

## BILL OF RIGHTS: SHAPERS OF MEANING

### Performance Standard (16A/16BUS/16CUS).E

Create a poster, which will represent the contributions made by seven historical figures to our present meaning of the Bill of Rights accordingly:

- *Knowledge*: identify the key contributions made by historical figures to the meaning of rights;
- *Reasoning*: show the connection of the contribution to the meaning of rights; and
- *Communication*: create a poster that is well-focused, well-detailed and well-organized; express all ideas in a way that provides evidence of knowledge and reasoning processes.

### Procedures

1. ***In order to apply the skills of historical analysis and interpretation (16A), understand the development of significant political events (16BUS); and understand the development of economic systems (16CUS)***, students should experience sufficient learning opportunities to develop the following:
  - Identify turning points in United States political history.
  - Identify turning points in United States economic history.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students should have covered a unit which includes a study of the Constitution and the Bill of Rights.
4. Have students read the document titled, "Individuals Who Helped Shape Our Concepts of Rights".
5. Each student will then be instructed to create a poster, which graphically represents several of the contributions of these historical figures. They should choose 5 of the 7 people presented in the reading.
6. The completed poster should have the following characteristics:
  - Should allow for equal space (approx.) for each of the figures on the poster
  - Should be neatly presented
  - Should be organized in such a way that is eye-catching and orderly
  - Should include a representation of each of the figures, either hand-sketched by the student or xeroxed and cut from the document
  - Should include at least two contributions made by each figure to our understanding of the meaning of the Bill of Rights. These contributions should be listed with the drawing of each figure.
  - Should have a clear and visible title to be created by the student
  - Should be constructed using markers, colored pencils, construction paper, and/or other available art materials
7. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
  - *Knowledge*: the identification of the key contributions of five individuals was described completely and accurately.
  - *Reasoning*: an analysis of the contributions should make a clear connection to the individual and his or her mean of rights.
  - *Communication*: the information on the poster was well-organized, well-focused and well-detailed; the knowledge and reasoning were completely and effectively communicated.

### Examples of Student Work follow

- The second class period should be spent constructing the actual poster and should be completed by the close of this period
- Students should be allowed to take home the handout for any outside preparation (drawing,, xeroxing,, or computer generated images)

### Time Requirements

- Students will have two regular class periods to complete this task
- The first period should be spent reading through the handout, determining which contribution students will choose to list for each of the figures, and planning the layout of the poster

**Resources**

- Poster board – either full or half sheets (choice of instructor or student)
- Markers and Colored pencils
- Scissors and Glue
- Other art supplies which may be provided at the discretion of the instructor depending upon availability or may be independently provided by the students as to their choice
- Handouts to be used as resource, “Individuals Who Helped Shape Our Concepts of Rights”

## Individuals Who Helped Shape Our Concepts Of Rights

Thousands of individual Americans helped create, expand, and enforce the Bill of Rights. Here's a representative sample.

Some of these individuals through their roles in history influenced the development of a Bill of Rights. Others contributed directly with their words, ideas and actions.

### **Roger Williams (1603-1683)**

When he came to Boston from England in 1631, Roger Williams seemed to be just one more Puritan preacher. Within two years however, he had shaken up the Puritan church-state establishment in Massachusetts. From his pulpit in Salem, Williams called for separation of church and state, freedom of conscience, toleration for all religions, and friendship with the Indians. He also embraced Baptist doctrines. Williams was banished from the colony by the General Court (the Massachusetts legislature) in 1635. A year later, he bought land from the Narragansett Indians and founded the town of Providence as a center of democracy and religious freedom. In 1644, the Narragansett Bay settlements of Newport, Hampton, and Providence were united under Williams's leadership to form Rhode Island – a colony that set a pattern of religious freedom in America.

### **John Peter Zenger (1697-1746)**

On Sunday morning, November 17, 1734, New York printer John Peter Zenger was dragged off to jail. His crime? Two issues of Zenger's New York Weekly Journal had criticized Governor William Cosby for incompetence,

favoritism, and neglect of the colony. Cosby had the offending papers burned and Zenger jailed for "seditious libel" – defaming and undermining the government. Ten months later, Zenger went to trial. He was defended by Andrew Hamilton of Philadelphia, one of the most imminent lawyers of the American Colonies.

