

A Note to Educators:

Thank you for your interest in the First Amendment: Five Rights in One program for grades 3–5!

Program Objectives: After completing The First Amendment: Five Rights in One program with the National Archives, students will be better able to:

- Explain what rights are and why they are important
- Understand how one can exercise their rights
- Identify the rights protected in the First Amendment of the Bill of Rights
- Analyze primary sources

Program Documents: You can access all the documents and images included in this teacher guide and the National Archives presentation in this [folder](#) on DocsTeach.

How To Use This Guide: There are no required pre-program activities for this distance learning program. Instead, we've assembled a collection of activities that you can select from to share with students before or after their program with the National Archives or throughout your unit on the Bill of Rights as you see fit. Get started with the optional pre-program activities here or use the table of contents on the next page to navigate this guide.

Pre-Program Activities: Optional activities to prepare students for their National Archives program.

[What Are Rights?](#) (60 minutes) *Class Discussion*

Review the concepts of rights and limitations in the classroom and introduce the First Amendment. **Materials:** Classroom Rights and Limitations Graphic Organizer on [page 4](#) and the transcript of the First Amendment on [page 6](#)

[Suffrage Photograph Analysis](#) (20 minutes) *Online DocsTeach Activity*

Analyze a historical photograph and practice document analysis skills. Materials: [Online](#)

Post-Program Materials: Keep the conversation going after the program with post-program activities that start on [page 7](#). Start a [creative project](#) for exploring big ideas from the program or review the five freedoms with [The First Amendment of the Bill of Rights](#) DocsTeach activity.

We want to hear from you!

Twitter: [@USNatArchives](#)

Facebook: <https://www.facebook.com/usnationalarchives/>

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Pre-Program Activities

What Are Rights?

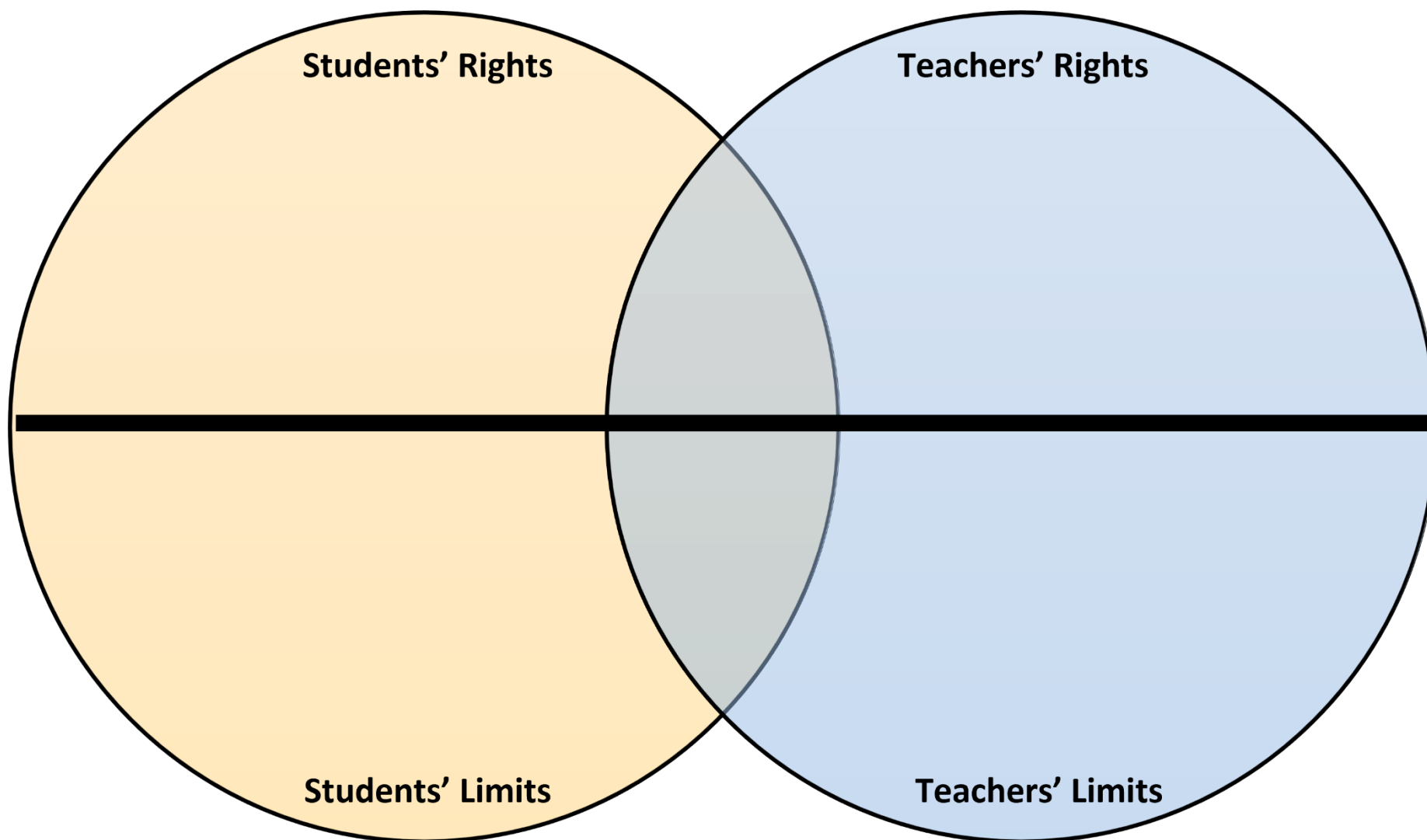
The objective of this activity is to review the discuss the idea of rights and limitations in the classroom and introduce the First Amendment.

