



# *Citizens Together*

*You and Your Newspaper*

**A teaching guide written by:  
Sherrye Dee Garrett, Ed.D.  
and Beverly S. Morrison, Ph.D.**

## ★ To the teacher

### **Celebrate the U.S. Constitution and the Bill of Rights!**

*Citizens Together* integrates newspapers into a study of the Bill of Rights. The curriculum was first published in December 1991 by the American Newspaper Publishers Association Foundation (now the Newspaper Association of America Foundation) and the International Reading Association, to mark the bicentennial of the Bill of Rights.

Current research supports the continued use of this guide and other curricula that engage students with media and the First Amendment. The Knight Foundation funded the Future of the First Amendment study. The results were released at a press conference and discussion at the Freedom Forum in Arlington, Va., Jan. 31, 2005.

“The study suggests that First Amendment values can be taught - that the more students are exposed to news media and to the First Amendment, the greater their understanding of the rights of American citizens. But it also shows that basics about the First Amendment are not being taught....” (<http://firstamendment.jideas.org/findings/findings.php>)

Also, a federal mandate supports the use of this and other curricula focused on citizenship. In May 2005, Congress established Constitution Day and Citizenship Day and directed all institutions that receive Federal funds for a fiscal year hold an educational program on the U.S. Constitution to commemorate its signing on September 17, 1789. When September 17 falls on a Saturday, Sunday or holiday, schools are expected to celebrate Constitution Day during the week preceding or following September 17. To learn more about Constitution Day, visit <http://www.ed.gov/legislation/FedRegister/other/2005-2/052405b.html>.

*Citizens Together* may also be used during Bill of Rights Week in December and Sunshine Week in April and at other times when teachers focus on the founding documents and their significance today. The use of a medium, such as newspapers, provides specifics that help students answer critical questions, such as: What do free speech, press and religion mean in today’s world? What constitutes a fair trial? What are my responsibilities as a citizen living in a democracy?

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## ★ To the teacher

### **Background: The Bill of Rights**

Leaders in many of the 13 states were unhappy that individual rights were not enumerated in the original U.S. Constitution. They refused to ratify the new constitution unless they were promised that a Bill of Rights would be introduced as soon as possible. The 10 amendments that became known as the Bill of Rights were introduced to the Congress by James Madison in 1789. The amendments were soon ratified and became part of the Constitution in December 1791.

The Bill of Rights provides constitutional support for an important principle in our country—to assure individual liberty and prevent the excesses of government.

### **The Newspaper-Bill of Rights Connection**

The Bill of Rights has existed for over 200 years, and for those years scholars, attorneys, courts and citizens have debated its interpretation. The purpose of the newspaper activities in the guide is to make students aware of the Bill of Rights and to help them think about their rights and responsibilities as citizens in a democracy.

As important as the Bill of Rights is, it is still frequently misunderstood or underappreciated by citizens. To address concerns over the lack of knowledge about the Bill of Rights and Constitution, in 2005, Congress established Constitution Day. Newspapers serve as an essential tool in learning about the First Amendment because newspapers and other media have become major institutions, thanks to the First Amendment, and because newspapers keep citizens informed about all their other rights.

Students today may view the Bill of Rights simply as an historical document that has little or no meaning for them personally. *Citizens Together* shows how the freedoms in that document apply in today's world.

### **How This Curriculum Guide is Organized**

*Citizens Together: You and Your Newspaper* is designed for five days of instruction. It provides the opportunity for your class to explore the individual freedoms protected in the Bill of Rights. Five specific rights have been identified in daily focus lessons. Each day's work has been organized with a lesson plan and student worksheets. The five lesson plan topics are:

Your Right to Know	Your Rights in the Legal System
Your Right to Express	Your Opinion Your Right to be Secure
Your Right to Assemble	

A section called Additional Activities focuses on other rights. The Special Projects section suggests several long range activities. The various components of this guide are described on the following page.

### ★ **Background: Structure of the Newspaper; The Bill of Rights**

These pages are background for the teacher and/or students. You may want to reproduce the Bill of Rights page so students can refer to it easily. The page may be enlarged and mounted on a bulletin board or photocopied for each student.

### ★ **Teacher’s Lesson Plans**

Each lesson introduces one of the rights guaranteed in the Bill of Rights. (Not every right guaranteed by the Bill of Rights is covered in this curriculum.) Student objectives are listed under the ‘Purpose’ section. ‘Learning Activities’ list pre-organizing strategies and steps to guide student use of the worksheets. The ‘Follow-Up’ section provides opportunities to extend the concepts learned beyond the worksheet.

You do not have to use lessons in sequence. Select the lesson that is most appropriate for the content of your newspaper. Prior to the study, you may also locate and save tear sheets with stories relevant to the different lessons. Or you may want to search for relevant stories in news archives provided through online editions of newspapers.

### ★ **Student Worksheets**

Student worksheets accompany each lesson plan. The instructions are written at three levels of complexity, so you can use the worksheet that is most appropriate for your students. The level of each worksheet is indicated by the number of symbols (★) shown in the lower right-hand corner (★ = elementary, ★★ = intermediate, ★★★ = advanced.)

The worksheets are designed to help students monitor their own learning. The sections draw attention to what good readers do before reading, while reading and after reading:

*Before You Read* activities draw on students’ background knowledge and set the context for the newspaper reading activity.

*While You Read* activities require students to be actively involved with their reading. The purpose for reading begun in the earlier section is extended.

*After You Read* activities ask the students to think about the concept that is the lesson’s focus. Many of these activities suggest writing opportunities for the students.

### ★ **Additional Activities**

Activities are listed that provide additional opportunities for students to learn about the Bill of Rights by using the newspaper. The activities are identified by a specific right in the Bill of Rights and by level. This section includes a list of discussion topics that relate to frequently reported situations. You are encouraged to adapt the ideas and discussion topics to meet your students’ needs.

### ★ **Special Projects**

These pages provide opportunities for students to extend what they’ve learned about the Bill of Rights. The activities require either long-term study of an issue or ask the students to synthesize information learned across several lessons. Each special project addresses more than one amendment in the Bill of Rights.

