

Hidden Voices: Maria Van Angola

Name of Activity

Investigate the life of Maria Van Angola, a 17th century free Black colonist, and consider the contributions she and other Africans and women had on the development of colonial New York.

Resources/Materials

- *Maria Van Angola: Free Black Colonist*
- *Map of Original Grants and Farms: Manhattan Island, 1928*

Activity

- Read *Maria Van Angola: Free Black Colonist* and consider the following questions as you read:
 - What were some ways that Maria Van Angola worked to meet her family's needs?
 - How was Maria Van Angola's status different under English rule than it was under Dutch rule?
 - How was Maria Van Angola able to remain legally free, even under English rule?
 - Why were enslaved people under Dutch rule able to access some legal rights, such as owning property, getting married, or petitioning for freedom?
 - How were the lives of the free Black community and enslaved Africans in colonial New York the same and/or different?
- Analyze the *Map of Original Grants and Farms; Manhattan Island, 1928* using the *Analyze a Map* worksheet.
- Answer the following questions using your responses to the *Analyze a Map* worksheet:
 - What does this map tell us about New York City long ago?
 - What may have been the benefits and challenges associated with owning land as an emancipated slave?
 - What would have been the benefits to owning land for Maria Van Angola?
- Consider the life experience of Maria Van Angola, a person labeled as a free Black colonist in the 17th century. Write a paragraph about what defined freedom in the time when Van Angola lived and whether you would apply that term to her life today.

Hidden Voices: Maria Van Angola

Extension

- Tour the online galleries of New-York Historical Society's exhibit Slavery in New York: http://www.slaveryinnewyork.org/tour_galleries.htm

Additional Resources

- The New Netherland Institute: <https://www.newnetherlandinstitute.org/education/for-students/fun-re/what-was-new-netherland>
- Slavery in New York: <http://www.slaveryinnewyork.org/>

Maria Van Angola: Free Black Colonist

Slavery was part of New York life almost from its beginning. But for some, there was a route out. The Dutch system enabled some enslaved people to own property, get married, and even petition for freedom. The story of Maria Van Angola shows how one African woman gained freedom and passed an impressive legacy to her children as part of a free Black community.

The Dutch West India Company had trouble attracting workers to the tiny outpost of New Netherland; indeed, directors warned that its colony had so few people that “foreign princes and potentates” would soon “entirely overrun” the colony. Beginning in 1626, the Company began bringing enslaved people from Africa to New Amsterdam and forcing them to do the colony’s labor.

By 1650, about a quarter of the people in New Amsterdam were enslaved. The Dutch West India Company forced most of them to work building Fort Amsterdam at the lower end of Manhattan, and building a wall protecting the north side of the town. They also had enslaved people build a road leading to the new settlement of Harlem, while others worked on company-owned farms or “boweries.”

Since the Dutch customarily called people by their places of origin, we can tell where most of the first generation of enslaved people in New Netherland came from. Their birthplaces were mostly Portuguese territories or trading allies, ranging from Europe to southern Africa.

The largest number of New Amsterdam’s enslaved people, including Maria Van Angola, came from the Kingdom of Angola, a major trading ally of Portugal and Holland; they were probably trafficked through the port of Luanda.

We have no portraits or images of the enslaved and free Africans in New Amsterdam, but Dutch and Flemish artists depicted African people from similar backgrounds in the Netherlands in the 1500s and 1600s.

Maria Van Angola’s name suggests that she was born in the kingdom of Angola and came to New Amsterdam on the first shipload of enslaved people in 1626. She originally appears in the historical record in 1640, when she witnessed a baptism in the Dutch Reformed Church. Two years later she had a son named Dominicus baptized there.

Notes:

Maria Van Angola: Free Black Colonist

The Dutch had no clear laws defining or regulating slavery in the early 1600s. It was unclear what rights enslaved people might have or how they might become free. In this ambiguous situation, Maria Van Angola and others used several strategies to secure rights and freedom for themselves and their families, including legal action, church membership, and control of land.

The Dutch system gave marriages between enslaved people official status. In November 1642, Maria and Anthony Fernando Portuguese, the father of her child, formally married in the Dutch Reformed Church. Anthony had already survived a dangerous brush with the law. Over the next seven years they had five more children and embarked on a long struggle for freedom and security for their family.

