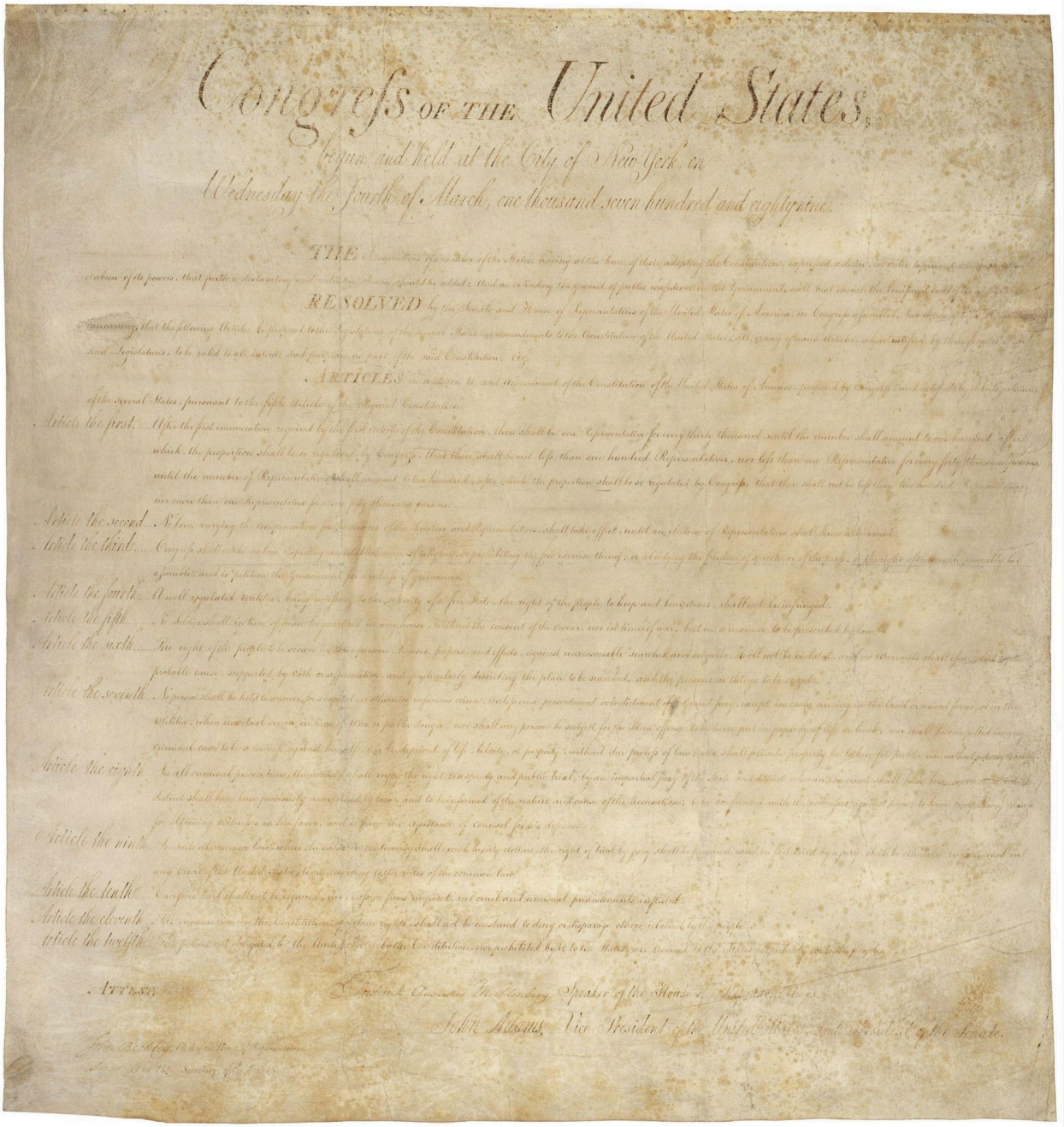
K-2: Make Your Voice Count Teacher Guide


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

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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, 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.