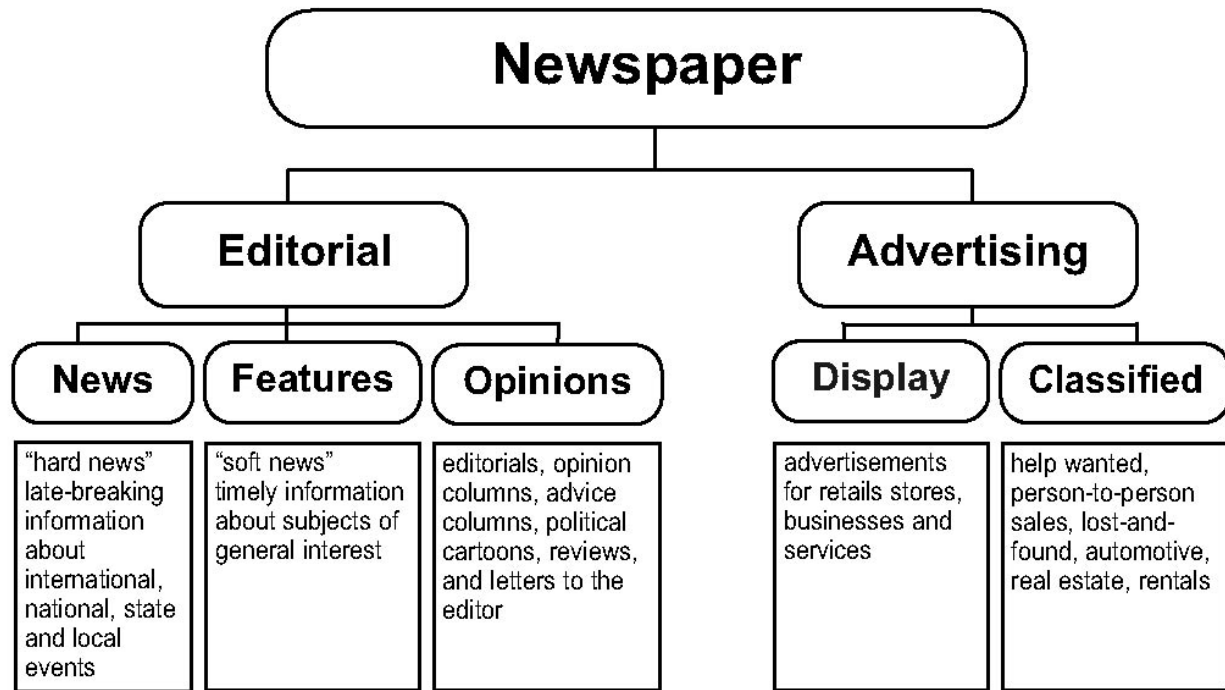
### ★ **Related Reading**

An annotated bibliography about the Bill of Rights is provided. Individual entries are identified by level. Many of these books were written in celebration of the 200th anniversary of the Constitution in 1987.

### **The Newspaper — A Natural Teaching Tool**

The newspaper shares a special relationship with the Bill of Rights. Press freedom is specifically protected. The newspaper serves as the eyes and ears of the public, letting citizens know what is happening in their world. Each newspaper section serves that role in some way.

**Background**  
**The Structure of the Newspaper**



**News section** — the news section is where you will find the first reports of situations that challenge the Bill of Rights. Look for articles about (a) laws passed by local, state or national legislatures (b) actions by individuals or groups that are designed to limit the rights of others - such as censorship, picketing offices or buildings (c) protest activities, such as burning the flag, candlelight vigils outside of government sites (d) high-interest trials (e) jury decisions and sentences (f) changes in gun control laws and subsequent lobbying efforts.

**Feature stories** — features focus on human interest aspects of individuals or groups that may be trying to affect legislation or public opinion. Look for interviews with activists or background stories on special groups, such as organizations to protect the environment, citizens' committees to influence lawmakers, animal rights activists, etc. You may find feature stories about alternatives to jail sentences, such as community service hours or rehabilitation programs.

**Opinions** — the editorial pages provide a wide selection of opinion writing. Look for editorials that present the newspaper's view, op-ed articles that disagree with the editorial view, opinion pieces from political columnists, letters to the editor from concerned readers, and editorial cartoons.

**Display ads** — these ads for goods and services reflect the diversity of the community and the results of a free enterprise system. Newspapers welcome the advertising of reputable businesses. Look for display ads purchased by special groups to promote their viewpoints. Pay attention to the display ads from organizations promoting special programs or events.

**Classified ads** — the classified ads represent people-to-people communication about goods and services. Individuals can talk to other members of the community for a small fee. The classified section is a modern version of the town crier.

## The Bill of Rights 1791

**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.

Freedom of religion, speech, press; right to assemble and petition the government

**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.

Right to bear arms

**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.

Citizens not required to house soldiers in peacetime

**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.

Protection from unreasonable searches and seizures

**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 offense 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.

Right to grand jury process; freedom from self incrimination and double jeopardy

**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 defense.

Right to a speedy and public trial; right to an attorney: right to face accusers

**VII** In suits at common law, where the value in controversy shall exceed \$20, 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 common law.

Right to a jury trial in civil suits

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

Protection from excessive bail, cruel & unusual punishment

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

Rights not restricted to those enumerated in the Constitution

**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 reserved for the states

## ★ Lesson 1: Your Right to Know

### Context

*“Not for its own sake alone, but for the sake of society and good government, the press should be free. Publicity is the strong bond which unites the people and their government. Authority should do no act that will not bear the light.”*  
James A. Garfield, 20th President of the United States

The founding fathers believed in the ability of the people to make rational decisions when sufficient information was provided. Newspapers provide a free flow of information so citizens can make reasoned decisions about themselves and their government. The newspaper also plays a special role as the public’s watchdog. The press reports on the actions and decisions of government at local, state and federal levels. James Madison said that “the censorial power is in the people over the Government, and not in the Government over the people.” The press is free to report all the news about government actions and decisions — flattering and unflattering. In 1791, the “press” consisted of newspapers and pamphlets. Later, the courts applied First Amendment freedoms to radio and television and movies. Now we are grappling with the First Amendment as it applies to computer software, electronic data transmission, etc.

### Purpose

1. Locate sections in a newspaper.
2. Retell content of a newspaper item.
3. Discuss the value of a free press in a free society.

### Learning Activities

1. Write the following statement by Abraham Lincoln on the chalkboard: “Let the people know the facts and the country will be safe.” Lead students in a discussion about the types of “facts” Lincoln may have been referring to in the quote. Make a list of the major points on the chalkboard as they are discussed.

2. Distribute newspapers to students. For younger students, you may want to use one newspaper for every two students.

3. Have students complete the Your Right to Know worksheet. Students working with Level I or II worksheets may work best in pairs. Students using Level III worksheets may work individually or in pairs.

4. After students have completed their work, ask them to talk about the activities. Discuss the newspaper’s role in a free society: Newspapers tell people what is going on in the community and in local, state and national government agencies. When the people know what is happening they can make better decisions about their own lives; they can be sure their elected leaders are acting in the best interests of the people.

### Follow-up Activities

Ask students to work in pairs to discuss any of the following quotations. What does the quotation mean today? Students should be prepared to use examples from the newspaper to support their thinking. When the pairs have finished their discussion, ask several students to share their thoughts with the class. Then discuss as a class the implications of one quotation for all of the class members. (Note: number of stars indicates suggested level for discussion.)

