

What are rights and what would the world look like without them?

Dear Educator,

Thank you for your interest in the *Superhero Bill of Rights!* distance learning program from the National Archives for grades 3–5! Within this guide you will find everything you need to prepare your class for the upcoming videoconference program.

During this distance learning program, students will focus on the rights extended to citizens by the First Amendment of the Bill of Rights. Students will ponder what the country would look like if we did not have these rights and how The Bill of Rights is like a Superhero. The Bill of Rights, like a Superhero, saves the day by extending rights to the people! Students will identify rights using historical records from the holdings of the National Archives.

During the videoconference, students will need:

- ❑ Preselected students will need a copy of the **Scenario Character Cards and Scripts** (print and cut along dotted lines on pgs. 6–10). You will need to distribute the Scenario Character Cards and Scripts to the pre-selected students prior to the program start so that the students will be ready to begin when signaled by your NARA facilitator.
- ❑ Preselected students for Scenario Two will need copies of the **protest signs** (pgs. 11–13), or students can create their own protest signs using a sheet of paper, and colored pencils, markers, or crayons.
- ❑ For the main activity, divide students into groups of five and provide each group with a set of **First Amendment Signs** (pgs. 14–16). If you prefer, students can make their own signs, but please use the following assigned colors: **RED=Religion**, **BLUE=Speech**, **GREEN=Press**, **PURPLE=Assemble**, and **ORANGE=Petition**.

If you have any questions, please contact us at distancelearning@nara.gov.

We look forward to seeing you soon!

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National Standards Alignment

NATIONAL CENTER FOR HISTORY IN THE SCHOOLS HISTORY STANDARDS [↗](#)

Standards for Grades K–4 Topic 3 Standard 4A

The student demonstrates an 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.

Explain the importance of the basic principles of American democracy that unify us as a nation; our individual rights to life, liberty, and the pursuit of happiness; responsibility for the common good; equality of opportunity and equal protection of the law; freedom of speech and religion; majority rule with protection for minority rights; and limitations on government, with power held by the people and delegated by them to their elected officials who are responsible to those who elected them to office.

United States History Content Standards for Grades 5–12 United States Era 3 Standard 3B

The student understands the guarantees of the Bill of Rights and its continuing significance.

NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT [↗](#)

NSS.C.K-4.C.1

Necessity and purposes of government. Explain probable consequences of the absence of government and of rules and laws. Explain that the basic purposes of government in the United States are to protect the rights of individuals and to promote the common good.

NSS-C.5-8.2.A.1

The American idea of constitutional government. Students should be able to explain how specific provisions of the United States Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals, e.g., habeas corpus; trial by jury; ex post facto; freedom of religion, speech, press, and assembly; equal protection of the law; due process of law; right to counsel.

NSS-C.5-8.5.B.2

Political rights. Students should be able to evaluate, take, and defend positions on issues involving political rights.

NSS-C.5-8.3.E.1

The place of law in American society. Students should be able to explain the importance of law in the American constitutional system. To achieve this standard, students should be able to explain the importance of the rule of law in establishing limits on both those who govern and the governed protecting individual rights.

COMMON CORE STATE STANDARDS [↗](#)

CCSS.ELA-LITERACY.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-LITERACY.RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.



CCSS.ELA-LITERACY.RI3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CCSS.ELA-LITERACY.RI4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CCSS.ELA-LITERACY.SL3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

CCSS.ELA-LITERACY.SL4.3

Identify the reasons and evidence a speaker provides to support particular points.

CCSS.ELA-LITERACY.SL5.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.



Guidance for Pre-Program Activity

WHAT ARE RIGHTS? ACTIVITY (REQUIRED)

TIME: 30 MINUTES

Teacher Note: The objective of this activity is to review rights and the importance 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.

INSTRUCTIONS:

1. 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.
2. Ask students to think about what the world would look like if we did not have these rights. Have students share their thoughts.
3. 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.
4. 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 and are at the core of American democracy.

VARIATIONS:

Before the pre-program lesson, 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.

SUPERHERO BILL OF RIGHTS! VOCABULARY

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



Guidance for Videoconference Materials

1. SCENARIO CHARACTER CARDS AND SCRIPT HANDOUTS

The Scenario Character Cards and Script Handouts (pgs. 6–10) of this teacher guide can be printed, cut out and distributed to selected students.

2. PROTEST SIGNS HANDOUTS

The Protest Signs (pgs. 11–13) of this teacher guide can be printed and given to the students who will be participating in Scenario Two. Or, you can have students create their own protest signs using paper and colored pencils, markers, or crayons.

3. FIRST AMENDMENT SIGNS HANDOUTS

Divide students into groups of five and provide each group with a set of First Amendment Signs (pgs. 14–16). If you prefer, students can make their own signs, but please use the following assigned colors: **RED=Religion**, **BLUE=Speech**, **GREEN=Press**, **PURPLE=Assemble**, and **ORANGE=Petition**.

