

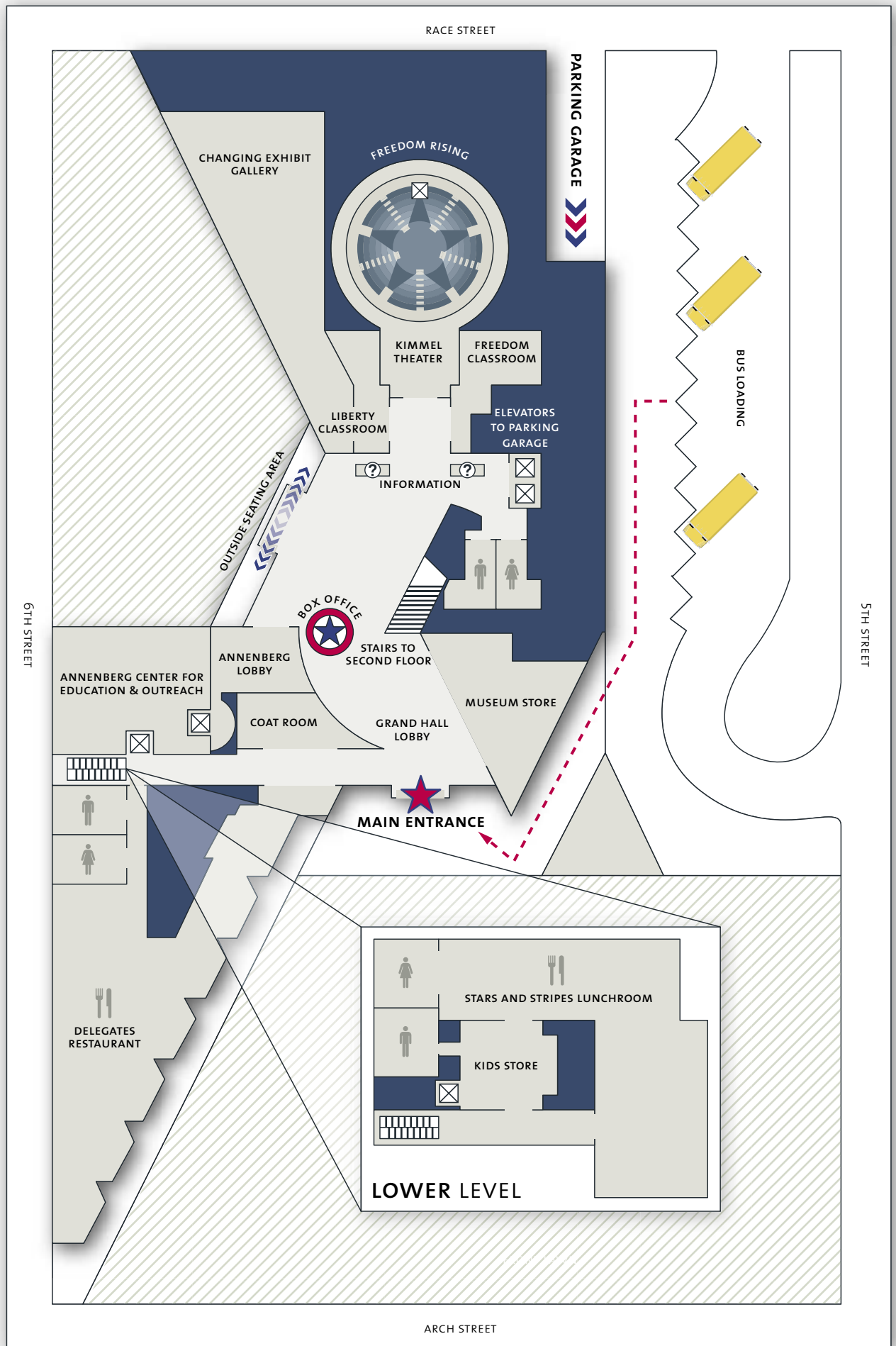
CLASS VISIT ACTIVITY

Guide

MIDDLE SCHOOL



GROUND FLOOR



WELCOME TEACHERS

Dear Teacher,

Welcome to the National Constitution Center and thank you for planning a visit with your students. We are the first and only museum in United States devoted to the teaching of the Constitution. During your tour of over 100 interactive exhibits, your class will be introduced to the Constitution of the United States, its role in history, and its impact on our everyday lives. This Activity Guide is designed to orient you to the National Constitution Center, its mission, programs, and exhibits, as well as provide engaging activities for your students. This guide has been developed to help you teach in our museum, which is our way of encouraging you to visit here, engage your students, challenge them, and model for them learning beyond the classroom walls.

The National Constitution Center promotes the teaching of civic education through active citizenship. We believe civic education is much more than knowing who the president is and how federalism works; it is participating in our democracy. At the National Constitution Center, we see educating students for citizenship as a framework that includes teaching public action, democratic deliberation and civic knowledge. Teaching public action encourages students to participate in and improve their communities. Democratic deliberation teaches students that in a democracy there are many different points of view, and that free expression should always be supported by examining other ideas. Civic knowledge ensures that each student understands the history of our nation and how the government works. Using this framework, these lessons are designed to increase your students' understanding and encourage them to be active citizens in our nation.

We would like to invite you to come to the National Constitution Center prior to your class trip in order to better plan your students' time here. Complimentary teacher tickets are available by bringing this guide with you and presenting it at the box office prior to your class trip.

Enjoy your visit,

Education and Exhibits Team

This class visit activity guide was created through the combined efforts of the National Constitution Center's Department of Education and Exhibits, under the leadership of Dr. Stephen Frank, Vice-President. Contributors included: Eli Lesser, Kerry Sautner, Amy Chernenkoff, Anne Spector, Sarah Winski, Lauren Cristella, Donna Jackson, and Andrew McGinley.

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HOW TO USE THIS GUIDE

This guide has been designed to be just that: A guide. How you choose to implement it with your students is up to you. We have provided suggestions and approaches to teaching active citizenship before, during, and after your visit to the National Constitution Center. We understand that our activities will look different in each classroom, and we encourage you to use them at the museum and in the classroom in a manner that works best for you.

Our main goal is to help students to discover not only how the Constitution defines our government, but also their role within it. Introducing students to their rights and responsibilities within the Constitution will help start them on the path to active citizenship.

Prior to your visit we suggest you begin with the **Pre-Visit Activity** (p. 7) which is designed to be completed within one class period. The National Constitution Center is very different from other museums, so we believe that preparing students for a different experience will help them learn more during their time here.