☆ “A good newspaper, I suppose, is a nation talking to itself.” (Arthur Miller, playwright)

☆☆ “When the press is free and every man able to read, all is safe.” (Thomas Jefferson, third President of the United States)

☆☆ “Newspapers are the schoolmasters of the common people. That endless book, the newspaper, is our national glory.” (Henry Ward Beecher, 19th century clergyman)

☆☆ “If all printers were determined not to print anything till they were sure it would offend nobody, there would be very little printed.” (Benjamin Franklin)

☆☆☆ “Were it left to me to decide whether we should have government without newspapers or newspapers without government, I should not hesitate for a moment to prefer the latter. But I should mean that every man should receive those papers and be capable of reading them.” (Thomas Jefferson, third President of the United States)

☆☆☆ “A free press is essential to us as a people and to the maintenance of our form of government.” (Franklin D. Roosevelt, 32nd President of the United States)

## *Your Right to Know*

### **Before You Read**

**You need to know:** The First Amendment of the Bill of Rights says that newspapers are free to print information. Your newspaper prints information about where you live.

**Using the newspaper:** What kind of information do you think your newspaper should print? Talk with a partner about what you think. Write your ideas here:

I think the newspaper should print information about:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### **While You Read**

With your partner, look through your newspaper. Can you find any of these? Write down the page number where you found it:

<b>Can you find:</b>	<b>Page</b>
Information about sports	_____
A map	_____
An ad for food	_____
An article about your town or city	_____
A picture	_____
A crossword puzzle	_____
An ad for clothing	_____
Information about TV programs	_____
Information about a job	_____

### **After You Read**

Choose one of the things you found in your newspaper that you think is interesting. With your partner, read as much about it as you can. What did you learn? Write what you learned here:

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## *Your Right to Know*

### **Before You Read**

The First Amendment of the Bill of Rights guarantees Americans freedom of the press. That means Americans are able to read information about almost any subject in newspapers, magazines and books.

Information in the newspaper is printed in sections. You are probably familiar with the Comics and Sports sections. What are some other sections you would expect to find in your newspaper? Take two minutes to think of some of these sections and write them here:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### **While You Read**

With a partner, look through your newspaper. How many sections that you listed can you find? Next to each section you predicted, write the page number where you found it. With your partner, choose one section that you think is especially interesting. Choose one article and read it carefully.

### **After You Read**

A good newspaper article presents information very clearly. Can you identify the important information in the article you read? Write it here:

**Who** is the article about? \_\_\_\_\_

**What** is the article about? \_\_\_\_\_

**Where** did the action take place? \_\_\_\_\_

**When** did the action take place? \_\_\_\_\_

**Why** is the information important? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

With your partner, think of one interesting or important thing that happened in your class this week. Write about it. Be sure to include all the important facts about it. After you have finished writing the article, share it with others in your class. Does the class have enough articles to prepare a newspaper for this week?

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## *Your Right to Know*

### **Before You Read:**

Newspapers are independent of government control. The founding fathers of this country guaranteed freedom of the press in the Bill of Rights so that the press could serve as the “public’s watchdog.” They wanted citizens to know what the government was doing at all times. That way, the people could make better decisions about whom to vote for and which issues to support. Think about decisions the government might make that will affect its citizens. List some of the possibilities below:

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### **While You Read:**

Locate newspaper stories about local, state or national government actions or decisions. Compare the stories with your predictions above. Put an (x) by any topics you identified. List any topics you had not identified below:

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Compare your lists with those of several other students. Together, select stories about each of the levels of government listed below. Explain why it is important for citizens to know about the news reported in the stories.

<b>Government official or group</b>	<b>Which story?</b>	<b>Why citizens should be informed</b>
National elected official (The President or a member of Congress)		
State elected official (The governor, state lawmaker)		
Local elected official (Mayor, city council representative, etc.)		
Local governmental group (Zoning commission, waste authority)		
Tax supported service agency (Human service agencies)		

### **After You Read**

Look at the information on your chart. Which of the articles is most important to you as a citizen? Discuss your ideas with another student.

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## ★ Lesson 2: Your Right to Express Your Opinion

### Context

*"An unconditional right to say what one pleases about public affairs is what I consider to be the minimum guarantee of the First Amendment."* Hugo LaFayette Black, Supreme Court Justice

The founding fathers believed that freedom of speech was essential in a democracy. Citizens had to have the right to criticize and challenge the government. This freedom would help people advance knowledge and reveal truth, especially in the arts and sciences. The newspaper serves as a "marketplace of ideas." People can publish newspapers to promote their own views. Members of the community are provided a forum to express their viewpoints in letters to the editor or op-ed sections of newspapers. Often, opinions differ and the issues are emotional and people can easily be divided. It is important to remember, therefore, that freedom of speech means allowing all opinions to be heard, whatever they might be.

The Supreme Court also has recognized and allowed "symbolic speech" such as wearing armbands or burning the flag as expressions of political protest. Still, not all speech is protected; speech can be punished if it incites or produces imminent lawless action or is likely to incite or produce such action.

- Purpose**
1. Read about a controversial issue in the newspaper.
  2. Write their opinions about a topic of choice.

### Learning Activities

1. Introduce the concept of freedom of speech. Guide students to develop definitions for the terms "opinion" and "editorial." Write their suggestions on the chalkboard.
2. Distribute newspapers to students. For younger students, you may want to use one newspaper for every two students.
3. Have students complete the Your Right to Express Your Opinion worksheet. Students working with Level I or I worksheets may work best in pairs. Students using Level III worksheets may work individually or in pairs.
4. After students have completed their work, have them discuss the activities.

### Follow-up Activities

#### Levels I and II

Create a classroom bulletin board where students' letters or editorials are displayed. Encourage students to read what their classmates have written. A suggested title for the bulletin board might be "We Celebrate Our Freedom of Speech."

#### Level III

1. After students have finished the worksheet, make a list of the controversial issues they have identified.
2. Have students work in small groups to discuss how Black or Holmes (quotations below) might react to any of the identified issues.  
"My view is, without deviation, without exception, without any ifs, buts, or whereases, that freedom of speech means that you shall not do something to people either for the view they have or the views they express or the words they speak or write." (Hugo LaFayette Black, Supreme Court Justice)  
'The most stringent protection of free speech would not protect a man in falsely shouting fire in a theater and causing a panic. The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that will bring about the substantive evils that Congress has a right to prevent.'  
(Oliver Wendell Holmes, Supreme Court Justice)

## *Your Right to Express Your Opinion*

### **Before You Read**

**You need to know:** The First Amendment of the Bill of Rights says that people are free to say what they think.

**Using the newspaper:** Your newspaper prints letters to the editor that tell what people think. You find these letters in the newspaper in a special section. The section may be called “Letters to the Editor” or “Reader’s Forum” or “Our Readers Write” or something similar. The editor is the person who decides what will be printed in the newspaper. Find the newspaper section where people write letters.