Estimated time: 60 minutes

Part 1

1. Conduct a class discussion on rights and what rights are.
“A right is a person’s justifiable claim, protected by law (rules), to act or be treated in a certain way.” Source: [Annenberg Classroom](#)
2. Ask students to think about their classroom. Another way to think about the definition of rights is rights are actions we can expect to be able to do and actions from which we can expect to be protected. What are students’ expectations for what they get to do or how they get to be treated in the classroom?
3. Complete the student half of the Classroom Rights and Limitations Graphic Organizer on the next page by asking: “Within the classroom, students have the right to...” and “Within the classroom, students cannot...?”
4. Next, work together to create a list of rights and limitations the teacher has in the classroom. If there are rights and limitations that students and teachers share, add them to the center.
5. Ask students to think about what it would feel like if we did not have these rights. Have students share their thoughts.

Classroom Rights and Limitations Graphic Organizer



Part 2

6. Introduce the concept that as Americans we have certain rights that are protected by the Bill of Rights. The First Amendment of the Bill of Rights specifically protects five freedoms. Project the text of the First Amendment found on page 5 and read aloud. Ask students what rights are protected by the First Amendment. Conduct a close reading of the First Amendment and highlight or circle the protected rights.
7. 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.
8. Share that during the program with the National Archives, students will discover how people have exercised these rights throughout the history of the United States.

