

I Have a Dream ...



Pennsylvania Bar Association 2011 Celebrate the Constitution Lesson Ideas

The PBA 2011 Celebrate the Constitution lessons and contests this year are based on the theme "I Have a Dream ..."

This lesson idea can be adapted for use with students in elementary school through high school.

Read Dr. King's March on Washington ("I Have a Dream") speech provided later in this document and listen to the audio <http://www.archive.org/details/MLKDream>

Ask students ...

- What was Dr. King's "dream"?
- What were some of the dreams of the Founding Fathers?
- What are some of the dreams and promises that are the basis of our country's development?
- Which ones have we achieved; which ones are we still working to realize?
- What are some of your dreams for our country, your community, your life, your future?
- What do your dreams look like, sound like, feel like?

Follow-up by asking students to...

- Make a poster that visually expresses their dream.
- Write their own rap, poem or story describing their dream.
- Make an audio or video recording, performing their rap, reading their poem or telling the story of their dream. This can be done as an individual project or as a group or class project.
- Enter the projects in the PBA Poster, Essay or Audio/Video Contest! Rules and entry forms are included in this document and can be found on the PBA website, www.pabar.org/lre.asp, then select "Celebrate the Constitution."

Go to page 2 for inspiration and examples to help you create your own Rap or video!

The "I Have A Dream" speech is more recognizable than the Declaration of Independence. Let's see.

"By the late 1980s, according to a study by the National Endowment for the Humanities, high school seniors more often correctly identified the source of "I have a dream" (88.1 percent) than the opening words of the Gettysburg Address (73.9 percent) or the Declaration of Independence (65.7 percent); by 2008 recognition of King's words among American teenagers had reached 97 percent." (*King's Dream*, Eric J. Sundquist, Yale University Press, 2009, p. 2)

Ask students to identify the source of these words:

- "Fourscore and seven years ago. ..." (President Lincoln's Gettysburg Address)
- "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." (Declaration of Independence)
- "... one day my four little children will live in a nation where they will not be judged by the color of their skin but by the content of their character." (Dr. King's "Dream" speech)
- "When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them. ..." (Declaration of Independence)
- "Free at last! Free at last! Thank God Almighty we are free at last!" (Dr. King's "Dream" speech)
- "... government of the people, by the people, for the people, shall not perish from the earth." (President Lincoln's Gettysburg Address)
- "Let freedom ring from the heightening Alleghenies of Pennsylvania. Let freedom ring from the snowcapped Rockies of Colorado. ... From every mountainside let freedom ring." (Dr. King's "Dream" speech)

For inspiration on a creating a Rap or video...

- Show students the “A Dream” rap written and performed by Common which samples Dr. Martin Luther King Jr.’s famous “I Have a Dream” speech and was produced by Will.i.am for the inspirational film “Freedom Writers.” Common’s music video “A Dream” can be found at <http://www.youtube.com/watch?v=XBa55sDTiA>.
- You can also watch the 2011 winning class video project submitted by fifth graders at Pickering Valley Elementary for last year’s Freedom Rocks! PBA Celebrate the Constitution and Law Day contests. <http://www.youtube.com/watch?v=FT65XjwywHI&feature=related>
- Watch this example of an [elementary video/audio project](#) from first graders in the Allentown School District.
- Listen to an original rap on Authority, Responsibility, Privacy, Justice performed by first grade students in Mike Keefer’s class in the Allentown School District. [Rap performance](#) [Rap Lyrics](#) in a Word document
- U.S. Constitution Preamble song from Schoolhouse Rock <http://www.youtube.com/watch?v=30OyU4O80i4&feature=related>
- An [elementary class performing](#) the Schoolhouse Rock version of the Preamble.

Make a Rap about the Constitution

Get inspired by these videos of young people who have composed their own rap songs about the U.S. Constitution and American history. Why not try this with your class? Enlist the help of the music teacher! There are many more on YouTube. These are just a few examples.

- Sixth graders performing the Preamble - a great class activity <http://www.youtube.com/watch?v=2tg17z0kBP8&feature=related>
- [Constitution Rap](#)
- [Constitution Rap](#)
- [Bill of Rights Rap](#)

Hip-Hop On L.O.C.K <http://www.hiphoponlock.org/>

Other Ideas for Discussion with Students

- In one word, sum up what Dr. King dreamed of.
- List 10 words to describe Dr. King. Of those 10 words, narrow the list down to the one that best describes who he was.

Exploring Freedoms and Rights

- What are “the riches of freedom and the security of justice”?
- Which of the freedoms granted in the Bill of Rights are related to Dr. King’s speech and the March on Washington? (First Amendment - freedom of speech, right of people to peaceably assemble and right to petition the government for a redress of grievances)

Exploring Connections between the Declaration of Independence and Dr. King’s Speech (Middle to High School)

In Dr. King’s speech he refers to the “unalienable Rights” of “Life, Liberty and the pursuit of Happiness” that all men, black and white, are guaranteed.

- Where is this guarantee made – what is the origin of the phrase? (We are looking for the Declaration of Independence and John Locke.)

This could lead to a lesson/discussion about John Locke’s philosophy (including natural rights) and his influence on the Founding Fathers and the formation of our government. Below are three great lessons (one middle school level and two high school level) from the Center for Civic Education and some basic information on John Locke to guide the discussion.

Why Do We Need a Government?

<http://new.civiced.org/resources/curriculum/lesson-plans/454-why-do-we-need-a-government>

A lesson for middle school grades from “We the People: The Citizen and the Constitution”

Purpose of Lesson: This lesson introduces you to some of the basic ideas which were of great importance to the Founders. They used these ideas when they developed our government. You will learn why they thought we need a government in the first place. You will also learn how they believed governments should be created and what they ought to do.

