



# Federal Hall & The Bill of Rights



# Working Together to Improve Education

The National Archives at New York City and Federal Hall National Memorial have collaborated on a variety of programs to develop Federal Hall into an outstanding cultural destination and educational resource. Creating joint educational programming for both students and teachers grows out of the desire to reach a common goal, which is to provide the fullest educational experience that is possible.

The programming that has emerged from the combined effort of these agencies has helped to fulfill both NARA and Federal Hall's mission: increasing civic literacy and historical understanding. Specifically, the educational programming utilizes the inherent strengths of both agencies — preserving and providing access to the essential documentation and the cultural landmarks of American history.

This is one such program and focuses on highlighting one the major events that occurred in and around 26 Wall Street, the site of Federal Hall National Memorial — the adoption of the Bill of Rights as part of the United States Constitution.



# **Your Guide to Federal Hall & the Bill of Rights**

## **A curriculum-based program**

Program Description and Objectives	4
Standards & Core Curriculum: Grades 7-8	5
What Every Teacher Needs to Know	8
What to Expect During Your Visit	9
Vocabulary (required)	10
Pre-Visit Activity Ideas	11
Sample Lesson Plan	12
Post Visit Activity Ideas	14
Additional Resources	15



Photograph of Eugene V. Debs Speaking in Canton, Ohio, 06/16/1918 ARC # 2641496





# Program Description & Objectives

This program about the Bill of Rights is designed to show the significance and influence of the Bill of Rights in US History by having students examine the Bill of Rights and specific documents that connect to the individual amendments. The first 10 Amendments to the Constitution, the document that has become known as The Bill of Rights has preserved some of the most cherished American freedoms and ideals. Constantly reviewed and reevaluated by the people and in the courts, the Bill of Rights is truly one of our most important documents.

This student program is designed to be curriculum-based and will initially follow New York City Department of Education K-8 Social Studies Scope and Sequence framework. According to this document, the Bill of Rights is discussed in Grades 4, 5, and 7. This field trip will also be aligned to New York State Learning Standards and New Jersey Core Curriculum Content Standards.

## Students will research:

1. Different versions of the Bill of Rights (House version, Senate version, Ratified Version).
2. Documents from a variety of historical time periods that relate to different amendments.

## Students will be able to:

1. Explain the importance of the Bill of Rights to protected personal freedoms.
2. Explain the Bill of Rights and the different personal liberties it protects.
3. Analyze a variety of primary sources and classify according to appropriate amendment.
4. Understand the people, events, court cases, etc that have helped protect those rights throughout history.

**Duration:** 30-45 minutes depending on class size and depth of discussion

**Location:** This workshop is held at Federal Hall National Memorial.

*Photos at left, clockwise from top left: Supreme Court Building (Arc # 94954); Hon. Salmon P. Chase, Chief Justice, U.S.; Hon. Nathan Clifford, Maine; Stephen J. Field, Justice Supreme Court, U.S.; Hon. Samuel F. Miller, U.S. Supreme Court; Hon. Noah H. Swayne, Justice Supreme Court, U.S.; Judge Morrison R. Waite, Supreme Court, U.S, ca. 1860 - ca. 1865 (ARC # 528362); County Clerk "Bun" Towner Swearing-in a Trial Jury in the Court House (Arc # 595379)*

*At Right: Re-enactors demonstrate blackpower rifles at St. Paul's Church National Historic Site in Mt. Vernon, NY. (NPS photo)*



# NY Standards & Core Curriculum: Grades 7-8

**This program was designed  
to meet the following  
New York State Standards  
for Grades 7 & 8:**

Standard 1  
Standard 2  
Standard 5

## **STANDARD 1 – HISTORY OF THE UNITED STATES AND NEW YORK**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United State and New York.

Key Idea 1.1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

*Student Performance Indicators:*

- 1.1b: interpret the ideas, values, and beliefs contained in the Declaration of Independence and the New York State Constitution, and United States Constitution, Bill of Rights, and other important historical documents

Key Idea 1.4: The skills of historical analysis include the ability to: explain the significance of historical evidence, weigh the importance, reliability, and validity of evidence, understand the concept of multiple causation, and understand the importance of changing and competing interpretations of different historical developments.

*Student Performance Indicators:*

- 1.4a: consider the sources of historic documents, narratives, or artifacts and evaluate their reliability
- 1.4d: describe historic events through the eyes and experiences of those who were there

## **STANDARD 2 – WORLD HISTORY**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea 2.4: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

*Student Performance Indicators:*

- 2.4a: explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed

## **STANDARD 5 – CIVICS, CITIZENSHIP, AND GOVERNMENT**

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments, the governmental system of the U.S. and other nations, the U.S. Constitution, the basic civic values of American constitutional democracy, and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea 5.1: The study of civics, citizenship, and government involves learning about political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law.