### **While You Read**

With a partner, read the letters you found. Ask your teacher for help if you need to. What subjects did people write to the editor about? With your partner make a list here of what people wrote about.

People wrote about:
1. _____
2. _____
3. _____

### **After You Read**

What are some things boys and girls in your class could write a letter about? With your partner make a list of what you could write about. You might think of important things happening now in your community. Or you might list things that are happening in your school or your classroom.

People wrote about:	
1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

Now choose one of the subjects you wrote on your list. What do you think about that subject? Why do you think that? Write your own letter explaining what you think and why. When you finish your letter, share it with others in your class.



## *Your Right to Express Your Opinion*

### **Before You Read**

The First Amendment of the Bill of Rights guarantees that all Americans have the right to say what they think about any subject.

The editor prints the newspaper's opinions on the editorial page. The newspaper also prints what other people in the community are thinking in a letters-to-the-editor section.

What topics do you think the editor might write about? What are other people in the community thinking about? Meet with two or three other people in your class to talk about these topics.

Make a list of the things you predict:

What the newspaper editor might write about:

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What other people in the community might write about:

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### **While You Read:**

Read the editorial and letters-to-the-editor section of your newspaper. Think about the topics your group predicted.

Talk with the other students in your group about what you read in the newspaper. Are your predictions correct?

yes

no

sometimes

If you read about something you predicted, put a check mark (x) next to it on your list. If you read about topics you did not predict, write the topics here:

Topics we did not predict:

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### **After You Read:**

Choose one topic from any of the lists your group has made. On a separate sheet of paper, write your own editorial about that topic. Remember, an editorial is where you write your opinions about a subject. Be sure your editorial contains each of the elements below. Check your finished editorial to see if you have included each element.

A headline for your editorial

Your opinion in one or more sentences

The reasons for your opinion in several sentences

Your recommendations for action

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## *Your Right to Express Your Opinion*

### **Before You Read**

The First Amendment guarantees that citizens may express their opinions on any subject without fear of punishment. Popular and unpopular beliefs are protected. The framers of the Constitution believed that a democracy could best survive when there was a free flow of information. The newspapers serve as a “marketplace of ideas.” If citizens hear all the information about a wide range of opinions, they can make up their own minds about important issues.

List some current controversial topics — issues on which people have divided and strong opinions

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### **While You Read**

Follow a controversial issue in the newspaper. Identify the arguments for each side. Then decide — with which position do you agree? Why?

**What is the issue?** \_\_\_\_\_  
\_\_\_\_\_

Arguments supporting the issue	Arguments opposing the issue

Write your opinion here: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **After You Read**

Discuss your opinion with several other students in your class. Identify the points on which you agree and those on which you disagree. Write a letter to your school newspaper expressing your opinion. ☆☆☆

## ★ Lesson 3: Your Right to Assemble

### Context

*"If there is any principle of the Constitution that more imperatively calls for attachment than any other, it is the principle of free thought — not free for those who agree with us, but freedom for the thought we hate."*

Oliver Wendell Holmes, Supreme Court Justice

The First Amendment guarantees citizens the right to assemble — to meet in groups — to urge some action from the government. First Amendment scholars agree that the right to form, join, or participate in an association is an essential part of freedom of expression. Today, sometimes the only way an individual can be heard effectively is through membership in an organization. These organizations also provide their members with access to information or provide forums for developing and testing ideas. Generally, the courts have found that organizations cannot be constrained because of their ideas or doctrines. However, organizations are subject to legal constraints if they participate in unlawful behavior or advocate immediate acts of overt violence. The First Amendment protects all organizations, even those that may be extremely unpopular, such as the Nazi Party, Ku Klux Klan or the Communist Party. In the early 1960s, Supreme Court Justice Hugo Black stated that he would allow these groups to advocate their beliefs publicly and openly among U.S. citizens “with full confidence that the people will remain loyal to any democratic government truly dedicated to freedom and justice — the kind of government which some of us still think of as being ‘the last best hope of earth.’”

- Purpose**
1. Identify groups whose members share common interests.
  2. Describe how groups influence the government.

### Learning Activity

1. Ask students to name groups that form because of the common interests of their members. Encourage them to think of local and national groups. Examples might be a political party, an environmental action group or a citizens’ group opposing a local ordinance or school board action. Write student responses on a chalkboard.
2. Distribute newspapers to students. For younger students, you may want to use one newspaper for every two students.
3. Have students complete the *Your Right to Assemble* worksheet. Students working with Level I or II worksheets may work best in pairs. Students using Level III worksheets may work individually or in pairs.
4. After students have completed their work, ask them to discuss the activities.

### Follow-up Activities

1. Have students identify the advantages and disadvantages of joining a group to make a political statement or advocate a legislative action.
2. Have students identify a situation they would like to see changed in the school or the local community. Have them outline the steps they would take to form an organization and present their ideas to the appropriate government body.

# *Your Right to Assemble*

## **Before You Read**

**You need to know:** The First Amendment of the Bill of Rights says that people are free to hold meetings or join groups. Groups of people can tell the government they want something changed.

**Using the newspaper:** Your newspaper prints information about people meeting together — clubs, organizations and political parties. Find a newspaper story about a group of people holding a meeting.

## **While You Read**

With a partner, read the newspaper pages you found that tell about a special group in your community.

Write the name of the group here: \_\_\_\_\_

What is the purpose of the group? Write what you found here.

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## **After You Read**

Think about what you read. What did you learn about special groups in your community? Write what you learned here:

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## *Your Right to Assemble*

### **Before You Read**

The First Amendment of the Bill of Rights says that people are free to meet together to discuss ideas and to protest government actions. Sometimes people have more influence on the government if they belong to an organization of some kind. Political parties, unions and environmental action groups are examples of organizations that try to change government laws or regulations.

Your newspaper prints information about citizens' groups. Sometimes these groups put ads in the newspaper explaining their positions on political issues.

### **While You Read**

With a partner, read several newspaper articles and advertisements that tell about organizations in your community. What different groups are active in your community? Write the names of three different groups in the chart below. What does each group want the government to do? What is your opinion about the group?

Name of group	What the group wants the government to do	Your opinion

### **After You Read**

Think about what you read. How do different citizens' groups make your community or your country a better place? Discuss your ideas with a partner. Then write your ideas below.

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## *Your Right to Assemble*

### **Before You Read**

The First Amendment guarantees each citizen the right to meet together to discuss ideas and to protest government actions. Many organizations form because people are interested in the same cause, such as preventing offshore oil drilling, developing nuclear power, protecting residential communities from industrial development, and supporting a candidate for an election. Many citizens feel their influence is stronger if they are part of an organized group of citizens seeking the same political objective.