During the program, the NARA facilitator will display different images and documents illustrating the different rights from the First Amendment. Students will be asked to identify which right is illustrated in each image or document and be asked to raise the appropriate sign(s).

4. VIDEOCONFERENCE PROGRAM DOCUMENTS

For your reference, this is the complete list of images and documents that may be presented during the *Superhero Bill of Rights* distance learning program.

RIGHT	DOCUMENTS
Freedom of Religion	513712 195890
Freedom of Speech	176939 6422145
Freedom of the Press	24520425 198520
Freedom of Assembly	Youth March 556257
Freedom to Petition	595423 26081744



Scenario One Character Cards and Script— Freedom of Speech

Scenario One Character Card 1 of 2

CHARACTER:
CONCERNED CITIZEN

The Concerned Citizen speaks to the crowd in an excited manner. So, make sure you speak your lines with excited emotion!

Scenario One Script

Concerned Citizen: Friends! Fellow Citizens! Mayor Kidwell won't allow us to ride our bikes, skateboards, or scooters on the public sidewalks or in the parks anymore! Where are we supposed to play? The Mayor is being a tyrant!

Mayor's Guard: You there! You must NOT speak out against the Mayor! You are to be arrested!

Scenario One Character Card 2 of 2

CHARACTER:
MAYOR'S GUARD

The Mayor's Guard speaks in a loud authoritative manner and points to the Concerned Citizen while speaking. So, make sure you speak your lines loudly and point at the Concerned Citizen!

Scenario One Script

Concerned Citizen: Friends! Fellow Citizens! Mayor Kidwell won't allow us to ride our bikes, skateboards, or scooters on the public sidewalks or in the parks anymore! Where are we supposed to play? The Mayor is being a tyrant!

Mayor's Guard: You there! You must NOT speak out against the Mayor! You are to be arrested!



Scenario Two Character Cards and Script— Freedom to Assemble / Freedom of Speech

Scenario Two Character Card

1 of 4

CHARACTER: **CONCERNED CITIZEN #1**

Concerned Citizen #1 speaks in an excited manner and waves a protest sign throughout the scenario. So, remember to speak in an excited manner and wave your sign!

Scenario Two Script:

Concerned Citizens #1, #2, and #3 speak the following at the same time:

We want to ride our bikes!

We want to ride our scooters!

We want to ride our skateboards!

Mayor's Guard: The three of you! You are starting a riot!

Concerned Citizen #1: We are just speaking out!

Concerned Citizen #2: We all want to be able to enjoy riding our bikes, scooters and skateboards on the sidewalks and in the parks!

Mayor's Guard: No, this is a riot! I am going to arrest you!

Concerned Citizen #3: This is not fair! You can't arrest us!

Mayor's Guard: The Mayor has given me the authority to do so!



Scenario Two Character Cards and Script— Freedom to Assemble / Freedom of Speech

Scenario Two Character Card

2 of 4

CHARACTER: **CONCERNED CITIZEN #2**

Concerned Citizen #1 speaks in an excited manner and waves a protest sign throughout the scenario. So, remember to speak in an excited manner and wave your sign!

Scenario Two Script:

Concerned Citizens #1, #2, and #3 speak the following at the same time:

We want to ride our bikes!

We want to ride our scooters!

We want to ride our skateboards!

Mayor's Guard: The three of you! You are starting a riot!

Concerned Citizen #1: We are just speaking out!

Concerned Citizen #2: We all want to be able to enjoy riding our bikes, scooters and skateboards on the sidewalks and in the parks!

Mayor's Guard: No, this is a riot! I am going to arrest you!

Concerned Citizen #3: This is not fair! You can't arrest us!

Mayor's Guard: The Mayor has given me the authority to do so!



Scenario Two Character Cards and Script— Freedom to Assemble / Freedom of Speech

Scenario Two Character Card

3 of 4

CHARACTER: **CONCERNED CITIZEN #3**

Concerned Citizen #1 speaks in an excited manner and waves a protest sign throughout the scenario. So, remember to speak in an excited manner and wave your sign!

Scenario Two Script:

Concerned Citizens #1, #2, and #3 speak the following at the same time:

We want to ride our bikes!

We want to ride our scooters!

We want to ride our skateboards!

Mayor's Guard: The three of you! You are starting a riot!

Concerned Citizen #1: We are just speaking out!

Concerned Citizen #2: We all want to be able to enjoy riding our bikes, scooters and skateboards on the sidewalks and in the parks!

Mayor's Guard: No, this is a riot! I am going to arrest you!

Concerned Citizen #3: This is not fair! You can't arrest us!

Mayor's Guard: The Mayor has given me the authority to do so!



