington, D.C. \[Dr. Martin Luther King, Jr. speaking.\]](#)
3. Optional program documents to print or provide students with digital access
 - [Demonstration on Homelessness Issues](#)
 - [Letter from Brandon Golden to President Bush requesting better school lunches](#)
 - [Letter from Pam Kaplan to President Nixon](#)
 - [Flag Bearer for Women's Rights Standing Near White House](#)
 - ["Freedom of Speech" Poster](#)

During the Make Your Voice Count 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. Make Your Voice Count 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 - Pg. 12 - 20

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

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.

THE Conventions of the members of the States, having at the base of their adopting the Constitution, expressed a desire, in order to prevent a suspension of its powers, that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government, will best ensure the longest continuance of its powers,
RESOLVED by the Senate and House of Representatives of the United States of America, in Congress assembled, two thirds of both Houses concurring, that the following Articles be proposed to the Legislatures of the several States, as amendments to the Constitution of the United States; all existing former Articles, and Amendments, by their respective State Legislatures, to be voided to all intents and purposes, in part of the said Constitution: viz.

ARTICLES In addition to, and amendment of the Constitution of the United States of America, proposed by Congress, and adopted by the Legislatures of the several States, pursuant to the fifth Article of the original Constitution:

- Article the first. After the first enumeration required by the first Article of the Constitution, there shall be one Representative for every thirty thousand, until the number shall amount to one hundred, after which the proportion shall be as regulated by Congress, that there shall not be less than one hundred Representatives, nor less than one Representative for every fifty thousand persons, until the number of Representatives shall amount to two hundred, after which the proportion shall be as regulated by Congress, that there shall not be less than two hundred Representatives, nor more than one Representative for every fifty thousand persons.
- Article the second. No Law, varying the compensation for Services of the Senators and Representatives, shall take effect, until an election of Representatives shall have intervened.
- Article the third. Congress shall make no Law respecting an establishment of Religion, or prohibiting the free exercise thereof; or extending the period of years, or of the term, of the right of citizens, punishable by a fine, and to punish the Government for a breach of privilege.
- Article the fourth. 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.
- Article the fifth. 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.
- Article the sixth. 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.
- Article the seventh. 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.
- Article the eighth. 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, or within which district shall have been previously agreed upon 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.
- Article the ninth. In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and in all civil cases, shall be preserved in any Court of the United States, excepting the rules of the common law.
- Article the tenth. Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.
- Article the eleventh. The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.
- Article the twelfth. The powers not delegated to the United States by the Constitution, nor prohibited to the States, are reserved to the States respectively, or to the people.

ARTICLES

Frederick A. Muhlenberg, Speaker of the House of Representatives.

John Adams, Vice President of the United States, and President of the Senate.

John Beckley, Clerk of the House of Representatives.
James M. Smith, Secretary of the Senate.



OK Stacy's
Dear Stacy's
7/15

0-1 @ those
who joined with
you in writing.
12

DEAL School
DEAL NJ.
Third Grade

Dear, Mr. Ford

Mothers and fathers get to have Father's Day
and Mother's Day. So why can't we have
Kids day? Because we have Birthdays But so
do our parents. And PLEASE let us have
Kids day.

Yours TRU 19

Saul Sabin Penny Pissas Stacy Sylvia
Sean Scruffa David Delisa CHRISSEY Rubin
Ira Saltzman Billy Bradshaw Frieda Seruxa
Vinay Genta HADLEY EICHLER Michele Addico
Kyle Van Dyke Gail OBrien
Steven O. Kim Schuler Jenni Sabin David Burk





1522 N 19th St.
Lafayette, IN 47905
February 27, 1989

Dear Mr. President,

I like the educational tools we have in our schools, but could lunches be better? Could you come to our school 1915 Ball St. Linnwood School Lafayette, IN 47905? How was your trip in Europe and Asia? I am in the 4th grade. I hope you would send me a picture of the White House. It isn't fair that you compare the European school systems to our school system. They go all year around. It is no wonder that they are smarter than us. What is your favorite basketball team? Mine are the Boston Celtics.