List four groups you know that try to influence the local, state or national government.

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### **While You Read**

In your newspaper, find examples of people meeting to support a common cause. Identify the group, write a sentence describing the cause and explain the government action the group is trying to influence. Then write your opinion on the issue.

<b>Name of group</b>	<b>Special concern</b>	<b>What the group wants the government to do</b>	<b>Your opinion</b>

### **After You Read**

What do your findings say about the diversity of groups in your community? How do these groups improve our society and guarantee that the government is responsive to the people?

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## ★ Lesson 4: Your Rights in a Trial

### Context

*“A responsible press has always been regarded as the handmaiden of efficient judicial administration, especially in the criminal field...The press does not simply publish information about trials but guards against the miscarriage of justice by subjecting the police, prosecutors and judicial processes to extensive public scrutiny and criticism.”*  
Tom C. Clark, Supreme Court Justice

The Bill of Rights sets up many safeguards for citizens in the legal system. Amendments V, VI and VIII protect the individual accused of a crime. A capital crime requires an indictment from a grand jury made up of citizens; criminal prosecutions require a trial by a jury. The right to a speedy trial guarantees that the government cannot lock someone up for years awaiting a trial — a practice in some countries without this constitutional protection. The Sixth Amendment prevents the government from misusing its power by allowing citizens to have legal counsel. It was much later that this right was extended so that citizens unable to pay for an attorney were provided with an attorney paid for with public money. The Bill of Rights recognizes that the government has unlimited resources and power to bring against a single citizen. That citizen must be protected from any undue government persecution or prosecution.

The freedom of the press guaranteed by the First Amendment also works to safeguard citizens’ interests in legal proceedings. The public interest is protected when newspapers disclose any improper methods used by the police in arrests and investigations. There is occasional conflict between Amendments I and VI, however. Some defense attorneys argue that pre-trial publicity about a case may prevent a defendant from receiving a fair trial. That argument has not been supported in most cases. When the courts have a serious concern about pre-trial publicity, a change of venue may be ordered so that the trial takes place in a location away from its original site, somewhere where prospective jurors have not read about the case.

### Purpose

1. Identify key elements and people in a trial.
2. Retell information about a criminal trial in a newspaper.
3. Examine the relationship between the press and the legal system.

### Learning Activity

1. Ask students if they have ever seen a portrayal of a trial on television or in a movie. Have them identify the people they would see at a trial. Ask students to tell what they know about what happens in a trial. Write their responses on a chalkboard.
2. Distribute newspapers to students. For younger students, you may want to use one newspaper for every two students.
3. Have students complete the Your Rights in a Trial/Legal System worksheet. Students working with Level I or II worksheets may work best in pairs. Students using Level III worksheets may work individually or in pairs.
4. After students have completed their work, ask them to discuss the activities.

### Follow-up Activities

1. Explain to students that newspapers tell their readers about trials. Newspapers provide a lot of information if the trial is a local one or involves a prominent person in the community. Discuss the newspaper’s role: The newspaper watches to see that all the officials in a trial are doing their jobs properly and the accused is being treated fairly.
2. Have students consider how a defendant might be treated in a country without the protections listed in the Bill of Rights. How might the government act differently?
3. Have students discuss the following questions in pairs or small groups. As a class, discuss the responses.
  - How could a citizen be protected if there were no press to report on trial procedures?
  - What guarantees would you put in place to ensure a fair trial?

## *Your Rights in a Trial*

### **Before You Read**

**You need to know:** The Bill of Rights protects people who have been accused of committing crimes. People who are accused of a crime have a right to a fair trial. They have a right to have a lawyer help them. They have the right to see the people who are accusing them of the crime. And if they are found guilty, the Bill of Rights assures them of fair punishment.

**Using the newspaper:** Your newspaper prints information about people who are accused of crimes. Look through your newspaper to see if you can find an article about a trial, a lawyer or a witness (A witness is someone who can give information at the trial).

### **While You Read**

With a partner read one of the newspaper articles that you found about a trial, lawyers or witnesses. Ask your teacher for help if you need to. Write what you learned below.

What is the trial about? _____
Who are the people in the trial? _____
What else did you learn? _____
_____
_____

### **After You Read**

When someone in your class is accused of doing something wrong, what happens? Talk with your partner about what happens. Write about that below.

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After you have finished writing, share what you have written by reading it to a friend.



## *Your Rights in a Trial*

### **Before You Read**

Amendments V and VI of the Bill of Rights protect a person who is accused of a crime. The person has the right to a trial by a jury. The person has a right to a speedy and public trial. The person is entitled to see the people who are accusing him or her of a crime. If he or she is convicted of the crime, the person is entitled to a fair punishment under Amendment VIII. The newspaper prints stories about local, state and national trials. Locate a story about a trial.

### **While You Read**

Read your newspaper article with a partner. See if you can find the following information about a criminal trial. Write your answers below:

The crime — what the person is accused of doing.

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The name of the defendant — the person accused of the crime.

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The name of the defense attorney — the attorney who speaks for the defendant.

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The name of the prosecutor — the attorney who presents the evidence against the defendant

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Where will the trial take place?

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When will the trial take place?

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### **After You Read**

You have rules in your classroom and in your school. What happens if a student breaks one of these rules? How does this differ from an instance when someone breaks a law? Discuss these questions with a partner. Write your ideas below.

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Share your writing with other students in your class.



## *Your Rights in a Trial*

### **Before You Read**

Amendments V and VI of the Bill of Rights provide protection for any citizen accused of a crime. The accused person has the right to a trial by jury; it must be a speedy and public trial; the individual is not required to testify; the individual has the right to have legal representation. And Amendment VIII ensures the punishment must not be “cruel or unusual” should the person be convicted. The newspaper reports on trials at all levels of government — local, state and federal. Locate information about a pending trial or an ongoing trial in your newspaper.

### **While You Read**

Read all the information you can find in the newspaper about a criminal trial. Identify the key elements and people in the trial and explain the trial’s importance below.

Level of trial: local, state or federal? \_\_\_\_\_

Name of the accused: \_\_\_\_\_

Alleged crime: \_\_\_\_\_

Name of defense attorney: \_\_\_\_\_

Name and title of prosecuting attorney: \_\_\_\_\_

What impact will the outcome of this trial have on the community or the country?

\_\_\_\_\_  
\_\_\_\_\_

Why is the trial important to readers of your newspaper?

\_\_\_\_\_  
\_\_\_\_\_

### **After you read**

One responsibility of our judicial system is to see that defendants are properly treated and fairly tried. The press’ role helps to ensure that prosecutors and judges act responsibly and fulfill their duty to the public.

Consider the news coverage of the trial you’ve just read about. How has the press fulfilled its role in this trial? Discuss the idea with several classmates. Write your reactions below.