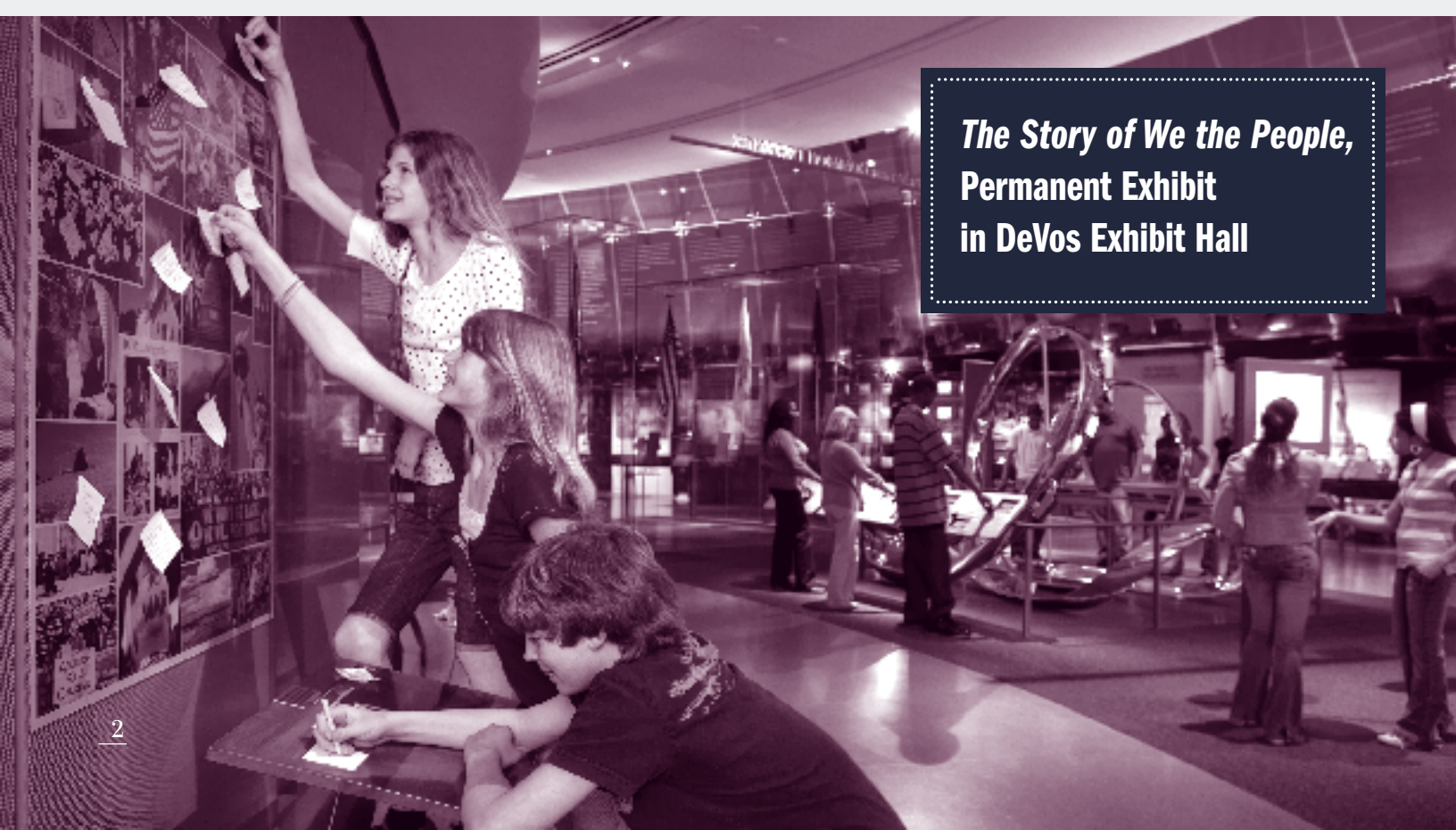
We have designed two different activities that can be completed by your students during their visit. The **On-Site Activity** (p. 8) is a student self-guided activity designed to help your students be fully engaged from the time they enter the Freedom Rising show until they stand side by side with the delegates to the Constitutional Convention in Signers' Hall. Using photocopies

of the included **Constitutional Field Journals** (pgs. 12-13), students engage directly with the entire National Constitution Center exhibit space.

If you would like to teach directly in the museum we have provided a **Constitution Discussion Trail** (p. 15); it can be done in addition to the On-Site Activity, or on its own. The Constitution Discussion Trail is designed for a teacher or chaperone leading a small group through the exhibit space. Again, the goal is to start a conversation, so there are strategic stopping points throughout the exhibit marked on the included map. There are questions listed for each stop which we hope will spark varying viewpoints among your students.

For use after your visit, and when you return to the classroom, we have provided a **Post-Visit Activity** (p. 9) designed to provide an opportunity for reflection by your students about what they discovered during their visit to the National Constitution Center. Again, it is designed to be completed in one class period. Included are options for formal assessment of the complete experience.

In the **Appendix** of the Activity Guide you will find a **Glossary** (p. 18) of terms with which students may be unfamiliar, and the **National Standards for Civics and Government** (p. 19). We hope these materials will further enhance the activities they follow, and the ways in which you can use the National Constitution Center in your classroom.

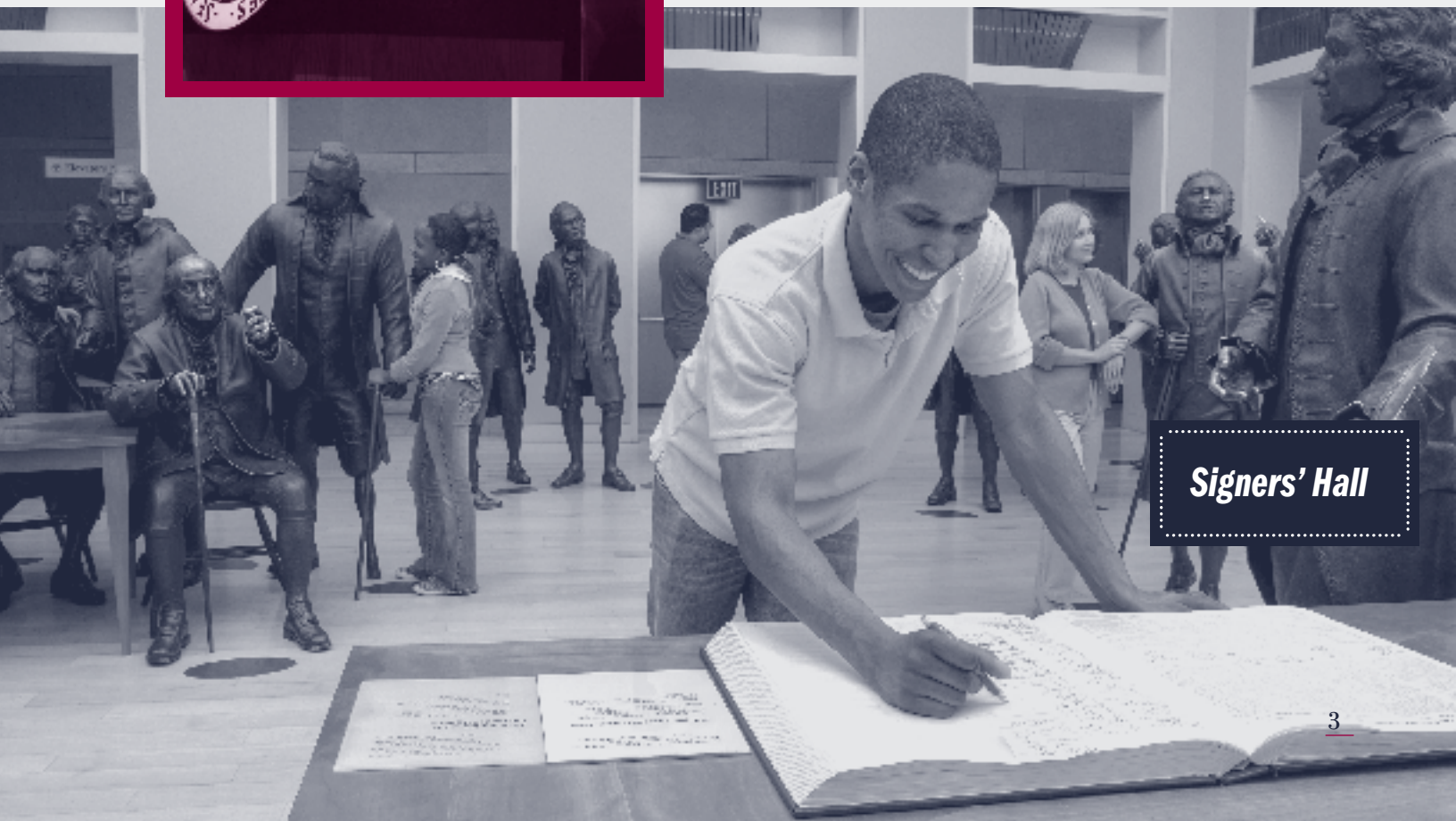
A photograph of a museum exhibit hall. In the foreground, three students are interacting with a large wall display. One student is standing and pointing at a piece of paper on the wall, while two others are sitting at a table, looking at a book or document. The background shows other visitors and museum displays, including a large circular structure. The image is overlaid with a semi-transparent purple box containing text.