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John Beckley, Clerk of the House of Representatives.

Sam.A. Otis, Secretary of the Senate.

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.His.11.K-2:** Identify the maker, date, and place of origin for a historical source from information within the source itself **D2.Civ.14.K-2:** Describe how people have tried to improve their communities over time. **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.

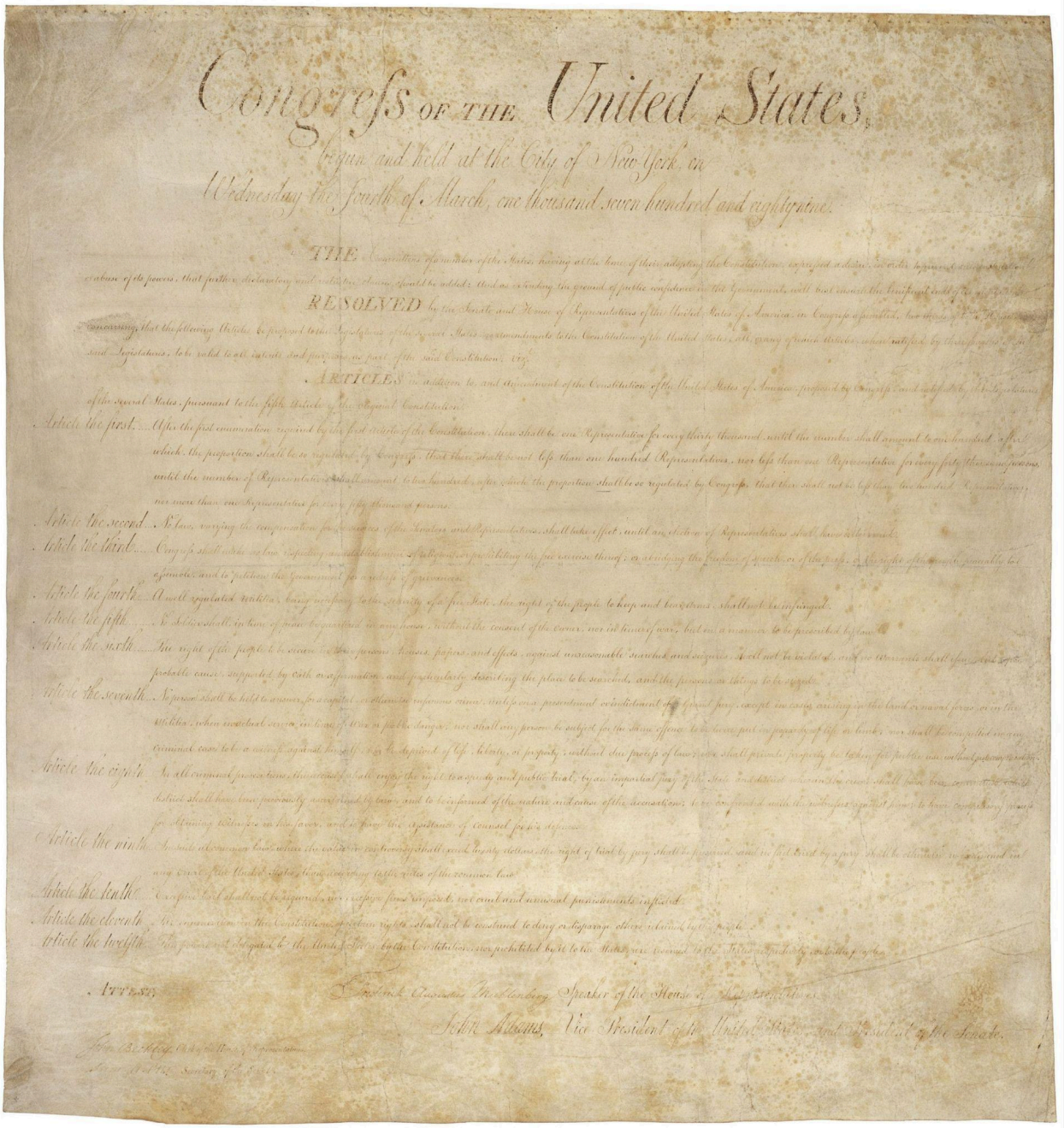
2. **Main Activity:** Classroom Rights
    - Each student should receive a graphic organizer (see page 7). Feel free to modify the graphic organizer as needed.
    - **Ask Students:** What is a right? Have you heard of this word before?
    - Define the term “right” for students: A right is a power that 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