Some enslaved people achieved legal standing in Dutch courts; they could own property, work for wages, and sue when they were not paid. In fact, legal records show that Maria's husband had once sued for damages that a merchant's dog had done to his pig. Access to the legal system became an important tool for African people in obtaining and defending their freedom.

Some Afro-Dutch people had already encountered Christianity in Africa, and many joined the Dutch Reformed church in New Amsterdam in hopes of gaining freedom for themselves or their children. Maria Van Angola was an active church member for at least 41 years and acted as a witness for many baptisms.

In 1643, as the colony was at war with the Mohawk nation, the Company emancipated 11 people. Each received a small plot of land (about 5–10 acres) north of the wall on today's Wall Street, where they could act as a buffer against Native incursions. These Africans were "half-free," meaning that they were still expected to pay fees to the Company and their children would not be legally free.

Owning land meant more than a farm—it was a key to status as a "freeholder" with political rights. Listed among the original owners of small farms was a woman called "Marycke" who may have been Maria Van Angola. Over the next 19 years, 22 more free Blacks received small land grants as well, including Maria's husband, Anthony Portuguese, in 1645.

Maria Van Angola: Free Black Colonist

Maria Van Angola took advantage of the openness of the Dutch racial system. But near the end of Dutch rule, that openness was shutting down. The church began discouraging baptisms of Africans and land grants to Africans became more rare. The English takeover in 1664 shut the system down further, ending land grants, discouraging emancipation, and barring Africans from testifying in court.

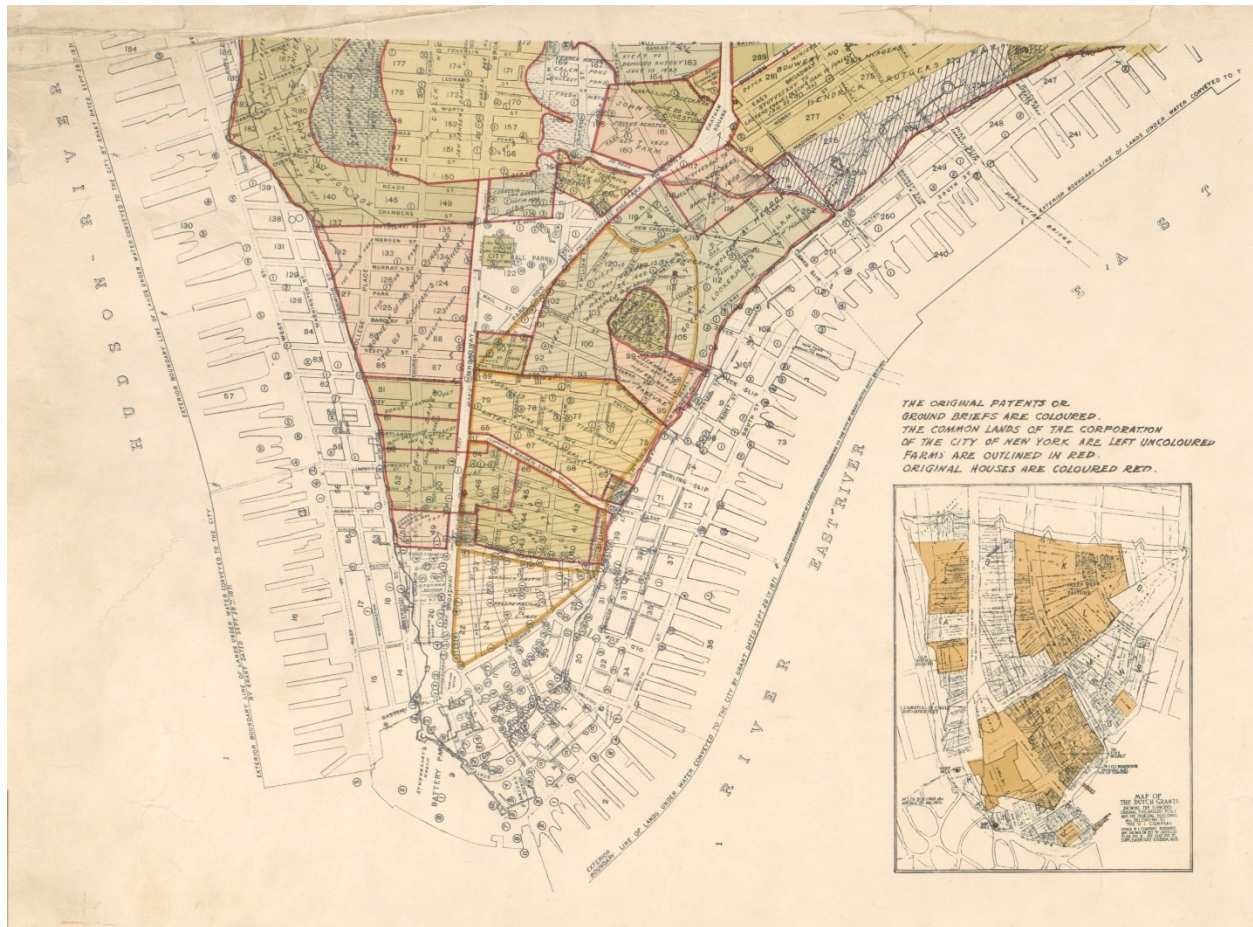
After the English took over New Amsterdam and named it New York, most of the Black landowners sold their small plots or lost them in seizures. The English also clamped down in their control of the enslaved population; unlike Anthony Portuguese who was pardoned in 1641, the suspected leaders of slave revolts in 1712 and 1741 were burned at the stake.