*The Story of We the People,
Permanent Exhibit
in DeVos Exhibit Hall*

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The *Story* of the NATIONAL CONSTITUTION CENTER

A Museum for the 21st Century

What do you think of when you hear the word “museum”? Probably a big stone building with columns that is full of art, dinosaur bones, statues, or just old stuff. What do you think of when you hear the word “Constitution”? Maybe you think of men in powdered wigs sitting around talking about laws, or you think of all those big white marble buildings in Washington, D.C., like the Capitol Building. Now what do you think would happen if we combined these two things together, a museum and the Constitution?

What you find at the National Constitution Center may surprise you. The United States Constitution is a document which created the government we have today, and a museum is a place to learn outside of your school. The National Constitution Center is the only museum in the world designed just to teach about the Constitution of the United States. In the next two sections of this reading you will learn how and why the National Constitution Center was created, and you will get a sneak peek at what to expect when you visit.

Building a National Town Hall

The National Constitution Center opened its doors to visitors on July 4, 2003, but this really was not its first day in existence. The National Constitution Center officially began on September 16, 1988, when President Reagan signed a **bill** from Congress creating the museum. The President’s signature was just the first step of many that needed to be taken to open the museum.

People came from all over the country to give ideas and help create the National Constitution Center. Once the doors opened, the National Constitution Center kept bringing people together. What has been built is much more than a museum; it is a place where people come to talk about the United States and the Constitution. The National Constitution Center is a National Town Hall—a place where people from all over can come to learn and share ideas with one another.



Grand Hall Lobby



The Story of We the People...

When you arrive at the National Constitution Center, you will walk in through the glass doors and enter the Grand Hall Lobby. This is a giant open space; as you look around you will notice that there is a lot of glass and stone. The giant glass windows all around the building are a **symbol**. They say that our government does not work in secret and as a citizen you can see everything that happens. The grey limestone everywhere is from the same **quarry** in Indiana that supplied the stone for the Empire State Building. This simple stone is a symbol of the National Constitution Center's goal to bring everyday people together to learn about the government and the role people play in it.

Walking through the lobby you will see 56 flags above your head. These are the flags of all the states and territories of the United States. The 50 state flags begin with Delaware, the first state to **ratify**, or approve, the Constitution and go all the way around to Hawaii, the last state to join the union. After the states, there is a red and white flag with stars and stripes from our nation's capital, Washington, D.C. The last five flags represent the American **territories**. When you go up the grand staircase you can walk under the flags and see the nameplates on the floor, to find out which state or territory each flag represents.

On the other side of the lobby you will begin touring the exhibit. Walk through the silver doors and step back in time to Philadelphia in the summer of 1787. Look at the pictures on the wall and listen to the sounds of horses and people just as if you were walking on the same spot 200 years ago. This is the time when 55 men came to Philadelphia to write the Constitution of the United States. Do you think people knew then that this meeting would change the country forever? Listen and find out.

After a few minutes, the theater doors will open, and you will be invited into the Kimmel Theater. Here you will see an amazing show called *Freedom Rising* that uses music, pictures, video, and a live actor in a way you have never seen before. In twenty minutes, it tells the story of the writing of the Constitution and the history of the United States. Remember to look all around the theater during the show because there is a lot to see.

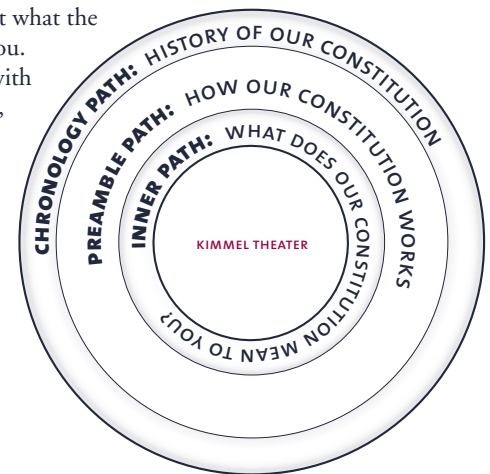
Freedom Rising



When the show is over you will walk up the stairs to enter the exhibit. The first thing you will see is the **Preamble** of the Constitution of the United States, which begins with those famous three words: "We the People." Walking to the right you will see that the exhibit looks like a giant circle. Look carefully and you will notice that it is actually three circles

inside each other. The Chronology Path the largest circle, along the outside wall, tells the story of the nation's history. Look into the glass cases and you can read about key points in the nation's history and see **artifacts** from that time. The Preamble Path middle circle, with a carpet footpath, shows you how the Constitution makes our government work. You can walk around reading, watching, and exploring different areas to help you see that the people are the most important part of our government. The Inner Path the smallest circle, along the glass wall of the theater, allows you to think about what the Constitution means to you. You can write messages with your ideas on the posters, or you can use one of the computers to find answers to questions you may have about the Constitution.