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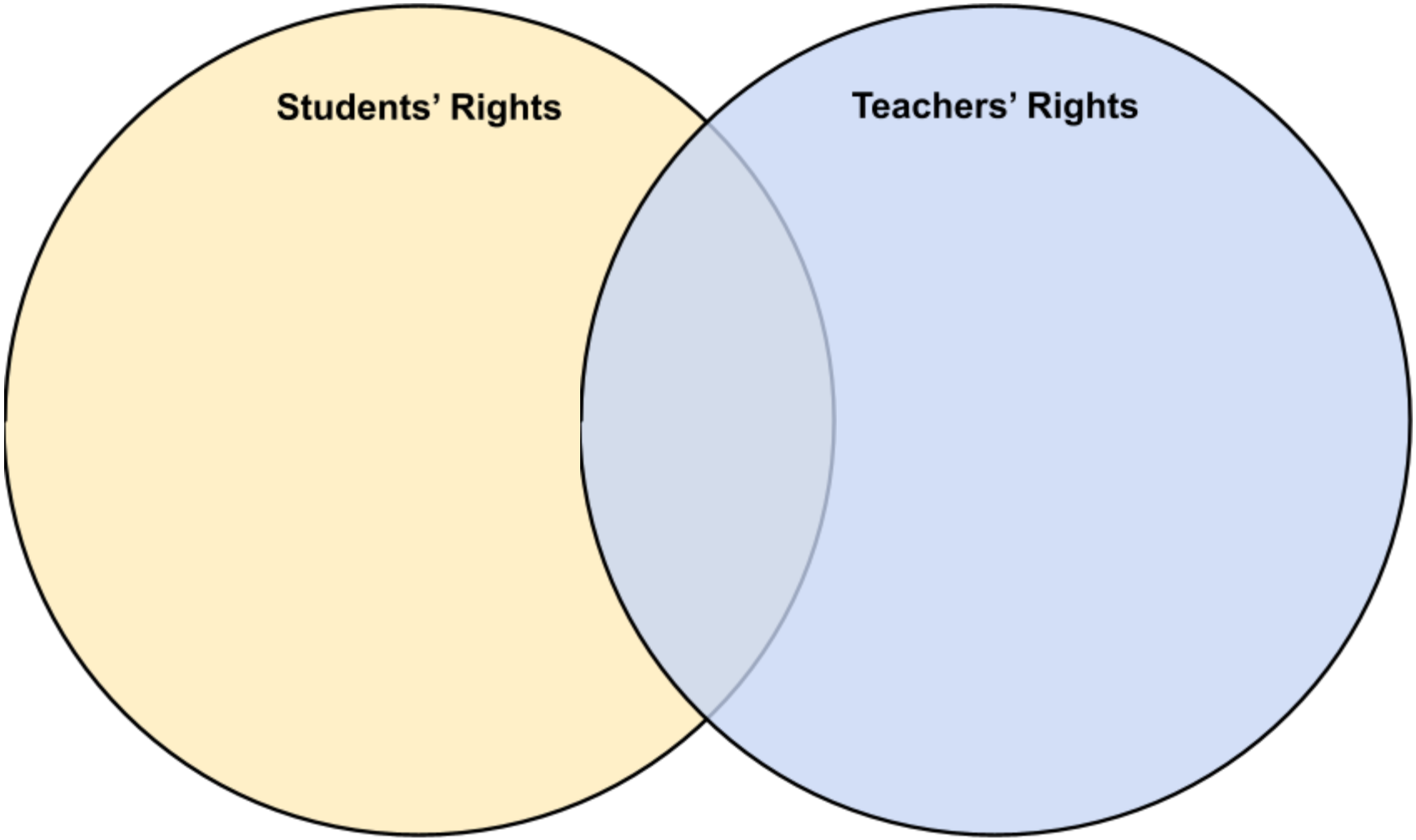
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[The Bill of Rights]