Maria managed to hold on, however. She retained her freedom through the changeover to English rule, and in 1681 she married a second time, this time to Bastiaen Mattheuszen, a Black leader whom the Dutch had called the “captain of the Negroes.” They were listed in the church record as “both living on the great [Hudson] river.”

The record shows that Maria’s adopted daughter, Susanna, held on to the family land until at least 1717. Susanna’s brother, Jochim, became an apprentice, learned to read and write, and joined the Dutch church in Hackensack, NJ. These hints suggest that the next generations continued to benefit from the freedoms that Maria and Anthony had fought for.

Map of Original Grants and Farms: Manhattan Island, 1928

The Dutch West India Company gave small plots of land to 11 formerly enslaved people on the outskirts of town in 1643. The Dutch did this in the hopes that the formerly enslaved people's homes could serve as a buffer that would protect New Amsterdam during its war with the Mohawk nation to the north. Either through these or other means, Maria Van Angola was able to become a landowner, and eventually gained her freedom.



Analyze a Map

Meet the map.

What is the title?

Is there a scale and compass?

What is in the legend?

Type (check all that apply):

- | | | | |
|--------------------------------------|---|---|--|
| <input type="checkbox"/> Political | <input type="checkbox"/> Topographic/Physical | <input type="checkbox"/> Aerial/Satellite | <input type="checkbox"/> Relief (Shaded or Raised) |
| <input type="checkbox"/> Exploration | <input type="checkbox"/> Survey | <input type="checkbox"/> Natural Resource | <input type="checkbox"/> Planning |
| <input type="checkbox"/> Land Use | <input type="checkbox"/> Transportation | <input type="checkbox"/> Military | <input type="checkbox"/> Population/Settlement |
| <input type="checkbox"/> Census | <input type="checkbox"/> Other | | |

Observe its parts.

What place or places are shown?

What is labeled?

If there are symbols or colors, what do they stand for?

Who made it?

When is it from?

Try to make sense of it.

What was happening at the time in history this map was made?

Why was it created? List evidence from the map or your knowledge about the mapmaker that led you to your conclusion.

Write one sentence summarizing this map.

How does it compare to a current map of the same place?

Use it as historical evidence.

What did you find out from this map that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



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Passport to Social Studies: Washington's Farewell Address

Objective

Analyze George Washington's Farewell Address and cite specific evidence of Washington's views on political parties, U.S. foreign policy, and education.

Resources/Materials

- *Excerpt from George Washington's Farewell Address*
- *George Washington's Point of View worksheet*

Activity

- Read the *Excerpt from George Washington's Farewell Address* and underline any references to one government, political parties, education, and foreign policy.
- Choose one or two related quotes for each of the topics on the *George Washington's Point of View worksheet*. Summarize Washington's advice on each topic in the space provided.

Extension

- Write a letter to George Washington explaining whether or not you believe the United States has taken his advice in the years since he delivered his Farewell Address.