Once you have explored all three circles in the exhibit, you will walk into one of the National Constitution Center's most interesting room, *Signers' Hall*. Stepping into *Signers' Hall* sends you back in time to September 17, 1787. This is the day that the Constitution was completed. Surrounding you are the 42 men who were there on that day and signed the document, including three who chose not to sign this new document. Will you sign the Constitution?



DeVos EXHIBIT HALL

Signers' Hall



Our Museum, Your Classroom

As you get ready to visit, remember that the National Constitution Center is not your typical museum; it is a national town hall, a theater, and most importantly, a place to learn. It is a classroom for the future, and we hope that during your visit you will ask questions and find your own answers so that you can write the next chapter of the story of "We the People."

Overview

These activities, designed specifically for the middle school aged student, have been developed around the essential question: “Who are We the People?” During the pre-visit activity students examine the Preamble to the Constitution of the United States. Students are then introduced to the National Constitution Center and provided with information on what they will experience during their visit.

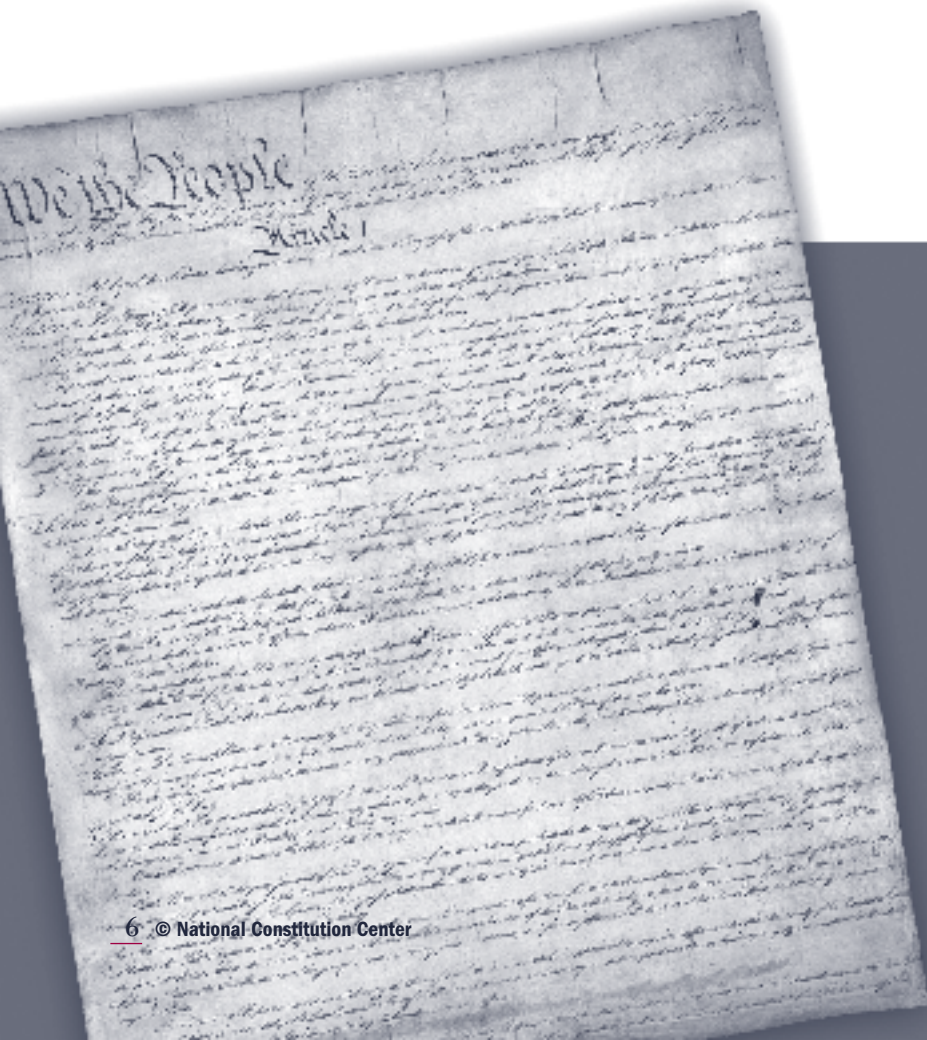
During the visit, students are provided with a Constitutional Field Journal and a “We the People ID Card.” Students will use the exhibit to answer questions in their journals from the point of view of the person on their card.

Following the visit, students use the information collected in their field journals to reexamine the question, “Who are We the People?” Students work collaboratively to examine and understand different points of view

Background

The National Constitution Center’s permanent exhibit, *The Story of We the People*, is more than names and dates. The exhibit dramatizes the fundamental idea on which the Constitution is based—**popular sovereignty**, or rule by the people. The exhibit shows how the actions of millions of people over more than two centuries have contributed new chapters to the story of the U.S. Constitution, from its beginning in 1787 to the present day.

The guiding theme of the Constitutional Field Journal is diversity. One of the important themes of the exhibit is that over time, people’s actions, and changes to the Constitution itself, have expanded the definition of “We the People” to make it more inclusive. As students move through the exhibit, they will notice these changes. The Constitutional Field Journal activity provides students with We the People ID cards, so that they can explore history through someone else’s eyes and better appreciate the diversity of the American experience. The identities on the cards relate directly to the events highlighted in the exhibit.



MATERIALS LIST

STUDENT WORKSHEETS

PRE-VISIT LESSON

- p.10 Preamble Activity
- p.4-5 *The Story of the National Constitution Center*

VISIT ACTIVITY

- p.12-13 Constitutional Field Journal
- p.14 We the People ID Cards

POST-VISIT LESSON

- p.11 Who are We the People?

PRE-VISIT ACTIVITY

Total classroom time: 45-60 minutes

1. When students enter the classroom, have the following question posted in the front of the room for all to see:

write:

Who are We the People?

2. As students take their seats, ask them to consider answers to the posted question. Encourage students to share their answers with the whole class, and note the responses in the front of the class for everyone to see.

3. Distribute copies of the *Preamble Activity* student handout (p. 10). Explain the following:

say:

During our visit to the National Constitution Center, we will be exploring the Constitution of the United States from different perspectives.

Before our visit, we will begin by reviewing the Preamble, the first part of the Constitution.

4. Ask the students to read through the first two sections of the handout. Explain the following:

say:

This handout is designed to encourage you to take three steps: Look, Think, and Write.

This is the same process you will use during our visit to the National Constitution Center. As you tour the exhibits you will be asked to use the same three steps: Look, Think, and Write.

5. Students should now fill in the *Write* section of the handout. Encourage them to use the space to write notes and ideas that they have from reading the Preamble and the ideas presented in the *Think* section.
6. Once students have written their responses, ask them to share their findings with another student in the class. Encourage them to find a partner they do not normally work or talk with. Ask the pairs to not only share their notes, but to also look for differences between their two points of view.
7. Ask each pair to report back to the class as a whole. Each pair should summarize their findings and report on differences.

STUDENT WORKSHEETS

p.10 Preamble Activity

p.4-5 *The Story of the National Constitution Center*

8. Once the activity is completed, ask the students to reexamine the question with which they began the class:

say:

Who are We the People?