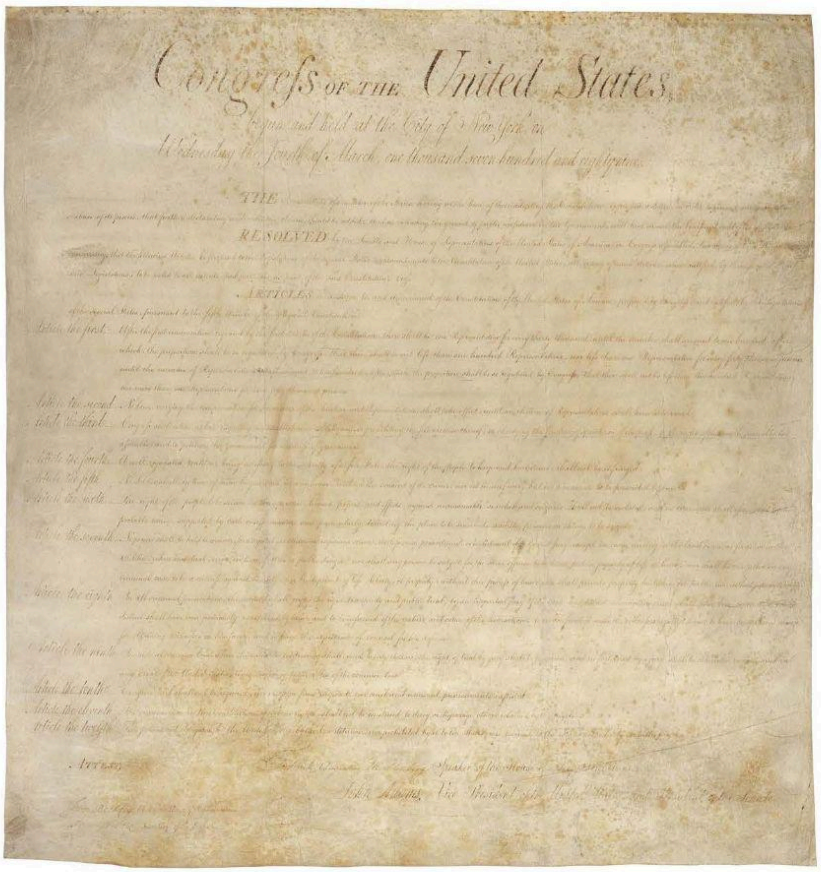


Classroom Rights Graphic Organizer

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.