*Student Performance Indicators:*

- 5.1a: analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs
- 5.1b: consider the nature and evolution of constitutional democracies



*Photograph of a Female Demonstrator Offering a Flower to a Military Police Officer, 10/21/1967 (ARC # 594360 )*



- 5.1d: analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases

Key Idea 5.2: The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.

*Student Performance Indicators:*

- 5.2a: understand how civic values reflected in United States and New York State Constitutions have been implemented through laws and practices
- 5.2e: value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality
- 5.2f: understand how the United States and New York State Constitutions support majority rule but also protect the rights of the minority

Key Idea 5.3: Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

*Student Performance Indicators:*

- 5.3a: explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time
- 5.3b: understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities
- 5.3c: discuss the role of an informed citizen in today's changing world

Key Idea 5.4: The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills

*Student Performance Indicators:*

- 5.4a: respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint
- 5.4b: explain the role that civility plays in promoting effective citizenship in preserving democracy
- 5.4c: participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems

# What Every Teacher Needs to Know

We welcome your class to Federal Hall National Memorial. The program takes place at Federal Hall N.M., located at 26 Wall Street, directly across from the New York Stock Exchange.

**Charge:** There are no fees for this program.

**Contact Us:** Please contact us at (212) 825 - 6990 to make a reservation or if you have any questions. The site is open Monday through Friday from 9 AM until 5 PM.

**Cancellation Policy:** If your plans change, please contact us as early as possible.

**Teacher and Chaperone Roles:** Everyone participates in this program, including teachers and chaperones. You are essential to the program's success. This is why the presence of one adult for every eight students in your class is required. Please inform chaperones of their responsibilities, which can be found below, prior to the day of the trip.

## Directions via subway

There are several subway lines with stations near Federal Hall at 26 Wall Street:

- 4 or 5 (green) subway to Wall Street

station: Exit at Wall Street and Broadway, turn east onto Wall Street.

- T J or Z (brown) subway to the Broad Street station: Exit at Wall and Nassau Streets. You will be across the street from Federal Hall.
- 2 or 3 (red) subway to the Wall Street station: Exit at Wall and William Streets. Walk west on Wall Street.
- 1 (red) subway to the Rector Street station. Exit at Rector and Greenwich Streets and turn east on Rector, continue past Trinity Place to Broadway. Turn left for ½ block to Wall Street.
- R (yellow) subway to the Rector Street station. Exit at Rector and Trinity Place. Walk east on Rector towards Broadway. Turn left for ½ block to Wall Street.
- A or C (blue) subway to the Fulton Street station. Exit at John and Nassau Streets, and walk south on Nassau to Wall Street.

## Chaperones: An Essential Component

Chaperones play a critical role during the “Bill of Rights” program. They will help guide student participants as they read dialog and participate in open discussion. Chaperones



*A National Park Service ranger demonstrates how newspapers were printed during the Revolutionary War. (NPS photo)*





*President Barack Obama speaks at Federal Hall, site of the first Capitol of the United States in 2010. (NPS photo)*

are extremely valuable in assisting with these tasks. Teachers should pre-assign a chaperone to each group of students. Chaperones help to make sure that their group stays on task and assists them as needed. Although students may request a chaperone's help, the students are required to do the work themselves. Here are some suggestions for assisting students with each activity:

- Help them with reading directions and questions.
- Assign students to perform special tasks.

- Make sure students say their lines when they are supposed to.
- Assist with student questions or present them to the NPS Ranger.
- Make sure students stay on task.

**Chaperones need to:**

- Stay with their group at all times and account for each student.
- Escort students to restrooms during the program, if requested.
- Please do not smoke anywhere inside the building.

## What to Expect During Your Visit

Some of the questions your students may want to ask themselves in advance of your visit are: What are your most important rights? If you had to start and create a new government, what are some freedoms that you think all people should be allowed to possess? Why?

Following their arrival at Federal Hall, program participants will receive an overview of the history of Federal Hall National Monument, as well as the site's importance and significance. They will also be introduced to the mission of the National Archives and

Records Administration. The Bill of Rights will be discussed as well as how it has been constantly reevaluated and retested in a variety of settings throughout our history.

During the workshop portion of the program, students will be analyzing a variety of documents that relate to different parts of the Bill of Rights. First, they will analyze the document itself to understand its meaning. Then, they will look to the Bill of Rights to see which particular amendments the documents are related to.