9. While reviewing the answers presented, ask students if they would like to revise the responses they see in the front of the classroom.

say:

If the responses have changed, encourage students to consider reasons why.

If the responses have not changed, remind students they will be visiting the National Constitution Center and studying this idea in greater detail, so they should keep the question in mind.

10. Share the following with the class:

say:

We will soon be visiting the National Constitution Center.

During our trip you will receive a Constitutional Field Journal; this journal will be a tool for you to examine the Constitution Center's permanent exhibit.

This tool will also help you further answer the question with which we began class: Who are We the People?

11. Distribute copies of the student handout "**The Story of the National Constitution Center.**" Ask each student to follow along as you read. Use the following questions to promote discussion:

say:

How is the National Constitution Center different from other museums?

What do you think you are going to see and experience at the National Constitution Center?

How do you think the National Constitution Center will help answer the question, "Who are We the People?"

Total visit activity time: 1.5-3 hours

The museum activity is a student self-guided exploration of the National Constitution Center's permanent exhibit space. Students are provided with Constitutional Field Journals (p. 12-13)

Option #1: If you have used the Pre-Visit Activity and you plan to use the Post-Visit Activity. Distribute a We the People ID Card (p. 14) to each student and encourage them to complete the Constitutional Field Journal from their assigned role

Option #2: For a self-guided and independent experience, ask students to complete their Constitutional Field Journal from their point of view.

Listed below are schedule recommendations to engage your students with this activity during their visit.

2-3 HOUR VISIT

1. Upon arrival at the National Constitution Center, students are told they will be seeing the *Freedom Rising* production and then will be given 30 minutes to explore the exhibit space on their own.
2. Set a place and time to meet as a group after the free exploration time. Possible meeting places include Llewellyn Citizens' Café, or under your state flag on the Overlook.
3. Reconvene as a group and distribute a Constitutional Field Journal and a We the People ID Card to each student. If students will be working in groups, each group should get one card but each student should have his or her own journal. Provide the following instructions:

say:

Your Constitutional Field Journal has some questions for you to answer, as well as space to take notes on your experience today.

Remember, you should be exploring the exhibit based on the identity on your card.

STUDENT WORKSHEETS

p.12-13 Constitutional Field Journal

p.4-5 We the People ID Cards

1-1.5 HOUR VISIT

1. On your way to the National Constitution Center, pass out We the People ID Cards and Constitutional Field Journals to your students. If students will be working in groups, each group should get one role card but each student should have their own journal. Provide the following instructions:

say:

Your Constitutional Field Journal has some questions for you to answer, as well as space to take notes on your experience today.

Remember, you should be exploring the exhibit based on the identity on your card.

2. Upon arrival at the National Constitution Center, students are instructed they will be seeing the *Freedom Rising* production.
3. Following *Freedom Rising*, give your students 30-45 minutes to explore the exhibit space and complete their Constitutional Field Journals.

POST-VISIT ACTIVITY

Total classroom time: 45-60 minutes

1. As students enter the classroom, ask them to recall one area that they found particularly interesting at the National Constitution Center.
2. Going around the classroom, ask students to share their responses with the rest of the class. Record answers in the front of the class for all to see.
3. Remind students that the purpose of the trip was to answer the question, Who are We the People?
4. Distribute copies of the *Who Are We The People?* Student Handout (p.11). Ask students to use their Constitutional Field Journals to complete Part I of the handout. Going around the classroom, ask student to share their answers.
5. Provide the following instructions:
say:
Stay in your assigned We the People ID Card identities.
Get into groups of 3-4 students based on the characteristics of your identity.
6. Once students have formed groups, ask each group to complete Part II. Ask each group to report back to the class as a whole.
7. Based on your students and your teaching style, choose an assessment from the list.

STUDENT WORKSHEETS**p.11 Who are We the People?****ASSESSMENT OPTIONS**

- Students write an expository essay answering the question: Who are We the People?
- Students can create posters explaining their role in the activity and their findings based on the in-class activities and their field notes
- Students can create a presentation comparing themselves and the identities through which they explored the museum.

PREAMBLE ACTIVITY

{Look}

We the People of the United States

in Order to form a more perfect Union, establish Justice,
insure domestic Tranquility, provide for the common defence,
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.

{Think}

“We the People,” is a powerful phrase.

What does it mean to you?

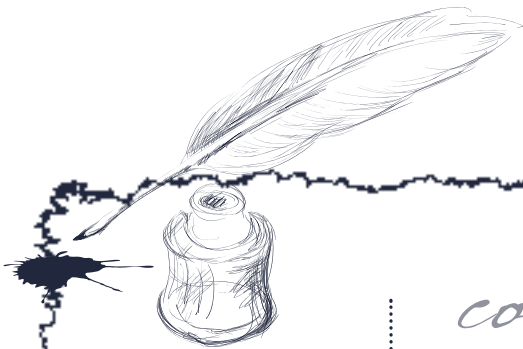
Are you part of We the People?

What makes you feel this way? What does not?

Do you think everyone feels this way?

{Write}

WHO ARE WE THE PEOPLE?



comparing field notes

PART 1:

WHO AM I?

AGE: _____ RACE: _____

GENDER: _____ STATE: _____

Answer to the question:

PART 2:

WHO ARE WE?

List the common characteristic(s) everyone in your group shares.
How would your group answer this question?

Your Thoughts:

Use this space to write any questions you have about the exhibit, something you saw that you want to learn more about, or ideas that you believe need further research.

[illegible]

Constitutional
FIELD JOURNAL

NAME: _____

DATE: _____

WHAT IS A FIELD JOURNAL?

A Field Journal is a tool that can be used to take notes when you are away from your classroom. As you explore the National Constitution Center use this journal to explain and take notes on what you are seeing.

On the inside pages you will find three sections: **Look, Think, and Write**. The first two give you information about the exhibit, and the last section gives you space to add your thoughts and observations.

On the back of the Journal is some free space for questions and other ideas you may have during your exploration of the museum.