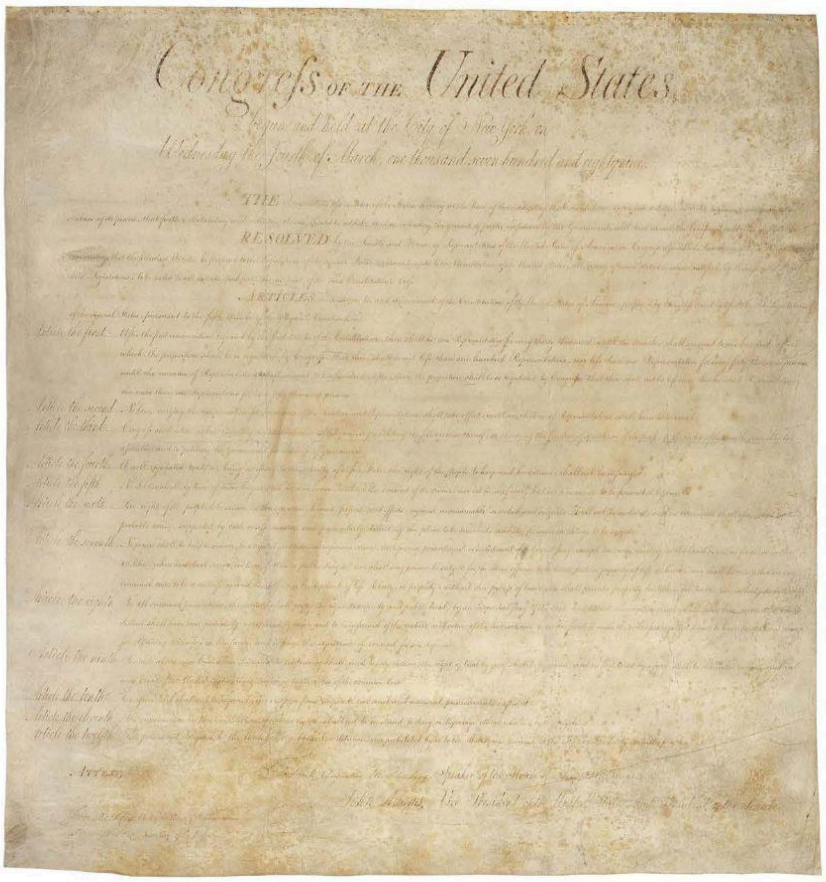
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The Bill of Rights



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
    - Students Ask for Category 5 Levee's
    - Letter from Pam Kaplan to President Nixon
    - Flag Bearer for Women's Rights Standing Near White House
    - "Freedom of Speech" Poster

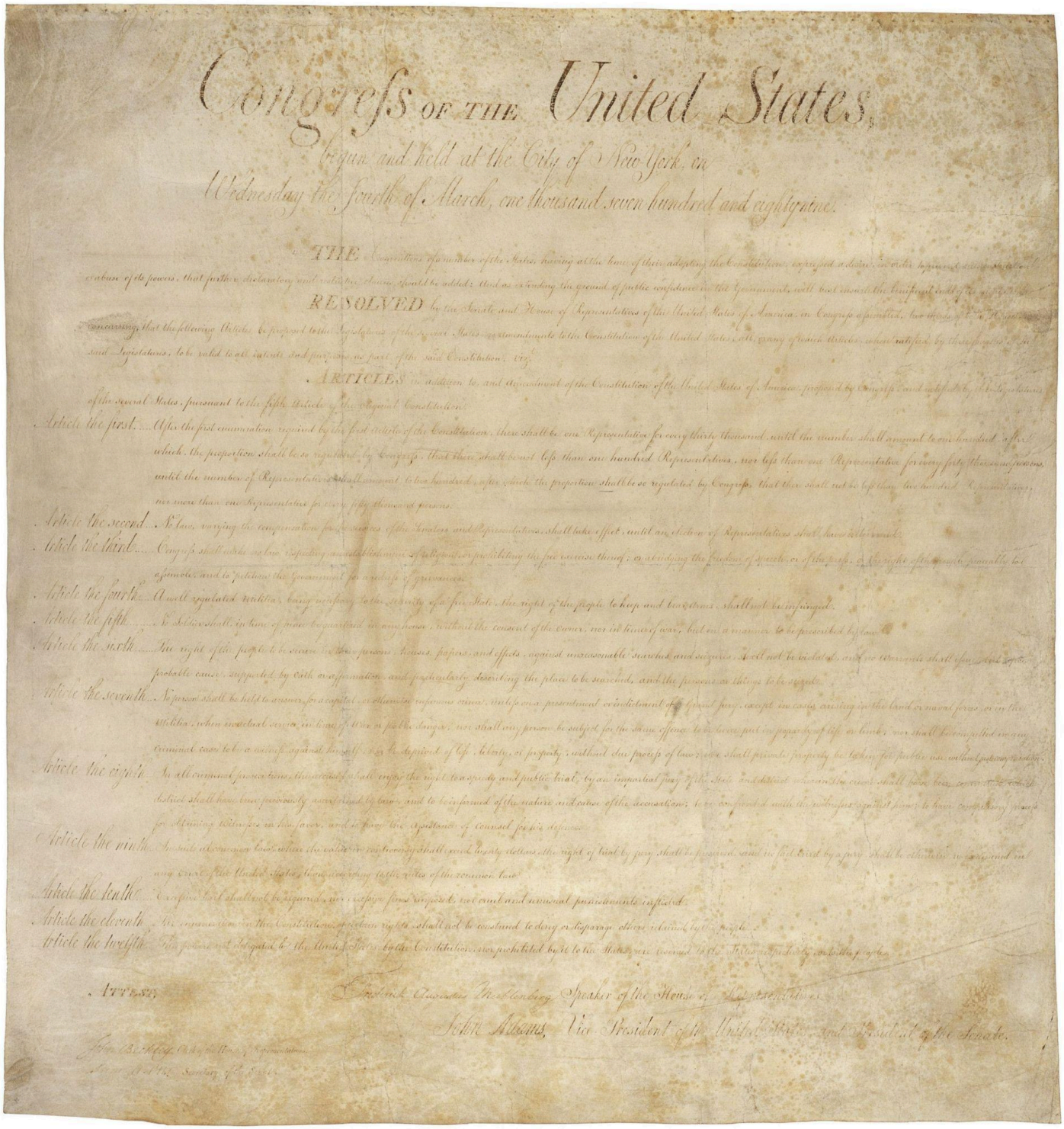
During the Make Your Voice Count Virtual Program