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\_\_\_\_\_  
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## ★ Lesson 5: Your Right to Be Secure

### Context

*"The poorest man may in his cottage bid defiance to all the force of the Crown."* William Pitt the Elder

Our constitutional protection against unreasonable searches and seizures has its beginnings in English history. In 1763, William Pitt the Elder led an impassioned defense of the sanctity of each citizen's home. The intrusive practices of British governors were fresh in the memories of the men who established the U. S. Constitution, so they designed legal protections to protect citizen's privacy. Private property is not always a refuge, but police and other officials must secure a judicial warrant based on probable cause or they must justify a search on other grounds. In recent years, the arguments against government searches have been extended to an individual's person. Issues of personal invasion, such as mandatory drug tests or lie detector tests, have been challenged under the Bill of Rights.

- Purpose**
1. Locate information about legal searches.
  2. Identify the elements in a search warrant.
  3. Explain the value of protection from illegal searches.

### Learning Activity

1. Ask students to pretend that the police think the students have something illegal in their homes — stolen property, illegal drugs or firearms. What do they think the police have to do in order to search their homes? Write responses on the chalkboard. Then lead students through the steps required by law for a search warrant; mark correct student responses as you explain. The steps are: the police have to have evidence that suggests illegal items are in the house; they present the evidence to a judge and ask the judge to issue a search warrant; the search warrant has to state what the police expect to find and where they will search; the judge issues the search warrant if the evidence is sufficient. (Note: Don't be surprised if students are fairly knowledgeable about search warrants. They may have prior experience from television or movies about crime, police work and courtroom procedures.)
2. Distribute newspapers to students. For younger students, you may want to use one newspaper for every two students
3. Have students complete the Your Right to Be Secure worksheet. Students working with Level I or II worksheets may work best in pairs. Students using Level III worksheets may work individually or in pairs.
4. After students have completed their work, ask them to discuss the activities. Discuss the newspaper's role: It makes searches and seizures public so that citizens can be sure that the government's agents are acting lawfully and that citizens' rights are not being violated.

### Follow-up Activity

Have students discuss the following situation in pairs or small groups. Then, as a class, write a set of recommendations on the chalkboard.

The government has a legitimate right to search people and property under appropriate circumstances. Many times, police find what they are looking for. Sometimes, however, the police make a mistake and search the wrong person or house. What should the government do if it frightens innocent citizens or damages property in an erroneous search?

## *Your Right to Be Secure*

### **Before You Read**

**You need to know:** The Fourth Amendment of the Bill of Rights says that the government cannot search you or your home just because it decides to. First the police must get permission from a judge to search. They can ask for permission only if they have a good reason to think you have done something wrong. Only a judge may decide whether or not to give them a search warrant.

**Using your newspaper:** Your newspaper prints information about searches. Look through your newspaper to see if you can find an article about a warrant or a search.

### **While You Read**

With a partner, read the article you found. Ask your teacher for help if you need to. What are the important facts? Write them here.

What were the police looking for? _____
Where did the police search? _____
Who owned the place where they searched? _____ _____
Who gave the police permission to search? _____ _____

### **After You Read**

Think about what the Fourth Amendment says — that the police must have a search warrant before they can enter your home. Why is this important? Why do you think it was included in the Bill of Rights? Talk with your partner about this. Write your ideas here.

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When others in your class have finished writing their ideas, talk about what you think. Does everyone have the same ideas? Did you think of something new after the class shared? If you did, write it here:

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## *Your Right to Be Secure*

### **Before You Read**

The founding fathers of our country believed that citizens should be secure in their homes and property. The police, who are part of the government, may not search people or their homes or take their property without good reason. If the police feel they have a good reason to search someone's property, they must first get a search warrant from a judge. The judge must be convinced that the police have a good reason before a warrant is issued. The newspaper reports stories about police searches. Locate a story in your newspaper about police using a search warrant or seizing someone's property.

### **While You Read**

Read the newspaper story about a police action involving the searching or seizing of someone's property. List the facts below.

What were the police searching for? \_\_\_\_\_

Where did they search? \_\_\_\_\_

Who issued the warrant for the search? \_\_\_\_\_

Who owned the property that was searched \_\_\_\_\_

What happened to the property owner as a result of the search? \_\_\_\_\_

How did the search/seizure help protect the community? \_\_\_\_\_

### **After You Read**

Think about the protection you have because of the Fourth Amendment. How would life be different if the police did not need a search warrant to enter your home? Why do you think the protection was included in the Bill of Rights? Discuss your ideas with a partner. Write your ideas here.

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When you have finished writing your ideas, share them with others in your class. Did anyone have ideas different from yours?

## *Your Right to Be Secure*

### **Before You Read**

The Fourth Amendment of the Bill of Rights protects citizens from unreasonable searches and seizures by the government. The individual's right to privacy in his or her home became one of the essentials of our constitutional system. The police, who are part of the government, may not search an individual or an individual's home without a search warrant granted by a judge. The judge will not issue a warrant unless the police can produce evidence or "just cause" for the search. The warrant must specify the place to be searched and what the police expect to find. Protection is not limited to a person's house; it extends to other sites such as business offices, cars, boats, etc.

The newspaper reports stories about police searches for evidence or illegal items, such as drugs, drug paraphernalia or illegal firearms, among other things. Locate a news story about a police search.

### **While You Read**

Read a newspaper story about a police action involving a search/seizure operation. List the information below.

What was the object of the search? \_\_\_\_\_

Where did the search occur? \_\_\_\_\_

What crime was alleged? \_\_\_\_\_

Who owned the property that was searched? \_\_\_\_\_

What was the result of the search? \_\_\_\_\_

How did the search/seizure help protect the community? \_\_\_\_\_

### **After You Read**

Think about the protection guaranteed by the Fourth Amendment. Why do you think the protection was included in the Bill of Rights? Discuss your ideas with a partner or in a small group. Write your ideas below.

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## ★ Discussion Topics

The following topics involve rights affected by the Bill of Rights that arise periodically in local, state or federal situations. When they do become prominent, they attract a lot of attention and receive a great deal of coverage in the newspaper. Watch your newspaper — controversial issues will bring forth news stories, editorials, opinion columns and many letters to the editor. Be ready to discuss these issues in relation to the Bill of Rights.

### **Freedom of the Press vs. Pre-trial Publicity — Amendments I and VI**

Newspapers report on crime in the community. They provide specific information about the crime, the suspects, arrests and charges. This information has been published long before the jury selection for a trial takes place. The Bill of Rights gives the press this freedom. However, the Bill of Rights also guarantees citizens that they will receive a speedy and public trial by an impartial jury. Many times, the defendant in a case may feel that negative pre-trial publicity will make it impossible to seat an impartial jury. The two amendments appear to be in conflict. Have students read newspaper accounts of a current trial — local, state or federal. Discuss the news reports with them. Would the news stories make it impossible for citizens to judge the case fairly? Have them write arguments on both sides of the issue.