People Like Me

{Look}	You have seen the production of <i>Freedom Rising</i> and now you are starting your tour of the exhibit space. Take a look at the first items in the exhibit, the American National Tree and its surrounding exhibits. Examine each from the point of view you were provided.
{Think}	What do you see? Can you find people who have similar characteristics as your role? What do these people have in common? Why do you think they are in the Constitution Center's permanent exhibit?
{Write}	

Your Place in History

{Look}	If you walk around the most outer wall of the exhibit, you will see that it is a giant timeline of American History. Take a couple of minutes and examine the artifacts behind the glass. Choose a section and read the panel in the background, examine the artifacts, and try the interactive screen on the rail directly in front of you.
{Think}	As you walk along the timeline, what are the stories being told? How are the stories being told? Which way do you like to learn history—reading, examining an artifact, working with an interactive or a combination of all three?
{Write}	

Under the Law

{Look}	Look up! In the glass above you, you will see the Constitution of the United States. In this exhibit you are truly under the law. In the exhibit itself you will find other examples of the law. There is a 20 foot tower comprised of actual law books, an authentic jury box, and a replica of the Supreme Court Bench.
{Think}	Why did the exhibit designers put the Constitution above your head in the exhibit space? If the Constitution is the “supreme law of the land,” how can we build a tower of books containing other laws? What role does the Constitution play in creating new laws?
{Write}	

Express a Point of View

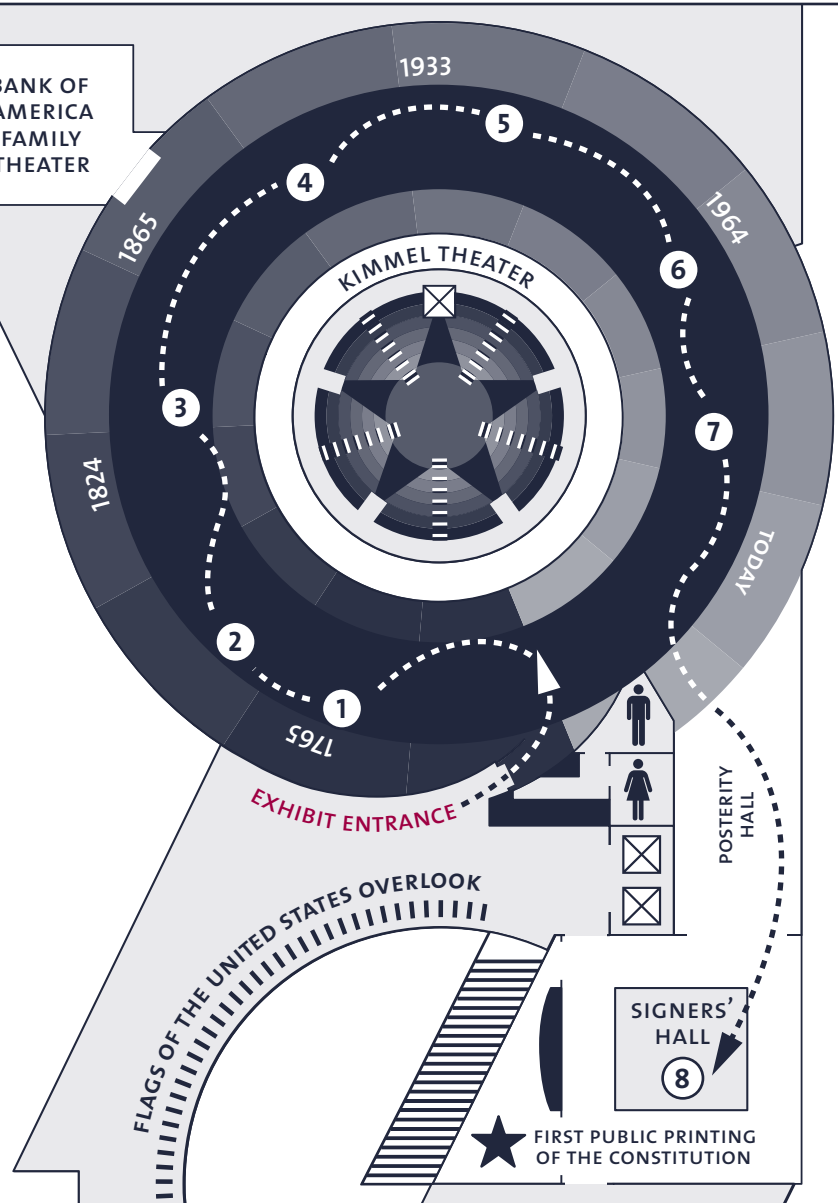
{Look}	Walking through the exhibit you will see places to give your opinion or express your point of view. The Constitution designed a government that draws its power from the people. As you finish your tour, note that the final piece of the exhibit rail is blank. Take a look at the 3 larger posters we call Town Hall Walls at the end of the exhibit, and read the questions and some of the comments that have been posted.
{Think}	How would you answer the questions on the Town Hall Walls? What do the quotes you hear as you walk towards Signers' Hall, mean to you? What would the statues in Signers' Hall say if they suddenly came to life?
{Write}	

IDENTIFICATION CARDS

YOU ARE: 19 Years Old White Male In Massachusetts	NATIONAL CONSTITUTION CENTER <i>The Story of We the People</i>	YOU ARE: 14 Years Old African American Female In Louisiana	NATIONAL CONSTITUTION CENTER <i>The Story of We the People</i>
YOU ARE: 24 Years Old African American Male In Nebraska	NATIONAL CONSTITUTION CENTER <i>The Story of We the People</i>	YOU ARE: 57 Years Old Hispanic Female In New Mexico	NATIONAL CONSTITUTION CENTER <i>The Story of We the People</i>
YOU ARE: 28 Years Old Asian Male In Utah	NATIONAL CONSTITUTION CENTER <i>The Story of We the People</i>	YOU ARE: 16 Years Old Asian Female In Washington	NATIONAL CONSTITUTION CENTER <i>The Story of We the People</i>
YOU ARE: 42 Years Old Hispanic Male In Texas	NATIONAL CONSTITUTION CENTER <i>The Story of We the People</i>	YOU ARE: 34 Years Old White Female In Oklahoma	NATIONAL CONSTITUTION CENTER <i>The Story of We the People</i>
YOU ARE: 62 Years Old African American Male In Tennessee	NATIONAL CONSTITUTION CENTER <i>The Story of We the People</i>	YOU ARE: 26 Years Old Asian Female In California	NATIONAL CONSTITUTION CENTER <i>The Story of We the People</i>
YOU ARE: 42 Years Old Hispanic Male In Texas	NATIONAL CONSTITUTION CENTER <i>The Story of We the People</i>	YOU ARE: 22 Years Old Native American Female In Georgia	NATIONAL CONSTITUTION CENTER <i>The Story of We the People</i>
YOU ARE: 35 Years Old White Male In California	NATIONAL CONSTITUTION CENTER <i>The Story of We the People</i>	YOU ARE: 45 Years Old White Female In Wyoming	NATIONAL CONSTITUTION CENTER <i>The Story of We the People</i>
YOU ARE: 46 Years Old African American Male In South Carolina	NATIONAL CONSTITUTION CENTER <i>The Story of We the People</i>	YOU ARE: 20 Years Old Hispanic Female In Oregon	NATIONAL CONSTITUTION CENTER <i>The Story of We the People</i>
YOU ARE: 34 Years Old Native American Male In North Carolina	NATIONAL CONSTITUTION CENTER <i>The Story of We the People</i>	YOU ARE: 37 Years Old Native American Female In Maine	NATIONAL CONSTITUTION CENTER <i>The Story of We the People</i>
YOU ARE: 17 Years Old Asian Male In Pennsylvania	NATIONAL CONSTITUTION CENTER <i>The Story of We the People</i>	YOU ARE: 50 Years Old Native American Female In New York	NATIONAL CONSTITUTION CENTER <i>The Story of We the People</i>

MAP & INTRODUCTION

	DISCUSSION TRAIL STOPS
①	PREAMBLE WALL
②	THE AMERICAN NATIONAL TREE
③	THE PRESIDENCY FROM VOTING TO OATH
④	THE BALANCE OF POWER
⑤	THE TOWER OF LAW
⑥	DOMESTIC TRANQUILITY
⑦	PROVIDE FOR THE COMMON DEFENCE
⑧	SIGNERS' HALL



Constitution Discussion Trail: The Story of We the People...