How Does Government Secure Natural Rights? http://www.civiced.org/index.php?page=wtp_hs02_sb

A lesson for high school grades from “We the People: The Citizen and the Constitution”

Purpose of Lesson - This lesson introduces you to some basic ideas the Framers used in creating the kind of government they thought would best protect the natural rights of each individual and promote the good of all.

A great follow-up lesson for high school students is “**What is meant by returning to fundamental principles?**” developed by the Center for Civic Education. http://www.civiced.org/index.php?page=high_school

In this lesson, students relate fundamental principles and ideas of our government to contemporary issues. The “Critical Thinking Exercises” present a series of quotations representing many great ideas and principles that have shaped our constitutional heritage. American constitutional history has witnessed many conflicts between competing principles of equal merit, for example, the conflict between majority rule and minority rights, between sovereign power and fundamental rights, liberty and order, unity and diversity. These conflicts are encountered in the exercises. In each case students are asked to apply the principles and ideas suggested in the quotations to a contemporary issue, to work through the issue on their own or in small groups, and to reach their own conclusions. In so doing, students use the skills of citizenship — observation, analysis, and value judgments to reach an opinion, to express that opinion and to be prepared to defend it.

Some information on John Locke from Wikipedia:
Locke’s political theory was founded on social contract theory. Unlike Thomas Hobbes, Locke believed that human nature is characterized by reason and tolerance. Like Hobbes, Locke believed that human nature allowed men to be selfish. This is apparent with the introduction of currency. In a natural state all people were equal and independent, and everyone had a natural right to defend his “Life, health, Liberty, or Possessions”, basis for the phrase in the American Declaration of Independence; *“Life, liberty, and the pursuit of happiness.”*

Like Hobbes, Locke assumed that the sole right to defend in the state of nature was not enough, so people established a civil society to resolve conflicts in a civil way with help from government in a state of society. However, Locke never refers to Hobbes by name and may instead have been responding to other writers of the day. Locke also advocated governmental separation of powers and believed that revolution is not only a right but an obligation in some circumstances. These ideas would come to have profound influence on the Declaration of Independence and the Constitution of the United States.
http://en.wikipedia.org/wiki/John_Locke

Exploring Connections between the Declaration of Independence and Dr. King’s Speech (Middle to High School)

Read the Declaration of Independence from the perspective of African Americans living in America between 1900 and 1963.

- What are some of the political similarities between the way the colonists were being treated by the British government at the time the Declaration of Independence was written and the way African Americans were being treated by the U.S. government?
- What actions would the Declaration of Independence support?
- What would be the justifications for the actions?
- Re-write the Declaration of Independence from the perspective of African Americans living in America in the 1960s.
- How many references to the Declaration of Independence can you find in Dr. King’s speech? List them.
- What other sources does Dr. King reference in his speech?
- Why does he reference these documents and experiences?
- How do they impact his speech?



Classroom Lessons

You don’t have to hold a formal program to celebrate the Constitution. The lessons provided in this guide are designed to fit into your existing curriculum or serve as a special project during the fall. They are interactive, include handouts and engage students in an innovative study of the Constitution.

Exploring Connections between Abraham Lincoln and Dr. King's Speech (High School)

Why might Dr. King have given his speech in front of the Lincoln Memorial? Is there any historical significance between the content of Dr. King's message and President Lincoln?

After reading or hearing Dr. King's "I Have a Dream" speech, read President Lincoln's Gettysburg Address. Does Dr. King mimic some of the language from President Lincoln's famous Gettysburg Address?

Do you think this is coincidence?

Why do excellent speech writers often use this technique?

A few examples -

Dr. King's March on Washington speech	President Lincoln's Gettysburg Address
Hallowed spot	... we can not hallow this ground.
Five score years ago. ...	Four score and seven years ago. ...
I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."	... dedicated to the proposition that all men are created equal

What was the Emancipation Proclamation?

Celebrate Constitution Day! September 16, 2011*



NATIONAL CONSTITUTION CENTER

Constitution Hall Pass brings Constitution Day to your classroom!

Free, interactive webcast airs all day September 16, 2011

Meet your Constitution Day education requirement by turning to the National Constitution Center! Tune in to our Constitution Hall Pass—viewed by over a million students on Constitution Day last year!

This FREE, fun and fascinating webcast allows teachers and students to learn more about this historic day while chatting live with the National Constitution Center's education staff. All you need is an internet connection to participate!

This year's NEW episode, **Constitution Hall Pass: Freedom of Expression**, brings the story of the U.S. Constitution and the Bill of Rights to life and celebrates artists, writers and musicians throughout history who have exercised their right to free expression. Constitution Hall Pass has featured some famous faces including Justice Sandra Day O'Connor.

www.constitutioncenter.org/constitutionday

*Please note that Constitution Day (September 17) falls on a Saturday this year. We are celebrating Constitution Day on Friday, September 16, 2011 so schools can meet their Constitution Day education requirement!

Exploring Social Justice, Equality and Nonviolence

- What are some of the injustices experienced by people of color in the United States and shared by Dr. King in his “I Have a Dream” speech?
- What other things do you know were happening around the time of Dr. King’s “Dream” speech?
- How would you feel as a person of color living in the south? A person of color living in the north, or other states outside of the South? As a freedom rider? As a white southerner? As a white northerner? As a white American? As the president of the United States? As a U.S. Supreme Court justice?
- Make a list of actions that Dr. King requests his people do and those they do not do.

For a more recent perspective on Dr. King’s dream, have students read “Reflections on a Dream Deferred” by U.S. Rep. John Lewis. <http://www.tolerance.org/magazine/number-33-spring-2008/reflections-dream-deferred> Follow up with “Lessons We Can Learn” for grades 6-8 and 9-12 covering reading, language arts and social studies. <http://www.tolerance.org/activity/lessons-we-can-learn>

Lessons on “The Power of Nonviolence”

<http://new.civiced.org/resources/curriculum/black-history-month>

Developed by the Center for Civic Education These multi-media lessons from the School Violence Prevention Demonstration Program present educators with lesson plans that explore the use of nonviolence in history, paying particular attention to the civil rights movement and African American history.