Additional Resources

- George Washington's Mount Vernon <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/george-washingtons-farewell-address/>

George Washington's Farewell Address

Excerpt

Friends and Citizens:

The period for a new election of a citizen to administer the executive government of the United States being not far distant, and the time actually arrived when your thoughts must be employed in designating the person who is to be clothed with that important trust, it appears to me proper, ... that I should now apprise you of the resolution I have formed, to decline being considered among the number of those out of whom a choice is to be made.

While, then, every part of our country... feels an immediate and particular interest in union, all the parts combined cannot fail to find in the united mass... greater strength, greater resource, proportionally greater security from external danger, [and] a less frequent interruption of their peace by foreign nations;...

In contemplating the causes which may disturb our Union, it occurs as matter of serious concern that any ground should have been furnished for characterizing parties by geographical discriminations, Northern and Southern, Atlantic and Western; whence designing men may endeavor to excite a belief that there is a real difference of local interests and views.

I have already intimated to you the danger of [political] parties in the state, with particular reference to the founding of them on geographical discriminations. Let me now take a more comprehensive view, and warn you in the most solemn manner against the baneful effects of the spirit of party, generally.

If, in the opinion of the people, the distribution of modification of the constitutional powers be in any particular wrong, let it be correct by an amendment...

Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge... As the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened...

[Avoid] likewise the accumulation of debt,... not ungenerously throwing upon posterity the burden, which we ourselves ought to bear...

Observe good faith and justice towards all nations; cultivate peace and harmony with all...

The great rule of conduct for us, in regard to foreign nations, is... to have with them as little political connection as possible.

It is our true policy to steer clear of permanent alliances with any portion of the foreign world... There can be no greater error than to expect, or calculate upon real favors from nation to nation. It is an illusion, which experience must cure, which a just pride ought to discard.

The duty of holding a neutral conduct may be inferred... from the obligation which justice and humanity impose on every nation...to maintain inviolate the relations of peace and amity towards other nations.

intimated: hint

discriminations: differences

comprehensive: complete

baneful: bad

modification: change

diffusion: spread

posterity: future generations

cultivate: prepare or grow

calculate: plan

inviolable: not harmed

amity: friendship

George Washington's Point of View

Name: _____ Date: _____

Directions: Read the excerpt of George Washington's Farewell Address with a partner. Choose one or two related quotes in the address that reflect the topic identified for each row. Recognize which words convey a tone. Determine Washington's point of view on the topic specified.

Quote(s)	Washington's Point of View: Summarize Advice
1. 2.	Uniting States Under One Government
1. 2.	Dangers of Political Parties
1. 2.	Need for Education
1. 2.	Foreign Policy

Hidden Voices: David Ruggles

Objective

Read about the life of David Ruggles, a 19th century abolitionist to examine how Black New Yorkers addressed the needs of their community left unaddressed by the government.

Resources/Materials

- *David Ruggles: Practical Abolitionist*
- *Document Analysis: View of Broadway, 1834*
- *Document Analysis: The Mirror of Liberty*
- *Document Analysis: The Disappointed Abolitionists*

Activity

- Read *David Ruggles: Practical Abolitionist* and consider the following questions as you read:
 - New York legally emancipated enslaved people shortly after Ruggles arrived in the city. What does his treatment tell us about the realities of freedom for Black Americans in New York at this time?
 - Why was writing, specifically in terms of books and newspapers, so important to the abolitionist movement?
 - How did Black New Yorkers address the needs of their community left unaddressed by the government?
 - What were some of the long-term effects of Ruggles' work in New York City?
- Analyze *View of Broadway, 1834*, *The Mirror of Liberty*, and *The Disappointed Abolitionists* and respond to the corresponding Document Analysis questions.
- Write a paragraph about how the life of David Ruggles illustrates how Black New Yorkers addressed the needs of their community that were left unaddressed by the government.

Extension

- Tour the online galleries of New-York Historical Society's exhibit Slavery in New York:
http://www.slaveryinnewyork.org/tour_galleries.htm

Additional Resources

- *Honoring a Homegrown, Forgotten Freedom Fighter:*
<https://cityroom.blogs.nytimes.com/2010/02/18/honoring-a-homegrown-forgottenfreedom-fighter/>

- *The Hazards of Anti-Slavery Journalism* by Graham Russell Hodges: <http://www.hartford-hwp.com/archives/45a/394.html>

David Ruggles: Practical Abolitionist

David Ruggles (1810–49) was born and raised in Connecticut, the son of free parents. He settled in New York in 1828, right after enslaved people were emancipated statewide. Ruggles seized and helped to expand the opportunities that New York afforded to its growing Black community, pushing the city to the forefront of the fight for freedom.