The National Constitution Center's main exhibit, *The American Experience*, tells the story of America as an idea. This discussion trail provides questions for you to lead your students through that story, as well as provide opportunities to talk about current issues, major themes and students' own opinions. A discussion trail is a route through the exhibit, designed to guide and focus your time at the National Constitution Center.

Our discussion trail includes eight strategic stops, beginning as you exit *Freedom Rising* and ending with the life-size statues in Signers' Hall. Each of these stops is designed to spark discussion about what you and your students will see and hear along the trail.

The discussion trail is written for you as a leader to explain to your students. Recommended group size is ten students to each chaperone. Make sure each adult chaperone has a copy of the discussion trail as well as the map. Each discussion stop is marked at a specific place in the exhibit, but feel free to use them as guidelines if you feel that your students will benefit from stopping somewhere else in that area. You are also welcome to modify the questions to best fit your students.

1 Preamble Wall



Exit *Freedom Rising* and gather your students facing the **Preamble Wall**. As you read the Preamble to the Constitution, have students think about what those words mean to them. Remind students to keep these questions in the back of their minds as they move on through the exhibit, and see whether they are answered in the other sections they see.

say:

What does “We the People” mean to you?

Do you think “We the People” has changed since 1787?

What does *Freedom Rising* make you think about America?

2 The American National Tree



Move to the right, towards the **American National Tree**. One hundred Americans who have made an impact on the Constitution are featured on the Tree. As you watch the faces go by, students can touch the screen to learn more about each person. On the chronology path, you

will see the early history of this nation and the Founders’ Library. This section also talks about immigration and citizenship, so take a minute to watch the slides on the inside wall and the naturalization ceremony video next to the American National Tree.

say:

Step into the Founders’ Library. Listen to the books. Do you hear any ideas that you think were a major influence on the Constitution?

Read “Shots are fired as farmers riot in Massachusetts.” What could be a problem with having a weak central government?

Take a look at the Tree—what does this reveal about the people of the United States? Do you recognize any of the faces on the tree? Why are they there?

Why does the Immigration Video, on the top of the inside wall, use a gate as a symbol?

3 The Presidency from Voting to Oath



As you move forward, you will see eight **voting booths**. In the middle of this section there are three interactive screens with information about each state, from the state bird to the names of the US Senators. Students can enter the booths and vote for their favorite president. The chronology path

covers over 50 years, from the creation of the first presidential cabinet to the California gold rush. Look up along the inside wall to see a short video about the way the population of the U.S. has changed through time.

say:

Do you think it is important to know your Senators and Representatives? What about your state flower and state bird?

Which president did you vote for? Why?

After you watch the population video, can you tell which states had the highest populations around 1800?

What about 2000? Why do you think it has changed?

This time in history was full of changes for the United States. Based on what you see on the chronology path what are some positive and negative changes the country went through?

4 The Balance of Power



After you pass the second set of voting booths, you will see the **Oath of Office** interactive, where students can be sworn in as President. Along the chronology path, they can read about Dred Scott and the Emancipation Proclamation. Past the Oath of Office, you will encounter a giant

model of the three branches of the federal government, with an animation showing the system of checks and balances. Students can read about the aftermath of the Civil War or try on a judge’s robe and examine a Supreme Court decision.

say:

On the chronology path you can see two men’s faces: Dred Scott and Abraham Lincoln. Why do you think they are there and what do they symbolize?

Step into the area with the large Civil War battle field photograph. Listen. What do this image and the words you hear make you think or feel about that time in American history?

Look at the model of government buildings.

What story does the architecture of these buildings tell?

Which branch of the government would you like to join? Why?

TRAIL INSTRUCTIONS

5 The Tower of Law



As you pass the Supreme Court bench you will see the **Tower of Law**, a sculpture made of real law books. Next you will see the **Jury Box**, which is from a courthouse in York, Pennsylvania. Students can read about a trial from that courthouse and watch a short video about

serving on a jury. The chronology path in this portion covers the first half of the twentieth century, from immigration and the fight for women's suffrage to the New Deal and the end of World War II.

say:

Why do you think we have more laws than what is written in the Constitution?

What are some of the advantages and disadvantages of a jury trial?

What does the chronology path in this section say about the power of the federal government? Think about the policies of the New Deal and Truman's attempt to seize the steel mills.

6 Domestic Tranquility



The open space in the center path is called **Domestic Tranquility**. This is a space where we often have public programs going on throughout the day. On the chronology path you will be able to learn about the civil rights movement of the 1960's, as well as other fights for civil rights

up through the 1980's. Ask students to think about how this portion of the exhibit might show changes in "We the People."

say:

Find an artifact that shows how people, during this time period, demanded equal rights.

What impact did these events have on the American legal system?

Why do you think we call the open space and benches Domestic Tranquility?

7 Provide for the Common Defence



The exhibit ends by connecting to the **Soldiers' Memorial**. The timeline chronicles the spread of democratic ideals around the world in recent years. Some of these events may even be a part of your American Experience. Take students into the space for **Town Hall Walls** and

encourage them to let their voices be heard.

say:

What is the connection between the President and the military according to the Constitution?

Watch the marching soldier video and listen to the letters. What do you hear? What does it make you think about serving in the armed forces?

The last section of the chronology path is the Town Hall Walls. Why do you think this section is open, with pencils and paper, instead of behind a glass case?

Pick one of the issues from the Town Hall Walls to discuss. Make sure to leave your ideas on the wall.

8 Signers' Hall



The last part of the Discussion Trail is **Signers' Hall**. The statues in this room are lifelike sculptures of the 39 signers of the Constitution and the three men who dissented and chose not sign. Encourage your students to take pictures of them, and imagine what it would have been like to be

in their big buckle shoes on this important day. Students (as well as chaperones) can choose to sign or dissent as these men did over 200 years ago.

say:

Close your eyes and imagine the statues come alive. Describe what you hear. What questions would you ask?

What would the men in this room think of American today?

What does the design of this room say to you? Do you think the statues have been set up in a specific way? Why or why not?

Glossary

Amendments – additions and changes made to the Constitution. Twenty seven have been made to date.

Bill of Rights – The first ten Amendments to the Constitution, ratified in 1791.

Branch – A section or division of something; a part.

Citizenship – membership in a nation or community, including all rights and responsibilities of belonging.

Civics – the privileges, rights, and obligations of citizenship.