“Dr. King and the Movement” includes lessons for all grade levels and is developed by *Teaching Tolerance*. <http://www.tolerance.org/activity/lesson-dr-king-and-movement?newsletter=TT081611>



Participate in the *Celebrate the Constitution* poster, essay and video/audio contests! Details are covered on the PBA Web site:

www.pabar.org/lre.asp

“Using Photographs to Teach Social Justice” from *Teaching Tolerance* <http://www.tolerance.org/activity/using-photographs-teach-social-justice>

These lessons are multidisciplinary and geared toward middle- and high-school students.

Students like photographs. They’re visual and engaging, so they make great learning tools. Photographs are an excellent way to capture the spirit of an event or idea. However, learning how to interpret photographs can be challenging. These lessons will help students learn to think about photos more deeply and promote critical thinking skills. The lessons will expand students’ knowledge of social justice issues.

- How do photographs convey meaning?
- How do viewers contribute to constructing that meaning?
- How are photographs similar to and different from other kinds of communication?
- What role can photographs play in revealing injustice?
- What role can they play in encouraging people to take action against injustice?
- How do photographs show activism and activists

Another lesson from the Using Photos - Exposing Racism – Using a photo on school desegregation and the “Little Rock Nine” <http://www.tolerance.org/activity/using-photographs-teach-social-justice-exposing-racism>

Lesson Objectives

- Analyze the time period of a photograph to gain a greater understanding of history.
- Explore issues of racism, stereotypes and bias.
- Explore how photographs can expose racism.

Freedom Riders

The first Freedom Ride took place on May 4, 1961, when seven blacks and six whites left Washington, D.C., on two public buses bound for the deep South. They intended to test the Supreme Court’s ruling in *Boynton v. Virginia* (1960), which declared segregation in interstate bus and rail stations unconstitutional.

- <http://www.pbs.org/wgbh/americanexperience/freedomriders/>
- <http://ms50thfreedomridersreunion.org/>
- <http://www.core-online.org/History/freedom%20rides.htm>

Let the Freedom Rides Roll through Your Class

A great introductory article from *Teaching Tolerance*, with follow-up resources and lessons. When many students think of buses and desegregation, their minds instantly go to Rosa Parks and the 1954 Montgomery bus boycott. But the larger civil rights fight over transportation took place seven years later with the Freedom Rides, which marked their 50th anniversary in May 2011.

<http://www.tolerance.org/blog/let-freedom-rides-roll-through-your-class>

A Lesson on the Freedom Riders from *Teaching Tolerance*

In this lesson, students will use a primary source — an NBC news report from 1961 — to investigate the Freedom Rides. The lesson will also explore segregation in the South and the tenets of nonviolent protest. The lesson is developed for grade levels 6-8 and 9-12' covering the subjects of reading and language arts, social studies and ELL/ESL.

<http://www.tolerance.org/activity/freedom-riders>

Freedom's Main Line

A great lesson on segregation from *Teaching Tolerance*, where students learn how activists in Louisville, Ky., successfully campaigned against segregated streetcars in 1870-71. <http://www.tolerance.org/activity/freedoms-main-line>

Considering Dr. King's style in writing and delivering his speech

What phrases does Dr. King repeat? Why does he use repetition? How does it affect you, as the reader? What is the time frame for action called for by Dr. King in his message? ("... the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism.")

Consider the time of year the speech was given, August 28, 1963. What would the weather conditions have been like in Washington DC in late August? How does Dr. King use the weather to reach people and emphasize the urgency of his message?

List examples. "This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality."

- Dr. King is very effective in his use of figurative speech. What is figurative speech? What might Dr. King's speech have sounded like if he was more literal in his use of words? How would this have changed his speech?

- What is a metaphor? How does Dr. King use a metaphor to explain the treatment of blacks. What is he comparing the treatment of blacks to?
- Can you find examples of similes in Dr. King's "Dream" speech? List them.
- Can you find examples of personification in Dr. King's "Dream" speech? List them.
- Can you find examples of symbolism in Dr. King's "Dream" speech? List them.
- Can you find examples of hyperbole in Dr. King's "Dream" speech? List them.

Vocabulary from the Speech

- Score
- Promissory note
- Emancipation Proclamation
- Republic
- Unalienable
- Insufficient funds
- Bankrupt
- Default
- Hallowed
- Desolate
- Tribulation
- Redemptive
- Ghetto
- Sweltering
- Invigorating
- Oppression
- Creed
- Wallow
- Interposition
- Nullification
- Hew
- Segregation
- Manacles
- Languished
- Degenerate

Grade 3

Martin's Big Words

by Doreen Rappaport



Discussion questions:

- What did Martin Luther King Jr. do to “establish justice” for African Americans?
- What did he do to “secure the blessings of liberty” for all Americans”?
- How did he teach others to fight with words, not their fists?

PSSA Style Writing Prompt:

In his “I Have a Dream” speech, Martin Luther King’s big words included: “I have a dream that one day in Alabama little black boys and black girls will join hands with little white boys and girls as sisters and brothers.”

- Write to inform the reader of ways in which his dream has come true in America.

Plan

Before you write:

- Read the prompt carefully so you understand exactly what you are being asked to do.
- Consider topic, task, and audience.
- Think about what you want to write.
- Use scratch paper to organize your thoughts.
- Use strategies like mapping or outlining.

Write

As you write:

- Maintain a clear and consistent position or claim.
- Include specific details; use examples and reasons to support your ideas.
- Use a variety of well-constructed, complete sentences.
- Use a logical organization with an obvious introduction, body and conclusion.

Proofread

After you write:

- Did you support your ideas with specific details?
- Do the point of view and tone of the essay remain consistent?
- Check for capitalization, spelling, sentence structure, punctuation and usage errors.