When Ruggles first came to the city as a seaman in 1825, Black New York was in a state of transition. Full freedom would not come for another two years, but slavery was being slowly dismantled. Growing numbers of free African Americans had created their own neighborhoods, businesses, churches, and schools.

Ruggles' choice of occupation—seaman—was one of the few open to Black men of his generation. There were severe limits on black life in the city. Most black men had lost the vote in 1821 when a poll tax was imposed on black voters. Barred from jobs such as cart man or longshoreman, black New Yorkers often took low-paying, grueling, or dangerous jobs.

Newcomer David Ruggles was committed to fighting slavery, and he carved out a variety of spaces in the city to advance his cause. He opened a grocery store and joined the Quaker “Free Produce” movement, selling only food made without slave labor. Six years later, he opened a bookshop and antislavery lending library. The bookstore was insultingly referred to in one public notice as an “incendiary depot,” inferring that it was a place that excited factions, quarrels, and even sedition. Ruggles also dove into the New York press world, at first by selling subscriptions for white-owned abolitionist newspapers.

Then, in 1838, he launched the *Mirror of Liberty*, the first magazine founded by an African American. Ruggles' own writing also appeared in pamphlets like “The ‘Extinguisher’ Extinguished,” a reply to abolitionist calls for resettling African Americans in Africa.

Since the early 19th century, African Americans in New York also created mutual aid and benevolent societies, providing insurance and assistance to members of their communities. David Ruggles expanded this work into legal aid with the founding of the New York Committee of Vigilance, which focused on helping free African Americans who had been kidnapped and accused of being fugitive slaves. The Committee also sought to liberate enslaved people who had been brought by their owners to New York. In

Notes:

David Ruggles: Practical Abolitionist

1838 Ruggles tried to help Thomas Hughes, an enslaved person who sought asylum after his master, John P. Darg, brought him to New York from Virginia. Hughes was soon freed, but Darg accused Ruggles and two others of extortion. Ruggles was jailed for several nights though no case was ever brought against him.

By the 1830s, activists and abolitionists in the northeast had also started to develop a network of safe houses for enslaved people fleeing to the North and to Canada—what became known as the Underground Railroad. David Ruggles was a key contact in New York City, reportedly aiding as many as 600 people to “steal themselves” and attain freedom. Ruggles called it “practical abolitionism.”

One of the people Ruggles helped was Frederick Douglass, who became one of the nation’s leading voices for abolition of slavery. Douglass stayed for several nights at Ruggles’ home at 36 Lispenard Street when he first arrived in New York after escaping slavery in Maryland.

Ruggles was part of a growing community of black antislavery activists in New York. Unlike in Boston, most of the leaders were men. But women played an important role behind the scenes in providing “safe houses” that offered shelter to fugitives.

By 1841, Ruggles’ health and eyesight were failing, and he left New York for a radical commune outside Northampton, Massachusetts. In fewer than 15 years in the city, he had helped to radicalize the black antislavery movement and to build an underground network that would, over the next decades, help bring hundreds of enslaved people to freedom.

Document Analysis

This 1834 street view of New York City looks south down Broadway from Cortlandt Street in Lower Manhattan. David Ruggles opened a grocery store at this intersection upon settling in New York City in 1828. In this first venture, Ruggles was able to connect his abolitionist views with a commercial business. He ran the grocery store for six years, before closing it in 1834 and opening an antislavery bookstore and lending library, which only lasted a year—a mob burned it down in September 1835.