Sincerely,

Brandon Golden

December 7, 1970

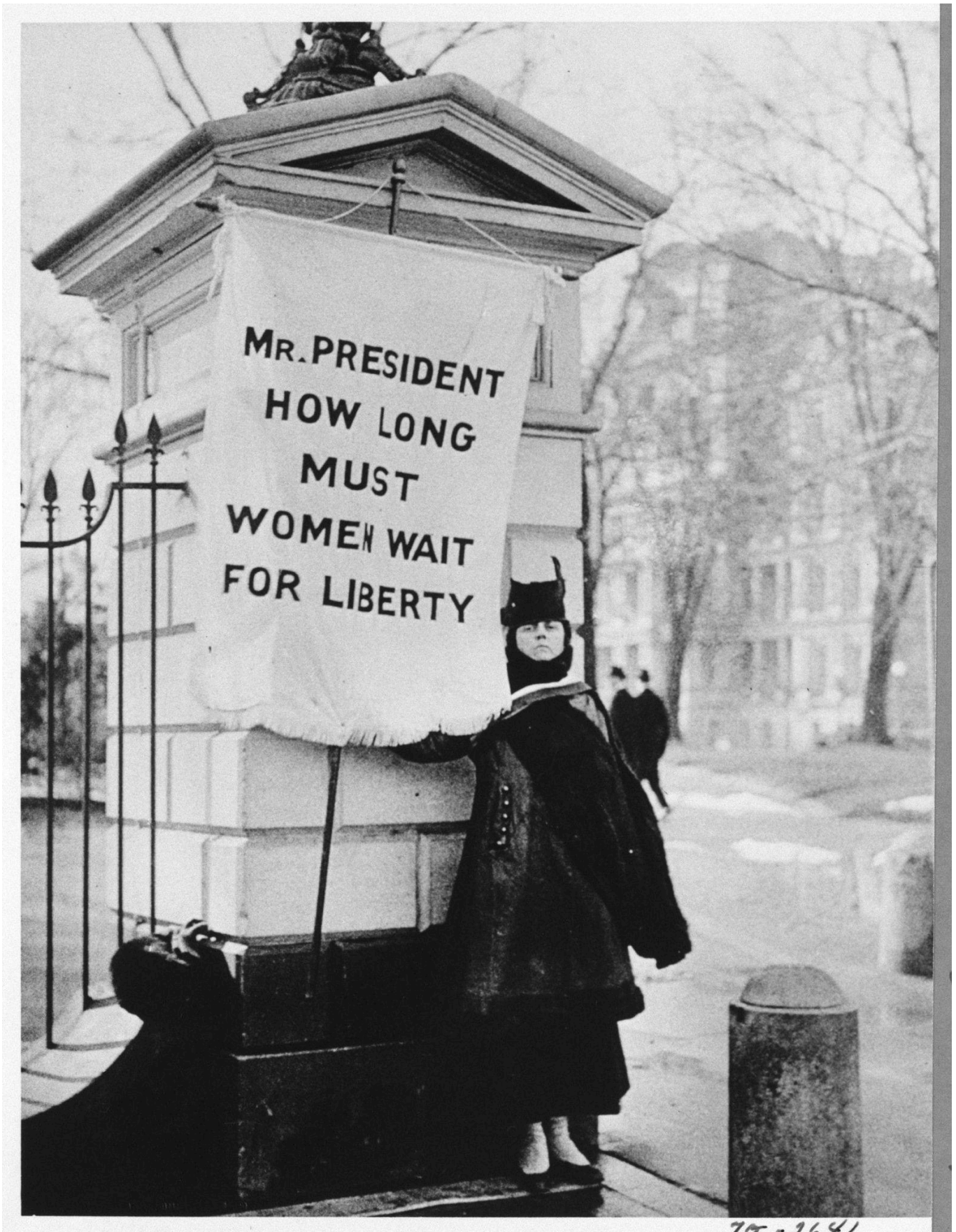
Dear President Nixon,

Please stop the war
in VietNam my cousin is in.

And I want the United
States to settle down.

Sincerely yours,

Pam Pam Kaplan



75-1641



Freedom of Speech

Post-Program Activity

Create a Classroom Book on First Amendment Freedoms

Estimated Time: 60 minutes

Objectives: Through completing this activity, students will

- Review content learned during the Make Your Voice Count virtual program
- Create a Classroom Book demonstrating their knowledge of First Amendment Freedoms and how people can exercise these rights

Activity Outline:

1. **Introduction:**

- Use the following questions to review material from the Make Your Voice Count virtual program
- **Ask Students:**
 - Why was the Bill of Rights written?
 - What are the Five Freedoms included in the First Amendment?
 - Why are these First Amendment Freedoms important?

2. **Main Activity:** Creating a Classroom Book on First Amendment Freedoms

- Ask students to list the three rights in the First Amendment that they learned about during the Make Your Voice Count virtual program.
- Have students brainstorm examples of what people might do to exercise each freedom
 - Ex: Hold a school assembly; write to a member of Congress or the President
- Ask each student to pick one of the examples and make an illustration of it using blank paper or the template provided (see [page 22](#))

3. **Wrap-Up:** Read Your Classroom Book

- Compile students' illustrations into a classroom book
- Read the book together as a class!

Freedom of _____

By: _____



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 \(DocsTeach\)](#)

DocsTeach Educational Activities

- [Writing to the President](#)
- [Rights and Responsibilities](#)
- [Analyzing a Photograph of a Suffrage Parade](#)