Developed by Melissa Bell, a retired English teacher in the Allentown School District. She developed the connections and writing prompts for teachers to use, saving them planning time and allowing them to immediately use the classroom lessons.



Pennsylvania Bar
FOUNDATION

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Celebrate the Constitution is one of many projects funded by the Pennsylvania Bar Foundation. The Foundation is the charitable affiliate of the Pennsylvania Bar Association. It seeks to improve the public’s understanding of the law and its appreciation of democracy and strives to ensure that citizens, particularly Pennsylvania’s most vulnerable, have full access to our legal system. The foundation accomplishes its mission by making grants, seeking financial support from individuals and organizations both within and outside of the legal community, and encouraging bar members to donate their time, talent and expertise in service to the public.

To make a donation in support of the Pennsylvania Bar Foundation’s work, please visit the Web site:

www.pabarfoundation.org.

A limited number of U.S. Pocket Constitutions are available from the Pennsylvania Bar Association at no cost through a grant from the Pennsylvania Bar Foundation.

Please email your requests to susan.etter@pabar.org or call the *Celebrate the Constitution* Hotline 1-800-932-0311, ext. 2256.

Be sure to include your name, phone number, address to mail the books to, quantity needed, grade using the books and date needed.

Using Word Searches to Supplement Your Constitution Day Lesson

Word searches are a fun activity for students and something you can leave with them to complete and take home to share with their parents after your visit. You can go over the words with the students and ask them if they know what the words mean. This activity involves the students in the lesson instead of you lecturing to them about legal terms. Their responses create discussion opportunities in which you can clarify any misperceptions students have and you can ask questions to help them and their classmates think a bit more about their responses.

Use the Word Searches as an Introduction to Set-up the Lesson or as a Wrap-up Activity

A word search can be an opening introduction to your lesson to cover some key terms you will be discussing or the word searches can be used as a follow-up to check for comprehension and to see if the students have unresolved questions about the lesson you just presented.

An Alternate Idea

An alternative way to use the word search is to have the students write the words they will be searching for based on the definitions you give. To do this, you would give the students the word search grid but the words they are to find would not be listed (You would have determined the words when you made the puzzle or, if you use one of the puzzles on our Web site, just white out the words below the puzzle before copying it for the students.). For example, if one of the words in your word search is “court,” you would ask the students something like, “Can anyone tell me the name of the building where judges work?” Or you might ask for the name of the building where judges hold trials. You may get different responses, providing opportunities to engage in more discussion with the students. When you get the answer to your question, you can ask if anyone would volunteer to spell the word. Students can spell the words from their seats and

you can write them on the board or you could have the students come to the board to write the words for everyone to see. You would then ask the students to write the words on their papers and explain that after you leave the classroom they can find all of the words you talked about and take the papers home to share with their families.

Word Search Puzzles from the Pennsylvania Bar Association

Visit the PBA Celebrate The Constitution webpage for word search handouts that you can print and use with various grade levels. Or, use the links provided below to create your own word searches.

Make Your Own Word Search Puzzle

Below are three Web sites you can use to create word search puzzles to use with some of the vocabulary words you are using in your lesson. The puzzles allow you to tailor the difficulty level of your word search to match with the grade level you are visiting.

- <http://www.superkids.com/aweb/tools/words/search/>
- <http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>
- http://www.edcreate.com/wordsearch/wordsearch_create.php

How to Get Help

You may access all of the lessons, information and resources in this guide through our Celebrate the Constitution webpage: www.pabar.org/lre.asp

If you have questions or would like to request the materials by sending an e-mail or leaving a phone message, please contact Susan Etter, PBA Education and Special Projects Coordinator.

E-mail: susan.etter@pabar.org

Phone: 800-932-0311, ext. 2256

The PBA Celebrate the Constitution is organized by the PBA Law-Related Education Committee and is funded by the Pennsylvania Bar Foundation.

I Have a Dream ...

Find these words from Rev. Dr. Martin Luther King Jr.'s "I Have a Dream" speech given on August 28, 1963 during the March on Washington.

E N T S D Q O G J I Q E U V E G C X N E
T J N E E E N Q I N V Y J H N P Y U O T
O Y E G G G F S F T A M K I R X L A I A
N Q I R E Q E L S E S R T O F L V S S L
P J C E N Y W R L R E A M G I U C L S O
B H I G E V V K N P R I D F H O X A E S
G S F A R V Y N U O S D I E R E U V R E
W J F T A J K B G S I C E E W D T Q P D
A I U I T F L I O I A T T E T O N T P O
L F S O E I V R C T G I A W R L L C O I
L U N N C N Y V I I R N Q M U C J L R Y
O X I J I U N O U O E I I K A S H Q A S
W T P U R K N A B N J C B R L L F L E H
U N A L I E N A B L E L W U E Y C L Q A
E V I T P M E D E R Q E T H L T C O Z D
L A N G U I S H E D H I M U O A L T R N
A J I B U C Z V P V H Q T J N E T E P P
N O I T A P I C N A M E Z A C S B I W T
D E F A U L T S J U O L M B L R G I O S
S D N U F S Y N T E U P R Z S A F E R N

- BANKRUPT
- CREED
- DEFAULT
- DEGENERATE
- DESOLATE
- EMANCIPATION
- FUNDS
- GHETTO
- HALLOWED
- HEW
- INSUFFICIENT
- INTERPOSITION
- INVIGORATING
- LANGUISHED
- MANACLES
- NULLIFICATION
- OPPRESSION
- PROCLAMATION
- PROMISSORY
- REDEMPTIVE
- REPUBLIC
- SCORE
- SEGREGATION
- SWELTERING
- TRIBULATION
- UNALIENABLE
- WALLOW