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.



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The Bill of Rights


FOR DEMOCRACY AND HUMAN DIGNITY!
STATE, COUNTY AND MUNICIPAL EMPLOYEES AFofL-CIO
LOCAL 420 SUPPORTS YOUTH MARCH
STATE, COUNTY AND MUNICIPAL EMPLOYEES AFofL-CIO
NEGRO, WHITE, CHRISTIAN
DC 37 SCME EQUALITY FOR ALL!
STATE, COUNTY AND MUNICIPAL EMPLOYEES AFofL-CIO
DC 37 SCME EQUALITY FOR ALL!
AFofL-CIO
DC 37 SCME EQUALITY FOR ALL!
AFofL-CIO
DC 37 SCME FIGHTS FOR CIVIL RIGHTS
STATE, COUNTY AND MUNICIPAL EMPLOYEES AFofL-CIO
LOCAL 420 SUPPORTS INTEGRATED SCHOOLS
STATE, COUNTY AND MUNICIPAL EMPLOYEES AFofL-CIO
DC 37 SCME EQUALITY FOR ALL!
AFofL-CIO
YOUTH MARCH

Dear Stacy's is 0-1 @ in those who joined with you in writing. 1/2

DEAL School
DEAL NJ.
Third Grade

Dear, Mr. Ford

Mothers and fathers get to have Fathers Day and Mother Day. So why can't we have kids day? Because we have Brithdays But so do our parents. And PLEASE Let us have kids day.

Yours TRUIY

Saul Sabin Penny Pissas Stacy Sylvia
Sean Scalfa David DeLisa CHRISSY Rubin
Ira Saltzman Billy Bradshaw Frieda Seruya
Vinay Genta HADLEY EICHLER Michele Addeo
Kyle Van Dyke Gail OBrien
Steven O. Kim Schuler Jennt Sabin David Burk




15 Children in Sioux Falls Sleep Outside
www. humanlikeyou. com
YOU CAN HELP THE HOMELESS
HOMELESSNESS is a reality
Kids
HOMELESSNESS -A reality in Sioux Falls.
Take time to
YOU CAN HELP the HOMELESS
www. humanlikeyou. com

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


CATEGOR
LEVEES
and
COASTAL
NOW
CAT. 5 Levees
AND COASTAL
RESTORATION
NOW!
CAT 5 Levees
AND
PART
AFFILIATION:
LOUISIANIAN
ARTY
FILIATION
OUISIANIAN
GATEG
LEV
AND
GOASTAL