Activity Vocabulary

establishment: the act of founding or of proving

exercise: the act of putting into use, action, or practice

religion: a system of beliefs and practices worshipping a god or gods

prohibiting: banning for forbidding by authority

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

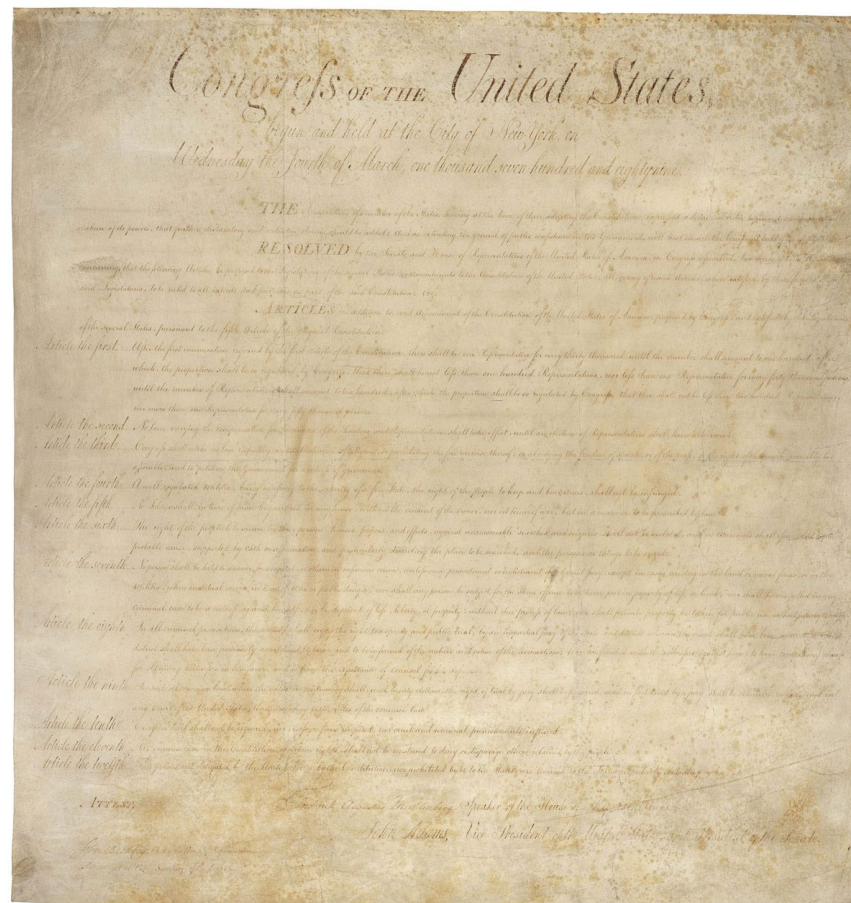
redress of grievances: to fix something that is thought to be wrong or unfair



The First Amendment of the Bill of Rights

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



Suffrage Photograph Analysis

In this activity, students will *analyze a historical photograph and practice the same document analysis skills they will use in the program with the National Archives. New to DocsTeach? Check out the [Getting Started](#) page for more information.*

Estimated time: 20 minutes

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 activity with the whole class.

Post-Program Activities

The following post-program activities provide opportunities to review key ideas from the program and build on students' knowledge of the Bill of Rights.

Creative Activities to Keep the Conversation Going!

Make a Classroom Bill of Rights: Students can think about rights in the classroom and the difference between rules and rights. Which freedoms are important to everyone in the classroom? Students can share their opinions on these and make selections to create a Classroom Bill of Rights to display.

Make a poster: Students can select an issue that they care about and use their freedom of speech to create a poster (using art supplies or a digital design program) that shares what they think should be done about that issue in their school or their community.

Write a petition: In the program with the National Archives, students saw real petitions sent to the President and Congress. Students can brainstorm an important issue they would like to bring to the attention of the President or Congress. Working together they can write a letter to the President and mail it using these [instructions](#) from the White House. Or, they can research how to contact another elected official.

Create a rap or spoken word piece about the First Amendment RAPPs: During the program with the National Archives, students learned about RAPPs, or the five freedoms of the First Amendment (religion, assembly, press, petition, and speech). Working together in small groups, students can use rhyme or rhythmic speech with a beat or musical accompaniment to remember the five freedoms.

Draw a Bill of Rights comic strip: We can all use the First Amendment freedoms! Students can create a comic strip telling the story of how they can (or have) used these freedoms in their lives.



The First Amendment of the Bill of Rights DocsTeach Activity

In this activity for upper elementary grades, school students will analyze primary sources and match them with the rights extended to Americans by the First Amendment of the U.S. Constitution.

Estimated time: 20–30 minutes

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

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

College, Career, and Civic Life (C3) Framework Alignment

- D2.Civ.1.3-5 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
- 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.7.3-5. Apply civic virtues and democratic principles in school settings.