Constitution Day Word Find



R	G	H	E	M	W	I	G	W	E	C	S	U	O	O	S	M	J	I	A
N	Y	Q	D	E	B	K	T	Q	K	J	M	A	C	I	R	E	M	A	N
K	N	T	Y	I	K	B	L	E	I	Q	S	E	P	T	E	M	B	E	R
G	X	B	L	V	Y	C	G	S	Z	K	K	T	Y	P	L	F	M	R	X
Z	Y	I	A	S	T	I	R	Z	H	K	T	P	M	S	T	H	R	K	C
V	L	L	Z	X	R	T	A	N	K	R	C	P	R	E	A	M	B	L	E
V	A	L	F	D	E	I	L	B	T	C	B	R	J	I	C	G	X	Y	R
J	D	O	K	L	B	Z	S	J	Z	M	I	L	F	X	L	W	P	N	N
D	R	F	J	O	I	E	P	T	B	X	R	T	S	C	O	U	R	T	S
E	F	R	M	B	L	N	A	Z	N	T	A	B	O	I	U	X	B	A	S
X	L	I	I	J	A	I	H	P	L	E	D	A	L	I	H	P	Q	N	W
L	U	G	Y	U	X	J	X	F	W	P	M	X	L	P	R	R	M	G	A
U	N	H	B	T	J	O	B	Q	A	B	R	D	K	D	Z	T	S	F	L
L	F	T	X	Q	R	J	T	K	C	V	J	W	N	S	O	G	A	U	M
A	E	S	I	D	J	U	C	T	A	O	U	I	E	E	F	Y	K	P	T
F	D	I	Q	I	L	S	G	H	F	R	E	E	D	O	M	A	R	D	I
W	N	O	I	T	U	T	I	T	S	N	O	C	T	V	O	A	F	Q	M
G	G	Z	U	W	L	I	D	Y	P	O	G	F	Y	O	R	H	K	E	E
P	W	G	Q	X	H	C	Q	T	P	S	M	Q	T	Y	K	L	Y	W	N
A	E	B	A	H	O	E	W	E	T	H	E	P	E	O	P	L	E	X	P

- CONSTITUTION
- BILL OF RIGHTS
- PREAMBLE
- WE THE PEOPLE
- AMENDMENTS

- AMERICA
- PHILADELPHIA
- SEPTEMBER
- PATRIOTIC
- CITIZEN

- COURTS
- JUSTICE
- LIBERTY
- FREEDOM
- LAWS

U.S. Supreme Court Cases to Explore

Dred Scott v. Sandford (1857) In March of 1857, the U.S. Supreme Court, led by Chief Justice Roger B. Taney, declared that all blacks — slaves as well as free — were not and could never become citizens of the United States. The court also declared the 1820 Missouri Compromise unconstitutional, thus permitting slavery in all of the country's territories. Taney — a staunch supporter of slavery and intent on protecting southerners from northern aggression — wrote in the court's majority opinion that, because Scott was black, he was not a citizen and therefore had no right to sue. The framers of the Constitution, he wrote, believed that blacks "had no rights which the white man was bound to respect; and that the negro might justly and lawfully be reduced to slavery for his benefit. He was bought and sold and treated as an ordinary article of merchandise and traffic, whenever profit could be made by it."

- PBS resources on Dred Scott <http://www.pbs.org/wgbh/aia/part4/4h2933.html>
- Highly recommended Lesson on the Dred Scott Case from *Street Law* <http://www.streetlaw.org/en/Case.17.aspx>
- View actual documents from the Library of Congress American Memory Collection on Slaves and the Courts, 1740-1860 <http://memory.loc.gov/ammem/sthtml/sthome.html>

Plessy v. Ferguson (1896) Separate but Equal

- Highly recommended *Street Law* Lesson on Plessy <http://www.streetlaw.org/en/Case.4.aspx>
- A video overview of the Plessy case (about 8 minutes) <http://www.5min.com/Video/Historical-Cases---Plessy-v-Ferguson-161531619>
- PBS resources on Plessy http://www.pbs.org/wnet/jimcrow/stories_events_plessy.html
- Lesson ideas and resources to teach about Plessy v. Ferguson <http://government.mrdonn.org/Plessy-vs-Ferguson.html>
- YouTube video on the Plessy decision, separate but equal and the civil rights movement developed by students at Chapman University in response to an assignment to create a multimedia presentation on the topic or person of their choice in social foundations/history of education. <http://www.youtube.com/watch?v=s54MsnV2Dp0>

Boynton v. Virginia, 364 U.S. 454 (1960)

The U.S. Supreme Court's decision in *Boynton v. Virginia* overturned a judgment convicting an African American law student for trespassing by being in a restaurant in a

bus terminal which was "whites only." It held that racial segregation in public transportation was illegal because such segregation violated the Interstate Commerce Act, which broadly forbade discrimination in interstate passenger transportation. It held that bus transportation was sufficiently related to interstate commerce to allow the federal government to regulate it to forbid racial discrimination in the industry. The *Boynton* decision led directly to a movement called the Freedom Rides, in which African Americans and whites together rode various forms of public transportation in the South to challenge local laws or customs that enforced segregation.

- Link to the U.S. Supreme Court decision http://scholar.google.com/scholar_case?case=10079584755453463159&hl=en&as_sdt=2&as_vis=1&oi=scholar
- Listen to the audio of the oral arguments in the *Boynton* case. Thurgood Marshall was the chief lawyer for the petitioner, Bruce Boynton, and is the first lawyer heard on the audio of the oral argument. http://www.oyez.org/cases/1960-1969/1960/1960_7/argument

Brown v. Board of Education of Topeka (1954)

"Separate educational facilities are inherently unequal ... and deprive students of the equal protection of the laws guaranteed by the 14th Amendment." Reverses the *Plessy* decision.

- A video overview of the *Brown* case (about 10 minutes) <http://www.5min.com/Video/Historical-Cases---Brown-v-Topeka-161532102>

Powell v. Alabama, 287 U. S. 45 (1932)

With this ruling, the US Supreme Court set a precedent—under the Due Process Clause of the 14th Amendment, counsel must be guaranteed to everyone facing a possible death sentence, whether in State or federal court. The *Scottsboro* case was the beginning of an "incorporation" into State constitutions of due process rights guaranteed by the 6th Amendment. These rights were made applicable to the States by the 14th Amendment.