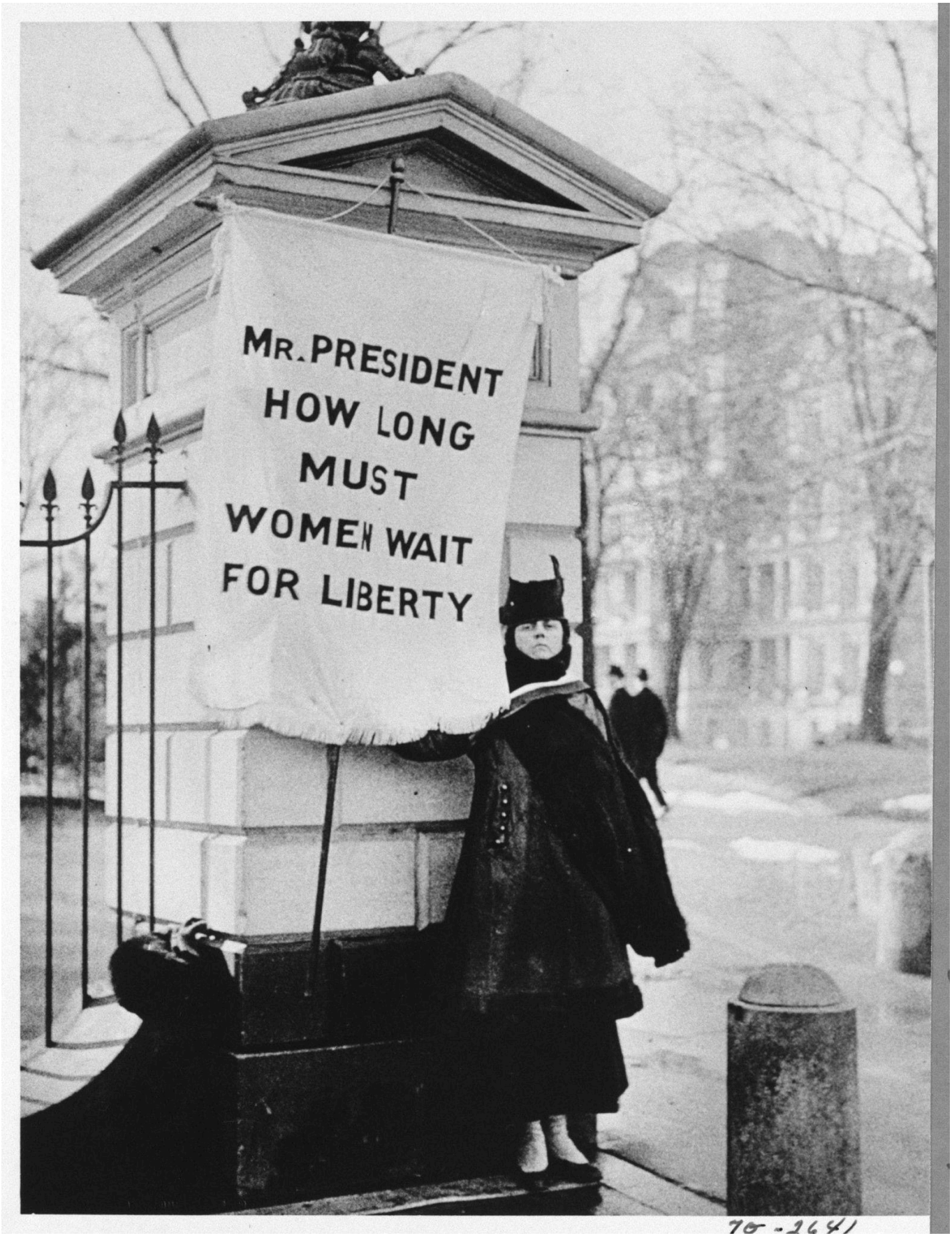
December 7, 1970

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 Kaplan


MR. PRESIDENT
HOW LONG
MUST
WOMEN WAIT
FOR LIBERTY



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 23)

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