Scenario Two Character Cards and Script— Freedom to Assemble / Freedom of Speech

Scenario Two Character Card

4 of 4

CHARACTER: **MAYOR'S GUARD**

The Mayor's Guard speaks in a loud authoritative manner and points to the three Concerned Citizens while speaking. So, make sure you speak your lines loudly and point at the Concerned Citizen!

Scenario Two Script:

Concerned Citizens #1, #2, and #3 speak the following at the same time:

We want to ride our bikes!

We want to ride our scooters!

We want to ride our skateboards!

Mayor's Guard: The three of you! You are starting a riot!

Concerned Citizen #1: We are just speaking out!

Concerned Citizen #2: We all want to be able to enjoy riding our bikes, scooters and skateboards on the sidewalks and in the parks!

Mayor's Guard: No, this is a riot! I am going to arrest you!

Concerned Citizen #3: This is not fair! You can't arrest us!

Mayor's Guard: The Mayor has given me the authority to do so!



**SAVE
OUR
BIKES !!**



***WE LIKE
RIDING IN
THE PARK !!***



WE

WANT

TO RIDE

OUR

SCOOTERS



SUPERHERO BILL OF RIGHTS



SUPERHERO BILL OF RIGHTS



SUPERHERO BILL OF RIGHTS



SUPERHERO BILL OF RIGHTS

Post-Program Activities

I. CREATE YOUR OWN BILL OF RIGHTS COMIC STRIP!

MATERIALS:

- Blank Comic Strip Handout
- Colored pencils, markers, or crayons

INSTRUCTIONS:

During our videoconference 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 granted by the First Amendment.

2. DOCSTEACH ACTIVITY—THE FIRST AMENDMENT OF THE BILL OF RIGHTS

MATERIALS:

- Access to the DocsTeach website via internet or DocsTeach app.

INSTRUCTIONS:

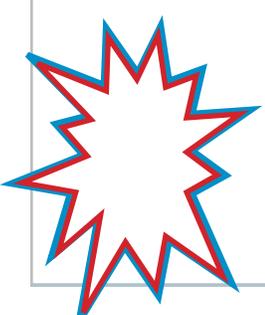
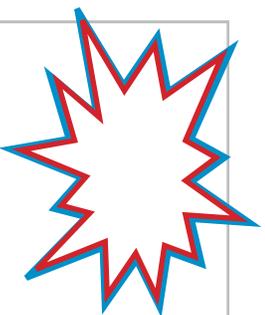
During our videoconference program with the National Archives, we discussed many examples of images and documents illustrating the rights granted by the First Amendment of the Bill of Rights. Complete the following DocsTeach activity for further practice identifying images and documents that illustrate the First Amendment.

Visit: <https://www.docsteach.org/activities/teacher/the-first-amendment-of-the-bill-of-rights>



Name: _____

SUPERHERO BILL OF RIGHTS



SUPERHERO BILL OF RIGHTS

Additional Online Resources from the National Archives

AMENDING AMERICA RESOURCES

The National Archives' *Amending America* exhibit highlights the remarkable American story of how we have amended, or attempted to amend, the Constitution in order to form a nation that more closely mirrors our ideals.

Online resources associated with this exhibit include:

- ❑ National Conversations on Rights and Justice: A series of presentations held across the country that explore a range of contemporary issues, addressing the tension between individual rights and collective responsibilities, a process that began with the Bill of Rights
- ❑ Online exhibits featuring documents from the holdings of the National Archives
- ❑ *Congress Creates the Bill of Rights, Amending America, and Putting the Bill of Rights to the Test Workbook* eBooks
- ❑ *How Do We Amend?* by the National Archives and HISTORY: An animated video showing the story of how and why we amend through the proposal and ratification process.

RECORDS OF RIGHTS

The online version of the permanent exhibit in Washington, DC. Explore records of the National Archives documenting the ongoing struggle of Americans to define, attain, and protect their rights.

DOCSTEACH

Access thousands of primary sources—letters, photographs, speeches, posters, maps, videos, and other document types—spanning the course of American history. We're always adding more!

Borrow from an ever-expanding collection of document-based activities created by the National Archives, and teachers from around the world. Copy and modify activities for your students.

Create your own activities using the online tools. It's as simple as: (1) selecting a tool, (2) choosing your primary sources, and (3) customizing instructions.

THE 225th ANNIVERSARY OF THE BILL OF RIGHTS ON DOCSTEACH

A special DocsTeach collection of primary sources and teaching activities on how we've attempted to form a more perfect union.

THE CENTER FOR LEGISLATIVE ARCHIVES

The Center for Legislative Archives preserves and makes available to researchers the historical records of the U.S. House of Representatives and the U.S. Senate. The Center also offers wonderful resources for educators on representative democracy, how Congress works, and the important role Congress has played throughout American history, including lesson plans on the creation of the Bill of Rights and the *Congress Creates the Bill of Rights* mobile app and eBook.