- View the court's decision <http://caselaw.lp.findlaw.com/cgi-bin/getcase.pl?court=us&vol=287&invol=45>

Shelley v. Kraemer, 334 U.S. 1 (1948)

State courts could not constitutionally prevent the sale of real property to blacks even if that property is covered by a racially restrictive covenant. Standing alone, racially restrictive covenants violate no rights. However, their enforcement by state court injunctions constitute state

action in violation of the 14th Amendment.

This case was argued before the Supreme Court by Thurgood Marshall.

- View the court's decision http://www.law.cornell.edu/supct/html/historics/USSC_CR_0334_0001_ZO.html
- A video overview of the Shelley case (about 4 minutes) <http://www.5min.com/Video/Historical-Cases---Shelley-v-Kraemer-161531522>

Heart of Atlanta Motel, Inc. v. United States, 379 U.S. 241 (1964)

Passed on July 2, 1964, the Civil Rights Act of 1964 banned racial discrimination in public places, particularly in public accommodations, largely based on Congress' control of interstate commerce. This case challenged the constitutionality of the Civil Rights Act of 1964. The court ruled that the motel had no right "to select its guests as it sees fit, free from governmental regulation."

- View the court's decision http://www.law.cornell.edu/supct/html/historics/USSC_CR_0379_0241_ZO.html
- Listen to the audio of the oral arguments http://www.oyez.org/cases/1960-1969/1964/1964_515

Loving v. Virginia, 388 U.S. 1 (1967)

The court held that the Virginia law banning inter-racial marriages violated the due process clause of the 14th Amendment. "Under our Constitution," wrote Chief Justice Earl Warren, "the freedom to marry, or not marry, a person of another race resides with the individual, and cannot be infringed by the state." Sixteen states that still banned inter-racial marriage at the time were forced to revise their laws.

- Listen to the audio of the oral arguments http://www.oyez.org/cases/1960-1969/1966/1966_395
- View the court's decision http://www.law.cornell.edu/supct/html/historics/USSC_CR_0388_0001_ZO.html

Regents of the University of California v. Bakke, 438 U.S. 265 (1978)

(Pronounced Bock-key) There was no single majority opinion. The court ruled a university's use of racial "quotas" in its admissions process was unconstitutional, but held that affirmative action programs could be constitutional in some circumstances.

- Listen to the audio of the oral argument and the opinion announcement http://www.oyez.org/cases/1970-1979/1977/1977_76_811
- View the court's judgment http://www.law.cornell.edu/supct/html/historics/USSC_CR_0438_0265_ZS.html

- An overview of the case http://www.pbs.org/wnet/supremecourt/rights/landmark_regents.html is provided in the PBS series on Supreme Court history and landmark cases expanding civil rights
- Highly recommended lesson on the Bakke case developed by *Street Law* <http://www.streetlaw.org/en/Case.13.aspx>

Grutter v. Bollinger, 539 U.S. 306 (2003)

The court held that the Law School's narrowly tailored use of race in admissions decisions to further a compelling interest in obtaining the educational benefits that flow from a diverse student body is not prohibited by the equal protection clause, Title VI or §1981.

- Highly recommended lesson from *Street Law* - The Court Revisits Bakke 25 Years Later: The Michigan Affirmative Action Cases <http://www.streetlaw.org/en/Page.Landmark.Bakke.activities.revisit.aspx>;
- Listen to the audio of the oral arguments http://www.oyez.org/cases/2000-2009/2002/2002_02_241/
- View the Court's decision <http://www.law.cornell.edu/supct/html/02-241.ZS.html>

Submit your lesson ideas to the Pennsylvania Bar Association to share with other teachers, lawyers and judges on our website. Please telephone or email Susan Etter, PBA Education and Special Projects Coordinator, at 1-800-932-0311 ext. 2256; susan.etter@pabar.org

Web resources

The Martin Luther King Jr. Research and Education Institute
<http://mlk-kpp01.stanford.edu/>

Audio of the "I Have a Dream" speech
http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_august_28_1963_i_have_a_dream/

MLK Online
<http://www.mlkonline.net/>

"I Have A Dream" rap by Common <http://www.mlkonline.net/video-i-have-a-dream-common.html>
Common's music video "A Dream," sampling Martin Luther King's famous "I Have a Dream" speech, produced by Will.i.am for the film "Freedom Writers."

Declaration of Independence

- <http://www.ushistory.org/declaration/document/index.htm>
- History Channel <http://www.history.com/topics/declaration-of-independence>
- National Archives <http://www.archives.gov/exhibits/charters/declaration.html>
- Declaration of Independence <http://www.ushistory.org/declaration/document/>
- A video featuring Morgan Freeman talking about the Declaration of Independence and various movie stars reading the Declaration of Independence. In the introduction of the video, Freeman reflects on the fact that slavery, people of color, and women were not mentioned in this "preeminent statement on the equal rights of man." He shares that "the real glory of the Declaration of Independence has been our nation's epic struggle throughout history to close the gap between the ideals of this remarkable document and the sometimes painful realities of American life."
http://www.youtube.com/watch?v=iYttEu_NLU

Gettysburg Address

[Video of the Gettysburg Address](#) - The Gettysburg Address recited by some of the best voiceover talent in the country: David McCullough, Ken Burns, Sam Waterston, Matthew Broderick, Stephen Lang and Medal of Honor recipient Paul W. Bucha. Musical score provided by Oscar-winning composer John Williams.
http://www.youtube.com/watch?v=kMMzY1KJVe0&feature=player_embedded#at=72