# Vocabulary List

**Amendment** - A formal change to the Constitution of the United States of America

**Anti-Federalists** - An opponent of the ratification of the U.S. Constitution

**Congress** - The national legislative body of the United States, consisting of the Senate and the House of Representatives

**Constitution** - The system of fundamental laws and principles that prescribes the nature, functions, and limits of a government or another institution

**Delegate** - To commit powers/functions

**Due Process** - Fair treatment through the normal judicial system, esp. as a citizen's entitlement.

**Enumerated** - to mention separately as if in counting; name one by one

**Federalists** - A member or supporter of the Federalist Party

**Freedom** - Liberty of the person from slavery, detention or oppression

**Government** - The act or process of governing, especially the control and administration of public policy in a political unit.

**Grand Jury** - A jury of 12 to 23 persons convened in private session to evaluate accusations against persons charged with crime and to determine whether the evidence warrants a bill of indictment.

**Jury** - A body of persons sworn to judge and give a verdict on a given matter, especially a body of persons summoned by law and sworn to hear and hand down a verdict upon a case presented in court

**Libel** - A false publication, as in writing, print, signs, or pictures, that damages a person's reputation

**Militia** - Military force that is raised from the civil population to supplement a regular army in case of emergency

**Private Property** - Land or belongings owned by a person or group and kept for their exclusive use.

**Quartered** - Be stationed or housed/lodged in a specified place

**Ratification** - to give formal approval or consent to

**Seizure** - The action of capturing someone or something using force

**Self-Incrimination** - To accuse oneself of a crime for which a person can be prosecuted

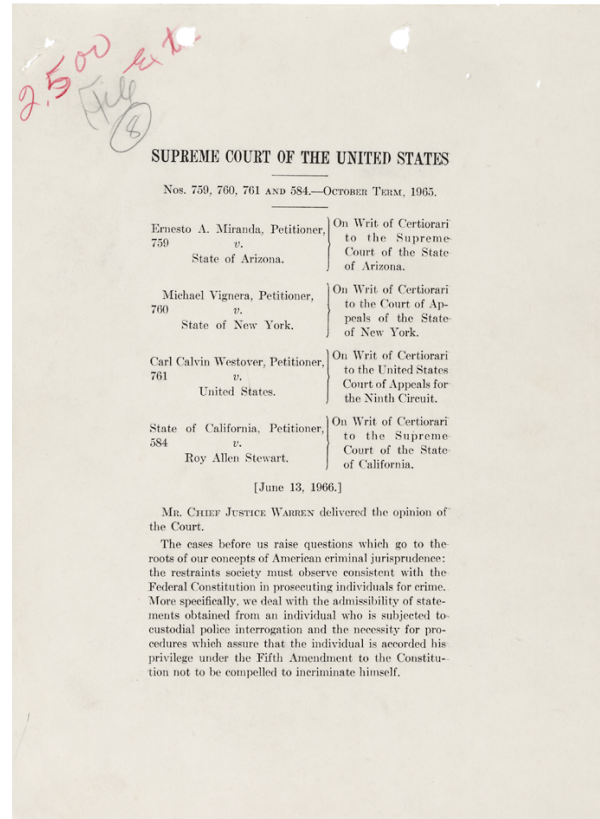
**Trial** - Examination of evidence and applicable law by a competent tribunal to determine the issue of specified charges or claims



# Pre-Visit Activities

The following are suggested activities designed to give students a sufficient background in the Bill of Rights prior to participating in the students' field trip. On the following page you will find a sample lesson plan.

1. Teachers should familiarize their students with the Bill of Rights and the debate surrounding its creation. To understand the historical context, visit the National Archives' Charters of Freedom page at [www.archives.gov/exhibits/charters](http://www.archives.gov/exhibits/charters).
2. Divide your class into 10 groups and have each group read an individual amendment of the Bill of Rights rewrite it in their own words. For a transcript of the Bill of Rights, visit [www.archives.gov/exhibits/charters/bill\\_of\\_rights.html](http://www.archives.gov/exhibits/charters/bill_of_rights.html).
3. After students have sufficient understanding of the Bill of Rights, distribute handout that lists the 24 specific freedoms protected in the Bill of Rights. As individuals or in small groups, have students discuss the five most important rights protected by the Bill of Rights.
4. Visit the National Archives' Center for Legislative Archives educational resource on the Bill of Rights at [www.archives.gov/legislative/resources/education/bill-](http://www.archives.gov/legislative/resources/education/bill-)



of-rights/. Activities include having students create a Bill of Rights for their history classroom and analyzing the earlier House and Senate drafts of the Bill of Rights.