### **Religion and the Schools — Amendment I**

The Constitution prohibits laws that put state (government) power behind any particular religion or entangle the state with religious activities. It guarantees not only freedom of religion, but also freedom from religion. A school district is a state authority, a part of government. If a school district requires students to recite a prayer, it is imposing a religious practice on free citizens, the students. The courts have ruled against prayer in the schools because it violates the principle of separation of church and state. Look for articles in your newspaper about the separation issue. Topics may include a required moment of silence in a local school or protests against school plays or decorations with a religious theme (usually at Christmas or Easter). Some parents oppose Halloween stories or activities in school for religious reasons.

The separation issue also becomes involved with school textbook selection. Some religious groups see the teaching of evolution in science classes as promoting what they call the religion of “secular humanism.” They insist that their children be taught creationism as an explanation for the development of life. Some groups protest the teaching of certain genres like myths, fairy tales, science fiction or fantasy because they view these as anti-Christian.

Look for newspaper articles about this issue in your local community or at a national level. Have students watch for subsequent letters to the editor. Have students write their own letters to editor and share them with the class.

*Note: This is a highly charged topic. Be sensitive to your students and your community and adapt your activities to your situation accordingly.*

### **Freedom of Speech and Freedom of the Press for Students — Amendment I**

Have your students watch for newspaper stories about the censorship or curtailment of student First Amendment rights in public schools. A school administration may want to prohibit the publication of a school newspaper or discipline students for engaging in some kind of protest activity. Generally, the courts have ruled that neither teachers nor students “shed their constitutional right to freedom of speech at the schoolhouse gate.” However, the courts will not step in unless a school administration blatantly ignores student rights.

Student publications became the subject of national debate in 1988 when the Supreme Court ruled that school officials do have the right to censor student publications if their content is inconsistent with the educational mission of the school.

Thus school officials are permitted to restrict student publications, but only if their actions are reasonably related to legitimate pedagogical concerns. In three situations, student newspapers may be prohibited from distribution: in cases of obscenity, libel, or if distribution will significantly disrupt the educational process. Have students follow the news stories, editorials and letters to the editor about a school administration- student rights conflict. Have students research previous judicial decisions and then write their own position papers on the issue.

## ★ Special Projects

### **My Book of Rights — Level I**

After students have studied the Bill of Rights, have them write and design their own booklets with the title ‘My Book of Rights.’ Have students select at least five rights for their books. Each page of the book should have several statements telling why the student thinks the right is important. Students may want to illustrate their rights on the same page as their writing.

### **Bulletin Board Collage — Levels I & II**

Divide a large bulletin board into several sections. Label the sections using the titles below — use as few or as many as you choose. Have students cut out news stories and pin them in the appropriate sections. At the end of the unit, have students review what they learned. Ask them to name the right they think is most important.

Section titles: We Can Express our Opinions

We Have a Right to Know

We Can Meet with Others

We Can Worship as We Choose

We Are Secure From Unreasonable Government Searches

We Have Rights in the Legal System

Extend this activity to include other amendments and articles in the Constitution on a bulletin board.

### **We Know Our Rights and Responsibilities! — Levels I & II**

At the end of your study of the Bill of Rights, have students meet in small groups to discuss their rights as they relate to specific amendments or parts of amendments. Have each group write an article outlining their rights under the Constitution and explaining the responsibilities that accompany those rights. Publish the articles in a classroom newsletter that is sent home to parents.

### **Dear Mr. Madison — Levels II & III**

James Madison, fourth president of the United States, introduced the amendments that were ratified as the Bill of Rights by the US Congress in 1791. Have students write a letter to Mr. Madison telling him how the Bill of Rights affects Americans 200 years after the document was ratified. Post the letter on a classroom bulletin board or collect the letters of class members and publish them in a book.

### **Supporting Your Bill of Rights — Level III**

Set up a debate for students: A new Constitutional Convention will be held and the Bill of Rights must be reduced to only five amendments. Which five amendments should be retained? Assign each amendment to a group of students. Each group should research its amendment and present a case for retaining it. After the presentations, have the class vote on which five amendments they would keep. How would their decisions affect life as we know it if certain protections were not guaranteed to citizens? (Special note to teachers Amendments III, VII, IX and X are not very frequently cited in major court cases. You may want to have students debate the other six amendments.)

### **What About Our Rights? — Level III**

Have students look for newspaper articles that relate specifically to student rights under the Bill of Rights. In what way are students treated same as adults? Under what circumstances are their freedoms constrained?

Have students research prior court decisions. Some issues might include:

- Student Press — Can school officials prohibit the publication or distribution of materials they consider offensive?
- Free Speech — Can school officials restrict or discipline students who speak out against school or societal issues or perform symbolic acts of protest, e.g. wearing a T-shirt with a political message?
- Freedom of Religion — Can school officials restrict students from practicing their religion in the school?
- Protection from Searches/Seizures — Can school officials search students, their possessions or their lockers without permission from the students? Can students be forced to submit to drug testing against their will?
- Due Process — What are students rights in cases of school suspension or expulsion?

*(Note: Caution students that they may find court rulings on both sides of each issue. Teachers may contact the American Bar Associations Special Committee on Youth Education for Citizenship (phone 312-988-5735 and Web site [www.abanet.org/publiced](http://www.abanet.org/publiced)) for information and materials. The Student Press Law Center also serves as a resource (phone 703-807-1904 and Web site [www.splc.org/](http://www.splc.org/)).*

### **Rights in the Judicial System — Level III**

Have students follow a local criminal trial through newspaper accounts. As they collect information, have them fill in the chart below. After the trial, have them discuss their reactions to the final verdict.

This long-term project could be used as an on going bulletin board display. Divide a bulletin board into the different areas listed below and have students cut out news stories about the trial and pin them on the board. New pieces of information can be discussed as they become available.

When the jury retires to deliberate, have students take a vote in the class — would they convict or acquit the defendant? At the end of the trial, have students discuss their reactions to the way the prosecution and defense performed. Have students compare their decision with the jury's final decision.

*NOTE: A student worksheet for this special project follows on the next page.*

## *Rights in the Judicial System*

Follow a local criminal trial through newspaper accounts. Collect information and fill in the chart below. In small groups discuss your reactions to the final verdict.

If the trial is extended over a long period of time, set a bulletin board to help keep track. Divide a bulletin board into the different areas listed below and cut out news stories about the trial and pin them on the board. New pieces of information can be discussed as they become available.

When the jury retires to deliberate, vote in the class — would you convict or acquit the defendant?

At the end of the trial, discuss your reactions to the way the prosecution and defense performed. Compare and contrast your class verdict with the jury's final decision.