Copy of the Gettysburg Address handwritten by President Lincoln. Library of Congress website: http://memory.loc.gov/cgi-bin/ampage?collId=mal&fileName=mal3/435/4356500/malpage.db&recNum=0&tempFile=./temp/~ammem_F0sR&filecode=mal&next_filecode=mal&prev_filecode=mal&itemnum=8&ndocs=100

Emancipation Proclamation

From the Library of Congress - Photograph copy of President Abraham Lincoln's draft of the final Emancipation Proclamation Jan. 1, 1863. Original destroyed in the Chicago fire of 1871. <http://memory.loc.gov/ammem/alhtml/alms/ep001.html>

African-American History Timeline: A chronology of black history from the early slave trade through Affirmative Action <http://www.infoplease.com/spot/bhmtimeline.html>

Civil Rights Timeline: Milestones in the modern civil rights movement 1948-2009 <http://www.infoplease.com/spot/civilrightstimeline1.html>

Constitution Day Resources from the Bill of Rights Institute

- [Constitution Duel](#) online quiz! Test your knowledge of the Constitution and U.S. History – or challenge another class to a duel. As you take this Constitution Duel, you will be asked to answer 15 multiple choice questions to defend your constitutional honor.
- [Life Without the Bill of Rights?](#) is a click and explore activity that puts your students in control: How would life change without some of our most cherished freedoms?
- [Madison's Notes are Missing](#) – This activity allows students to travel through time to converse with the Founders and report on the Constitutional Convention.
- [Other resources](#) from the Bill of Rights Institute.

**Rev. Dr. Martin Luther King, Jr.
March on Washington August 28, 1963**

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize a shameful condition.

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check — a check that will give us upon demand the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quick sands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning.

Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force. The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. They have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

As we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied, as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "For Whites Only". We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with a new meaning, "My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring."

And if America is to be a great nation this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania!

Let freedom ring from the snowcapped Rockies of Colorado!

Let freedom ring from the curvaceous slopes of California!

But not only that; let freedom ring from Stone Mountain of Georgia!

Let freedom ring from Lookout Mountain of Tennessee!

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

And when this happens, when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! free at last! thank God Almighty, we are free at last!"

Gettysburg Address

President Abraham Lincoln

November 19, 1863

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation, so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate, we can not consecrate, we can not hallow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us – that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion – that we here highly resolve that these dead shall not have died in vain – that this nation, under God, shall have a new birth of freedom – and that government of the people, by the people, for the people, shall not perish from the earth.

Declaration of Independence <http://www.ushistory.org/declaration/document/>

When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn that mankind are more disposed to suffer, while evils are sufferable than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. — Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their Public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected, whereby the Legislative Powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice by refusing his Assent to Laws for establishing Judiciary Powers.

He has made Judges dependent on his Will alone for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil Power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For quartering large bodies of armed troops among us:

For protecting them, by a mock Trial from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefit of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences:

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies

For taking away our Charters, abolishing our most valuable Laws and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation, and tyranny, already begun with circumstances of Cruelty & Perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these united Colonies are, and of Right ought to be Free and Independent States, that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. — And for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

Mock Constitution Signing

This is one of the most popular ways to celebrate the Constitution. You can choose to hold mock signings in your classroom or during a school-wide assembly.



The assembly program brings together the entire student body for a formal program and signing.

- Invite local judges, lawyers and/or legislators to be the featured speakers and ask them to talk about the U.S. or Pennsylvania Constitution with students.
- Have a school official emcee the program and ask each speaker to limit his or her comments to around five minutes (depending upon the number of speakers). Ask them to focus on how the constitutions relate to students.
- A great way to get students involved is to select one student to speak about the U.S. or Pennsylvania Constitution and have the school choir perform patriotic songs. You can even get the band and school mascot involved.
- At the end of the formal program, have all students sign constitution scrolls (parchment paper). The signed scrolls can be displayed in your school lobby.
- After the signing, invite the speakers to join students in their classrooms to take part in one of the lessons included in this guide.

The classroom program focuses solely on your students.

- Invite a local judge, lawyer or legislator into your class to talk with students about the Constitution.
- The visitor may want to use one of the lessons provided in this guide or create his or her own. Be sure to review this with the speaker before his or her visit and share any necessary materials.
- But, you don't need an outside speaker for a classroom program. The lessons in this guide are designed for use by both teachers and outside speakers.
- When the formal remarks are concluded, have the students sign constitution scrolls (parchment paper) that can be displayed in the classroom or school lobby.

Constitutional Convention Program: A constitutional convention is a great way to teach your students about the U.S. and Pennsylvania constitutions through hands-on learning activities. You can create a constitution for your classroom or the entire school.

Constitution Fun Facts

These are some fun and interesting facts you may like to share with students when talking about the Constitution. Some of the facts may provide ideas for lessons. The PBA is always looking for your lesson ideas to share with others. Please consider submitting your ideas!

The Constitution was stored in various cities until 1952, when it was placed in the National Archives in Washington, D.C. During the daytime, pages one and four of the document are displayed in a bullet-proof case. The case contains helium and water vapor to preserve the paper's quality. At night, the pages are lowered into a vault behind five-ton doors that are designed to withstand a nuclear explosion. The entire Constitution is displayed only one day a year—September 17, the anniversary of the day the framers signed the document.

The U.S. Constitution has 4,440 words. It is the oldest and the shortest written constitution of any government in the world.

Of the typographical errors in the Constitution, the misspelling of the word "Pensylvania" above the signers' names is probably the most glaring.

Thomas Jefferson did not sign the Constitution. He was in France during the Constitutional Convention, where he served as the U.S. minister. John Adams was serving as the U.S. minister to Great Britain during the Constitutional Convention and did not attend either.

The oldest person to sign the Constitution was Benjamin Franklin (81). The youngest was Jonathan Dayton of New Jersey (26).

The Constitution does not set forth requirements for the right to vote. As a result, at the outset of the Union, only male property-owners could vote. African Americans were not considered citizens, and women were excluded from the electoral process. Native Americans were not given the right to vote until 1924.