5. Divide students into small groups and have each group research one of the historical predecessors to the Bill of Rights. Important examples include the Magna Carta, the English Bill of Rights and the Virginia Declaration of Rights. How are these similar to the Bill of Rights? How do they differ? Distribute a Venn diagram to students to make this comparative analysis.

---

*You have the right to remain silent.*

*Anything you say or do can and will be held against you in the court of law.*

*You have the right to speak to an attorney. If you cannot afford an attorney, one will be appointed for you.*

*Do you understand these rights as they have been read to you?*

---

—Miranda warning

# Sample Lesson Plan

## Incorporating Pre- & Post-visit activities

Federal Hall National Memorial

Lesson Plan: Ratifying the Constitution

Grade Level: 7

Time: 50 minutes

Students: 34

The Constitution is the foundation on which our government is built upon. Its reverence is only matched by the Declaration of Independence. This admiration was not always so. The introduction and subsequent ratification of the Constitution was a highly contentious process. Many of the arguments made for and against ratification have influenced the course of the nation. Supporters for the document saw its ability to unify the thirteenth states through a stronger central government. While those who opposed the document feared a return of despotism—they had just fought a war in which a strong central government was removed. Throughout the ratification process numerous arguments were made for the rights of the people to be enumerated. These rights will eventually form the first ten amendments to the Constitution. In analyzing both sides of the debate, students will get a better understanding of the importance of the Bill of Rights to the young nation and how they continue to affect the present day.

Learning Objectives: Students Will Be Able To

- Understand the importance of the Bill of Rights to the ratification of the Constitution.
- Describe and chart the different views of the Federalist and the Anti-federalist.
- Analyze the arguments made by the two factions through primary document analysis.

### I. Motivation

a. Aim: Why were some states hesitant to ratify the Constitution?

b. Do Now: List 3 weaknesses of the Articles of Confederation.

Briefly discuss the weaknesses but also the reasons why the Articles of Confederation limited the powers of the central government. Segue into the Constitution and the need for a stronger central government.

### 2. Materials

- Pens, pencils, and paper.
- Handouts.

### 3. Procedures

a. Students will divide into 6 groups of 5-6 students.

b. Each group will receive a handout with four points of view (2 for the Bill of Rights and 2 against).

(Depending on the class, not all of the documents need be analyzed. Documents could be divided up in which each group tackles a different document.)

c. Within each group, students will work with their group members to answer the questions relating to each document.

Students will create a chart in their notebook, similar to the one on the blackboard. While answering the questions on the handout, students will fill in the chart with the arguments made by both sides.

d. Each group will present their findings during the discussion portion of the lesson.

e. While one group is presenting the other groups are listening and taking notes.

### 4. Medial Summary

a. Teacher will walk around room helping students who are struggling or to clarify any misunderstandings.

b. If the entire class is off topic. Stop the lesson and re-emphasize what you want students to do.



## 5. Final Summary

- a. Document 1: John Adams, Defence of the Constitutions of Government of the United States.  
What was John Adams's position?
- b. Document 2: A Democratic Federalist
  - i. Is this commentator a Federalist or Anti-federalist? Explain.
  - ii. Why is the Freedom of the Press important?
- c. Document 3: Patrick Henry June 5, 1788.
  - i. What does Patrick Henry fear will happen with ratifying the Constitution?
- d. Document 4: Alexander Hamilton, Federalist, no. 30, 188—91
  - i. What is Alexander Hamilton arguing is the biggest problem of the Articles of Confederation?
  - ii. What argument can you make to refute Hamilton's position?

Debating the Bill of Rights	
Federalist	Anti-federalist

## 6. Homework

- a. Choose one of the documents discussed in class today and write a 2-3 paragraph essay on whether you agree or disagree with the author's position.

### Rubric for Journal Entry Homework Assignments

#### *Exceeds Expectations:*

- Student creatively answers the question posed and accurately supports his/her thoughts with facts from the lesson.
- Grammar and spelling are correct.
- Paragraph is well-developed and at least 5 sentences.
- Assignment is handed in on time

#### *Meets Expectations:*

- Student answers the question posed, however a small piece of the material from the lesson is inaccurately cited.
- Grammar and spelling are mostly correct with few errors.
- Paragraph is at least 5 sentences.
- Assignment is handed in on time.

#### *Below Expectations:*

- Student poorly answers the question and does not support his/her thoughts from the material discussed in the lesson.
- Error in grammar and spelling.
- Paragraph is not developed, less than 5 sentences.
- Assignment is handed in late.