Following legal practice of the time, the judge told the jury that the only issue to consider was whether or not Zenger had printed the seditious criticism. Hamilton argued that a person has a right to criticize government officials if he uses the truth. And he showed that Zenger's criticisms were based on the truth. The jury agreed and acquitted Zenger of the charges. This was a landmark victory for freedom of the press.

### **James Madison (1751-1836)**

During his years in the Continental Congress (1779-83) and in the Virginia House of Delegates (1784-1786), James Madison was motivated by desires to achieve complete religious freedom for his state and nation, and to strengthen the national government. He achieved the first goal by introducing and securing passage in the Virginia assembly of Thomas Jefferson's statute on religious freedom. This statute served as a model for the First Amendment to the Constitution. Madison's second goal took longer to reach. His efforts eventually led to the Constitutional Convention of 1787 in Philadelphia. His proposals for a national government and the compromises he worked out at the Philadelphia Convention

formed the basis of our Constitution.

At first, Madison did not agree with his friend George Mason on the need to add a bill of rights to the Constitution. He voted against such a bill at the Constitutional Convention and again at the Virginia ratification convention. But when he became aware that people wanted such a bill, he drafted amendments that led to our Bill of Rights.

### **Sequoyah (1770-1843)**

A member of the Cherokee nation, Sequoyah was a silversmith, trader, and teacher. For a time, he served in the U.W. Army. At an early age, he became fascinated by the "talking leaves" – papers with writing – of the white men. In 1809 he started work on a Cherokee alphabet, which he completed in 1821. With the help of his 7-year old daughter, Sequoyah demonstrated the usefulness of his alphabet to tribal chiefs. He traveled to tribal regions, organizing schools and teaching teachers. Through his efforts, thousands of Cherokee learned to read and write in Cherokee and English. He translated parts of the Bible to Cherokee and published several books and a weekly newspaper, *The Cherokee Phoenix*, in English and Cherokee. As a political activist, he introduced ideas of democracy and constitutional government, which led to the Cherokee Constitution of 1827. When the Cherokee were forced westward to what is now Oklahoma, he went with them. Sequoyah died in Mexico while searching for a lost Cherokee tribe.

**Sojourner Truth (1797-1883)**

On June 1, 1843, an African-American former slave named Isabella found God, and changed her name to Sojourner Truth. From that day on, she traveled from place to place, preaching the word of God, campaigning against slavery, and speaking up for the rights of women. She lived to see her efforts pay off with the abolition of slavery, and citizenship for all persons born in the U.S. and living within its jurisdiction.

Before she died, women had gained the right to vote in eight states, and she had played a major role in gaining those rights. She did not live long enough to see women gain the right to vote throughout the nation. That came in 1920, with ratification of the 19<sup>th</sup> Amendment.

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**Frederick Douglass (1817-1895)**

Frederick Augustus Washington Bailey was born into slavery. Although it was illegal, he learned to read and write while still a boy. Determined to be free, he attempted to escape and finally succeeded in 1838. He went first to New York and then to New Bedford, Massachusetts where he changed his last name to Douglass. In 1841 he made a speech to the Massachusetts Anti-Slavery Society that was so good that he was hired by the Society. He traveled around New England speaking out and writing against slavery.

Douglass wrote a book about his life as a slave. This made him a target of bounty hunters who were paid to return fugitive slaves. So he fled to England in 1845. He returned to the U.S. in 1847 and continued to work against slavery. His anti-slavery newspaper, *The North Star*, was widely influential. During the Civil War, Douglass urged black men to join the Union Army. After the war, he campaigned for civil rights for blacks and for enforcement of the 14<sup>th</sup> and 15<sup>th</sup> Amendments.

**Elizabeth Cady Stanton (1815-1902)**

Along with Lucretia Mott, Elizabeth Cady Stanton organized the first Women's Rights Convention at Seneca Falls, New York, in 1848. From that time on, she was a leader in the struggle to gain voting rights for women.

When Elizabeth Cady Stanton was born, women did not have the right to vote in any state.