The word "democracy" does not appear once in the Constitution.

James Madison, "the father of the Constitution," was the first to arrive in Philadelphia for the Constitutional Convention. He arrived in February, three months before the convention began, bearing the blueprint for the new Constitution.

When the Constitution was signed, the U.S. population was 4 million. It is now more than 300 million.

Philadelphia was the nation's largest city with 40,000 inhabitants.

"My political curiosity, exclusive of my anxious solicitude for the public welfare, leads me to ask who authorized them (the framers of the Constitution) to speak the language of 'We, the People,' instead of 'We, the States'?"

Patrick Henry, 1788 (Orations of American Orators)

George Washington and James Madison were the only presidents who signed the Constitution.

James Madison was the only delegate to attend every meeting. He took detailed notes of the various discussions and debates that took place during the convention. The journal that he kept during the Constitutional Convention was kept secret until after he died. It (along with other papers) was purchased by the government in 1837 at a price of \$30,000 (that would be \$503,675.99 today). The journal was published in 1840.

Jacob Shallus (1750-1796) was the Engrosser or Penman of the U.S. Constitution. His hand-written copy of the Constitution hangs in the U.S. National Archives.

Jacob Shallus served as Assistant Clerk to the Pennsylvania General Assembly at the time of the Constitutional Convention in Philadelphia. Although his name appears nowhere on the official document, the investigation into the identity of the Penman in 1937 for the 150th anniversary of the Constitution revealed the identity of the transcriber and that \$30 (\$325.29 today) was paid for "clerks employed to transcribe & engross."

Shallus is also credited as Assistant Secretary in the 1790 re-authoring of the state Constitution of Pennsylvania.

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Celebrate the Constitution

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this constitution for the United States of America.

The 52 words above are the preamble of the U.S. Constitution signed on September 17, 1787. They tell us the purpose of the document.

Then there are seven Articles and 27 Amendments to the Constitution. The first ten amendments are called the Bill of Rights. Many of the amendments give us rights and protect our rights and freedoms.

This is my favorite amendment and why it is important to me.

Today we learned about the U.S. Constitution. These are some fun facts I learned about the Constitution.

A lesson for high school students based on the book *King's Dream* by Eric J. Sundquist

To introduce the lesson ...

Ask students to identify the source of these words

- "Fourscore and seven years ago. ..." (President Lincoln's Gettysburg Address)
- "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." (Declaration of Independence)
- "... one day my four little children will live in a nation where they will not be judged by the color of their skin but by the content of their character." (Dr. King's "Dream" speech)
- "When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them..." (Declaration of Independence)
- "Free at last! Free at last! Thank God Almighty we are free at last!" (Dr. King's "Dream" speech)
- "...government of the people, by the people, for the people, shall not perish from the earth." (President Lincoln's Gettysburg Address)
- "Let freedom ring from the heightening Alleghenies of Pennsylvania. Let freedom ring from the snowcapped Rockies of Colorado. ... From every mountainside let freedom ring." (Dr. King's "Dream" speech)

Share and get student's reactions to the following statements

- "...the greatest speech given since [Abraham] Lincoln's time," according to Garry Wills, the very best of the one hundred best political speeches of the twentieth century, according to a survey of the leading scholars of public address." (*King's Dream*, Eric J. Sundquist, Yale University Press, 2009, pp. 1-2)
- "By the late 1980s, according to a study by the National Endowment for the Humanities, high school seniors more often correctly identified the source of "I have a dream" (88.1 percent) than the opening words of the Gettysburg Address (73.9 percent) or the Declaration of Independence (65.7 percent); by 2008 recognition of King's words among American teenagers had reached 97 percent." (*King's Dream*, Eric J. Sundquist, Yale University Press, 2009, p. 2)
- "... it is no surprise that the martyred King and his speech soon became iconic means to mark a time of national transfiguration." (*King's Dream*, Eric J. Sundquist, Yale University Press, 2009, p.7)
- Ralph Abernathy, Dr. King's closest friend, stated that the Dream speech was "a prophecy of pure hope at a time when black people and the nation as a whole needed hope more than anything else." (*King's Dream*, Eric J. Sundquist, Yale University Press, 2009, p. 10)
- "King's greatness, as well as the greatness of his speech, lay in his ability to elevate the cause of civil rights and the cause of America at the same time. ... Enlisting his audience in a crusade sanctioned equally by the Declaration of Independence and the Bible, King in no way rejected America's foundational values. Rather, he purified and consolidated those values by insisting that only when the revolutionary rights they guaranteed were shared by Americans of all colors, breeds, and nationalities would they truly *be* America's foundational values." (*King's Dream*, Eric J. Sundquist, Yale University Press, 2009, p. 10)
- "Entering a convulsive debate about racial justice whose prime movers were the Supreme Court and Congress, King proved, through his catalytic personal witness to key civil rights campaigns and the majesty of his words, especially at the March on Washington, that the conscience of a nation, and ultimately its laws, could be changed by a single citizen." (*King's Dream*, Eric J. Sundquist, Yale University Press, 2009, p. 10-11)
- "... one can find in the Dream speech a nearly perfect lens through which to see King's lifelong philosophy. Through his overt or implicit reflections on the vital but unfilled promise made by the Founding Fathers, 'the architects of our republic,' in the Declaration of

Independence; on the legacy of Abraham Lincoln and the Emancipation Proclamation in its centennial year of 1963; on *Brown v. Board of Education* and the question of states' rights; ... on the power of Gandhian 'soul force' in the face of fire hoses and attack dogs; ... on the inspiring history of African American protest stretching from the days of slavery through the March on Washington, when King himself, not President Kennedy, would issue a 'Second Emancipation Proclamation' – through all of this one can find in the Dream speech a panoramic account of the civil rights movement in its many dimensions." (*King's Dream*, Eric J. Sundquist, Yale University Press, 2009, p. 12)