Congress – In the U.S., the legislative branch of government which passes laws.

Constitution – the supreme law of the United States, written in 1787.

Equality – The idea that all humans have the same rights, that none are worse or better than others simply because of their skin color or ethnic background.

Judiciary – the system of courts, including the US Supreme Court.

Jury – Group of citizens that listens to a case in court and makes a decision about the case; each U.S. citizen is called from time to time to serve on a jury.

Liberties – the right to act, behave or express oneself without constraint.

Popular Sovereignty – rule by the people.

Posterity – future generations.

Preamble – the introduction of the U.S. Constitution, which introduces its general principles.

Presidency – the executive branch of the federal government.

Responsibilities – duties or obligations, especially as pertaining to citizenship.

Rights – Basic things that people can freely do; freedoms and privileges.

Vote – to declare a preference or a choice for one thing or person over another.

Symbol – an object or word which represents something else. Example: the American flag is a symbol of the United States.

Quarry – the site where stones for building are cut or dug out of the ground.

Ratify – to confirm, approve or pass, as with a law.

Territories – an area which is part of the United States but is not a state, including Puerto Rico, American Samoa, US Virgin Islands, Guam and the Northern Mariana Islands.

Artifacts – man-made objects, usually referring to those used in the past. Examples include clothing, tools and books.





5-8 Standards

I. What are Civic Life, Politics, and Government?

- A. What is civic life? What is politics? What is government?
Why are government and politics necessary?
What purposes should government serve?
- B. What are the essential characteristics of limited and unlimited government?
- C. What are the nature and purposes of constitutions?
- D. What are alternative ways of organizing constitutional governments?

II. What are the Foundations of the American Political System?

- A. What is the American idea of constitutional government?
- B. What are the distinctive characteristics of American society?
- C. What is American political culture?
- D. What values and principles are basic to American constitutional democracy?

III. How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?

- A. How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?
- B. What does the national government do?
- C. How are state and local governments organized and what do they do?
- D. Who represents you in local, state, and national governments?
- E. What is the place of law in the American constitutional system?
- F. How does the American political system provide for choice and opportunities for participation?

IV. What is the Relationship of the United States to Other Nations and to World Affairs?

- A. How is the world organized politically?
- B. How has the United States influenced other nations and how have other nations influenced American politics and society?

V. What are the Roles of the Citizen in American Democracy?

- A. What is citizenship?
- B. What are the rights of citizens?
- C. What are the responsibilities of citizens?
- D. What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?
- E. How can citizens take part in civic life?

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and funded by the U.S. Department of Education
and The Pew Charitable Trusts
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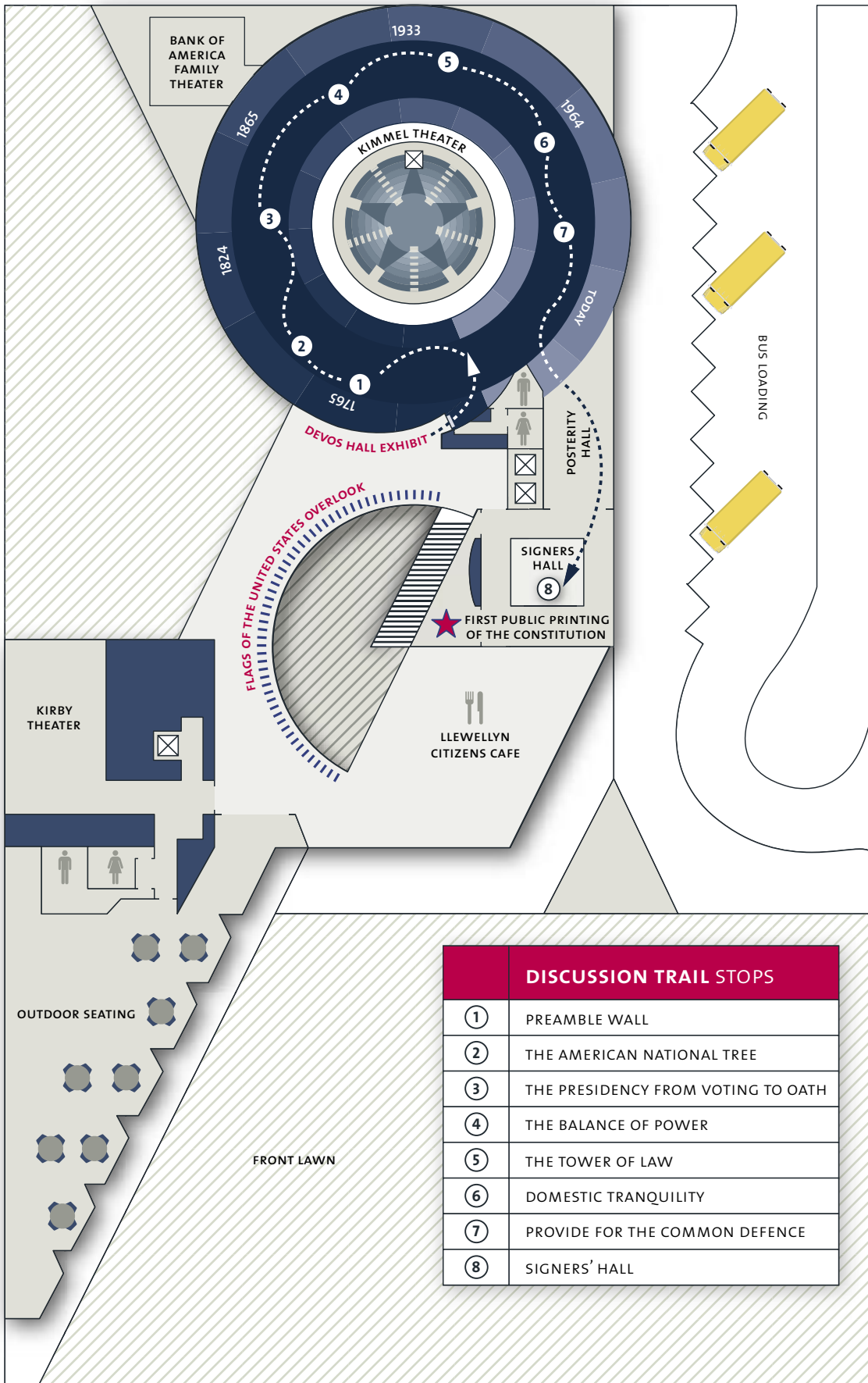
SECOND FLOOR

RACE STREET

6TH STREET

5TH STREET

ARCH STREET



DISCUSSION TRAIL STOPS	
①	PREAMBLE WALL
②	THE AMERICAN NATIONAL TREE
③	THE PRESIDENCY FROM VOTING TO OATH
④	THE BALANCE OF POWER
⑤	THE TOWER OF LAW
⑥	DOMESTIC TRANQUILITY
⑦	PROVIDE FOR THE COMMON DEFENCE
⑧	SIGNERS' HALL



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