Zero '0' will be given for assignments that are not turned in.

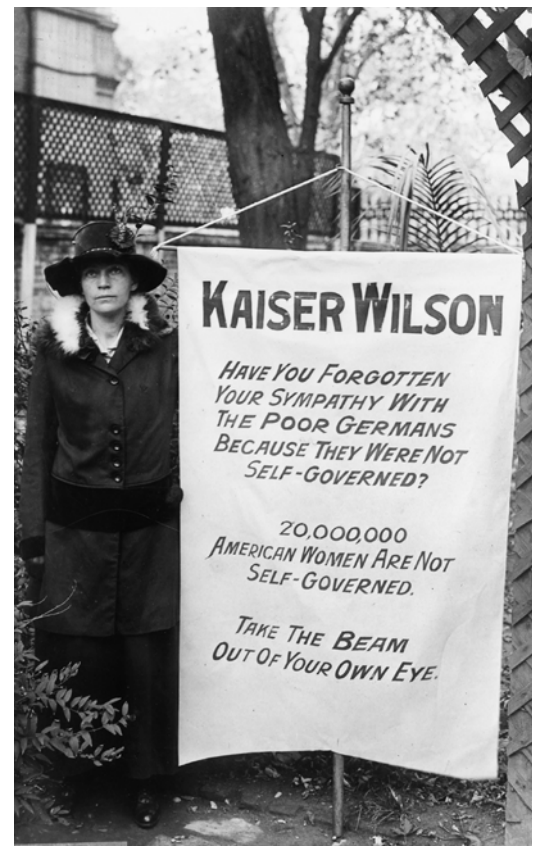
*At Right: Photograph of a Suffragette Parade in New York City (ARC # 593556); Below: Suffragette banner. One of the banners, the women who picketed the White House . . . , 1917 - 1918 (ARC # 533769 )*



## Post Visit Activities

The following are suggested activities designed to provide further exploration of the Bill of Rights following the field trip.

1. Bill of Rights in the News: Have your students search for recent court cases and events involving the Bill of Rights and their interpretation.
2. Bill of Rights for the 21st Century: Divide your students into small groups and have them create a Bill of Rights for the 21st Century. What amendments should be added to the US Constitution? What new rights need to be protected? Why?
3. Create a Bill of Responsibilities: As citizens of the United States, we are guaranteed certain freedoms in the Bill of Rights. We also have a civic duty to improve and create a better tomorrow. In small groups, have your students create a Bill of Responsibilities for all



American citizens to follow.

4. Influence of the Bill of Rights: Compare and contrast the US Bill of Rights with similar documents created in other countries and the UN Declaration of Human Rights. How has the Bill of Rights influenced these later documents? What additional rights do they protect?



# Additional Resources

## Books for Students

“A Kid’s Guide to America’s Bill of Rights, Curfew, Censorship and The 100 Pound Giant” by Kathleen Krull, Harper Collins, 1999.

“Constitution Translated for Kids” by Cathy Travis Synergy, 2006.

“The Bill of Rights” by Christina Taylor-Butler, True Books, 2008.

## Books for Teachers

“The Bill of Rights Creation and Reconstruction” by Akil Reed Amar, Yale University Press, 2000.

“Original Meanings” by Jack N. Rakove, Vintage, 1997.

“The Bill of Rights in Modern America: Revised and expanded” by David J. Bodenhamer, Indiana University Press, 2008

“A Brilliant Solution” by Carol Berkin, Mariner Books, 2003.

## DVD/Video (for adults, but may be excerpted for classroom use)

“Just the Facts: The United States Bill of Rights and Constitutional Amendments” (2004)

“A DVD History of the U.S. Constitution (1619-2005)”

“A More Perfect Union: America Becomes a Nation - The Making of the U.S. Constitution” (2010)

## Websites

Federal Hall National Memorial

<http://www.nps.gov/feha>

Independence National Park

<http://www.nps.gov/inde>

National Park Service Revolutionary War Remembered

[http://www.nps.gov/revwar/about\\_the\\_revolution/overview](http://www.nps.gov/revwar/about_the_revolution/overview)

National Archives

<http://www.archives.gov>

<http://www.archives.gov/exhibits/charters>

[http://www.archives.gov/exhibits/charters/bill\\_of\\_rights.html](http://www.archives.gov/exhibits/charters/bill_of_rights.html)

<http://www.archives.gov/legislative/resources/education/bill-of-rights/>

National Constitution Center <http://constitutioncenter.org/>

Bill of Rights Institute <http://www.billofrightsinstitute.org>