"Meets"

# The People of the Bill of Rights

## Sojourner Truth



- ★ Sojourner Truth worked to help the slaves and women rights.
- ★ She helped the first amendment.



## Frederick Douglass



- ★ Frederick Douglass worked to help the slaves and for women's rights. He was the first to speak out against slavery and the 13th amendment.
- ★ He helped the first amendment.

## Roger Williams



- ★ Roger Williams got in trouble because he wanted to mix religion with the laws.
- ★ He helped in the first amendment.

## Elizabeth Cady Stanton



- ★ Elizabeth Stanton worked women's rights mostly the 19th century.
- ★ She helped in the first amendment.



## James Madison



- ★ James Madison worked to help the slaves and women's rights.
- ★ He helped in the 13th amendment.

# PEOPLE WHO HELPED FORM RIGHTS OF OUR COUNTRY ! ! ! !

"Exceeds"

Roger Williams (1603-1683)



- From his pulp in Salem, Williams called for separation of church and state, freedom of conscience, toleration for all religions, and friendship with the Indians.
- In 1639, the Massachusetts Bay settlements of Newport, Hampton, and Providence were very united under Williams's leadership to form Rhode Island, a colony that set a pattern of religious freedom in America.



(1791-1883)

SOURMOR

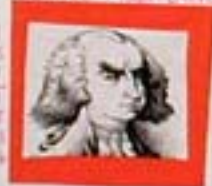


TRUTH

- On Jan 12, 1843 an African American former slave named Isabelle found God and changed her name to Sojourner Truth. She traveled to different places, preaching the word of God, campaigning against slavery, and speaking up for rights of all women.



James Madison



God Bless America and these People

- James Madison was not elected by voters to achieve complete religious freedom for his state and nation, and to strengthen the national government.
- He achieved the first goal by introducing and securing passage in the Virginia Assembly of Thomas Jefferson's statute on religious freedom.
- He then agreed a bill at the Constitutional Convention and again at the Virginia ratification convention. He became known as the "Father of the Constitution."

bill, he drafted amendments that led to our Bill of Rights.

We the People

Elizabeth Cady



1815-1902

- Along with Lucretia Mott, Elizabeth Cady Stanton organized the first Women's Rights Convention at Seneca Falls, New York, in 1848.
- From that time on, she was a leader in the struggle to gain voting rights for women.
- Before she died, women had gained the right to vote in eight states.
- She played a major role in gaining these rights.

SEQUOYAH



In 1809 he started work on a Cherokee alphabet, which he completed in 1821. Sequoyah demonstrated the usefulness of his alphabet to tribal chiefs. He traveled to tribal regions, organizing schools and teaching teachers. He translated parts of the Bible to Cherokee and published several books, and a newspaper. As a political activist, he introduced ideas of democracy and constitutional government, which led to the Cherokee Constitution of 1827.

Text of Poster  
Bill of Rights: Shapers of Meaning  
Meets Poster

### The People of the Bill of Rights

#### **Frederick Douglas**

Frederick Douglass wanted freedom for blacks and for everyone to like one another and live in peace.

This relates to the first amendment.

#### **Sojourner Truth**

Sojourner Truth wanted freedom for blacks and women's rights.

This relates to the first amendment.

#### **Roger Williams**

Roger Williams gave us freedom of religion and he wanted to have friendship with the Indians.

This relates to the first amendment.

#### **Elizabeth Cady Stanton**

Elizabeth Stanton wanted women's rights, especially the right to vote.

This relates to the first amendment.

#### **James Madison**

James Madison wanted religious freedom and equal rights.

This relates to the first amendment.

Text of Poster  
Bill of Rights: Shapers of Meaning  
Exceeds Poster

## **People Who Helped Form Rights Of Our Country!**

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- In 1664, the Narragansett Bay Settlements of Newport, Hampton, and Providence were very united under William's leadership to form Rhode Island, a colony that set a pattern of religious freedom in America.

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- He voted against a bill at the Constitutional Convention and again at the Virginia ratification convention
- He became aware that people wanted a bill, he drafted amendments that led to our Bill of Rights.

### **Sojourner Truth (1797-1883)**

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- She traveled to different places, preaching the word of God, campaigning against slavery, and speaking up for rights of all women.

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