Charge: \_\_\_\_\_

Name of defendant: \_\_\_\_\_

Date of arrest: \_\_\_\_\_

Date of trial: \_\_\_\_\_

<b>For the Prosecution</b>	<b>For the Defense</b>
Name of prosecuting attorney:	Name of defense attorney:
Prosecution witnesses:	Defense witnesses:
Evidence against the defendant:	Evidence in favor of the defendant:
Arguments for conviction:	Arguments for acquittal:

Final outcome of trial: \_\_\_\_\_

Do you agree with the jury's decision? Why or why not? \_\_\_\_\_

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## ★ Related Reading

Your school library or your public library may have one or more of the books listed below. Each title offers the reader an opportunity to learn more about the people and the times that prompted the creation of the Bill of Rights. Teachers who are interested in providing a common experience for a class of students might want to read aloud. Older readers, as well as younger ones, profit from the experience of listening to an experienced reader share a book. Consult your librarian for other appropriate titles.

### Level I

Fritz, Jean. (1987) *Shh' We're Writing the Constitution*. Illustrator: Tomie dePaola. Putnam. ISBN 0-399-21403-8. Explains the controversial writing of the Constitution in terms even the youngest reader can understand. Shares events that make the people involved come alive and human. Includes a text of the document.

Maestro, Betsy & Giulio. (1987) *A More Perfect Union: The Story of Our Constitution*. Lothrop. ISBN 0-688-06839-1. Presents through pictures and simple text the events of the Constitutional Convention. Includes a simplified version of the document and a list of those who signed.

Spier, Peter. (1987) *We the People; The Story of the U.S. Constitution*. Doubleday. ISBN 0-385-23589-5. Presents a short text explaining how the Constitution came to be written. Colorful then-and-now illustrations focus on detail that explains the Preamble in ways readers of all ages will understand. Includes a typeset and handwritten version of the document as well as drawings of all who signed it.

### Level II

Anderson, Joan. (1987) *1787*. Harcourt ISBN 0-15-2005822-X. Shares an insider's view of the Constitutional Convention by telling the tale of an aide to James Madison. Historical fiction that helps make the period come alive.

Faber, Doris & Faber, Harold. (1987) *We the People: The Story of the United States Constitution Since 1787*. Scribners. ISBN 0-684-18753-1. Presents the story of the Constitutional Convention, but focuses primarily on the amendments and the interpretive role played by the Supreme Court.

Hauptly, Denis J. (1987) *"A Convention of Delegates": The Creation of the Constitution*. Atheneum. ISBN 0-689-31148-6. Describes the developments of the Constitutional Convention through the stories of those who were there. Includes text of the document.

Morris, Richard B. (1985 reissue) *The Constitution*. Lerner. ISBN 0-8225-1702-7. Presents a simplified version of the writing of the Constitution. Includes also a simplified version of the document.

Williams, Selma R. (1987-reissue) *Fifty-Five Fathers: The Story of the Constitutional Convention*. Dodd, Mead. ISBN 0-396-09033-8. Describes the events of the Constitutional Convention by quoting from the extensive notes of James Madison. Presents a brief description of each by state. Includes a text of the document.

### Level III

Hentoff, Nat. (1987) *American Heroes: In and Out of School*. Delacorte Press. ISBN 0-385-29565-0. Describes the experiences of American teenagers who chose to pursue their rights as guaranteed by the Bill of Rights. Provides examples of situations that teens can identify with causing the document to come alive.

Lindop, Edmund. (1987) *Birth of the Constitution*. Enslow. ISBN 0-89490-135-4. Explains events that preceded the Constitutional Convention and describes what took place there. Presents the Constitution and discusses the importance of each amendment.

Mabie, Margo. (1987) *The Constitution: Reflection of a Changing Nation*. Henry Holt. ISBN 0-8050-0335-5. Sets the context for the creation of the Constitution. Includes one complete chapter on the writing of the Bill of Rights. Includes text of the document.

Mason, Aipheus T. and Stephenson, D. Crier, Jr. (1990) *American Constitutional Law*. Prentice Hall. ISBN 0-13-024803-7. Reprints leading cases on the development of the Constitution, including the Bill of Rights.

Zerman, Melvyn B. (1981) *Beyond a Reasonable Doubt: Inside the American Jury System*. Crowell. ISBN 0-699-04094-6. Considers the influences on a member of a jury. Provides valuable information for preparing to be a juror.

Zerman, Melvyn B. (1986) *Taking on the Press: Constitutional Rights in Conflict*. Crowell. ISBN 0-690-04301-5. Explores the extent of the freedom of the press by presenting specific cases that brought rights into conflict. Emphasizes the importance of a free people being informed.

## ★ Related Internet Sites

For additional research and lesson plan ideas, the following alphabetical listing of internet sites may be useful.

The American Bar Association Public Education [www.abanet.org/publiced](http://www.abanet.org/publiced)

The Center for Civic Education - Constitution Day lesson plans  
[http://www.civiced.org/lessons/lessons\\_by\\_level.php?level=all](http://www.civiced.org/lessons/lessons_by_level.php?level=all)

Constitutional Rights Foundation [http://www.crf-usa.org/constitution\\_day/constitution\\_day\\_home.htm](http://www.crf-usa.org/constitution_day/constitution_day_home.htm)

The Dirksen Congressional Center - Congresslink -  
[http://www.congresslink.org/print\\_lp\\_contents.htm#constitution](http://www.congresslink.org/print_lp_contents.htm#constitution)

Knight Foundation – Teach the First Amendment - [www.teachfirstamendment.org](http://www.teachfirstamendment.org)

Library of Congress - lesson plan for Grade 11 - <http://memory.loc.gov/learn/lessons/broad/intro.html>

National Archives <http://www.archives.gov/national-archives-experience/charters/constitution.html>  
National Archives info on Constitution Day <http://www.archives.gov/education/lessons/constitution-day/>

National Conference of State Legislatures <http://www.ncsl.org/trust/>

National Constitution Center - <http://www.constitutionday.us/>

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The following resources were used in the development of this curriculum guide:

Cox, Archibald. *The Court and the Constitution*. Boston: Houghton Mifflin Company, 1987. Dorsen, Norman. “the Bill of Rights: Protector of Minorities and Dissenters,” in *Pennsylvania Humanities*, Newsletter of the Pennsylvania Humanities Council, Spring 1990, pp. 6-8.

Eveslage, Thomas. *The First Amendment: Free Speech and a Free Press*. Philadelphia: Temple University, 1985.

Hentoff, Nat. *The First Freedom*. New York: Delacorte Press, 1980.

*The Constitution and Newspapers Partners in Freedom*, Curriculum packet produced by the Pennsylvania Newspaper Publishers’ Association Newspaper in Education Committee, 1987.

Free Press & Fair Trial. Reston, Va.: American Newspaper Publishers Association Foundation, 1987.