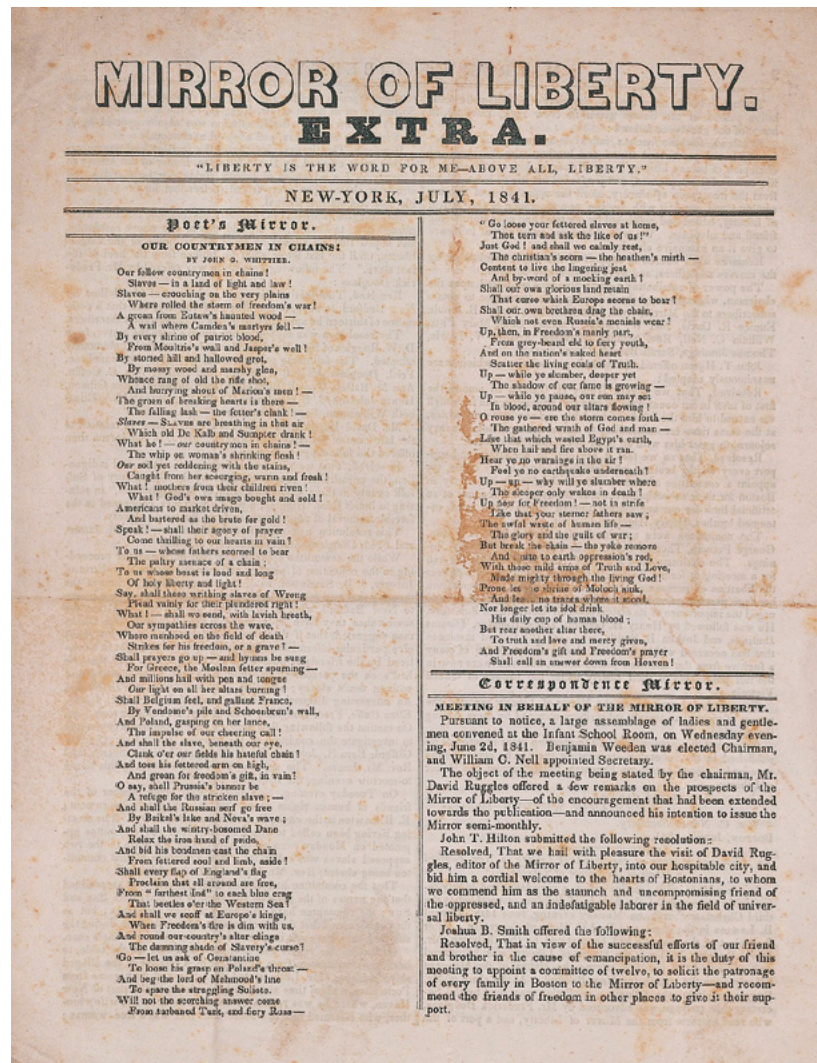


George Hayward and D. T. Valentine. Broadway south from Cortlandt St. J. Clarence Davies Street Views Scrapbook. Museum of the City of New York, The J. Clarence Davies Collection. Gift of J. Clarence Davies, 1929, X2012.61.4.56.

- What does this image suggest about the economic and social conditions of New York City in 1834?
- Do you think this was a good location for David Ruggles to conduct his abolitionist activities? Why or why not?
- What does it say about the political and social environment of New York City in 1835 that a mob burned down Ruggles' bookstore?

Document Analysis

David Ruggles launched the *Mirror of Liberty* in 1838, the first magazine owned and edited by an African American. The magazine's slogan, "Liberty is the word for me—above all, Liberty," can be seen atop the front page of this issue, which also features a poem calling for freedom for "our countrymen in chains."



David Ruggles. *The Mirror of Liberty*, c. 1838. Beinecke Rare Book and Manuscript Library, Yale University, 10267803.

- In what ways might David Ruggles' magazine, *Mirror of Liberty*, have helped his community?
- What may have been David Ruggles' motivation for starting a magazine?
- Why do you think David Ruggles called the magazine the *Mirror of Liberty*?
- What kinds of information was likely published in Ruggles' magazine?
- What can you determine about the *Mirror of Liberty* from this issue's front cover?

Document Analysis

This anti-abolition cartoon depicts John P. Darg, a Virginia slaveholder, in a heated exchange with Isaac Hopper, David Ruggles, and Barney Corse, three prominent abolitionists. It illustrates what was known as the Darg affair, which gained prominent attention in New York City in the fall of 1838. This cartoon accuses Hopper, Ruggles, and Corse of having no interest in the emancipation of Hughes, but rather only in the reward for returning a bag of money (\$6,908) back to Darg.



The Disappointed Abolitionists, lithograph by H.R. Robinson, c. 1838. PR 010, New-York Historical Society, 78927d.

Below is a summary of the speech bubbles in the cartoon.

Three men at left, one saying, “Verily friend Darg since we have returned thee thy money, I claim the reward of \$1000—Brother Barney Corse was merely my agent, verily!”

Another, “Yea verily I was but thy instrument Brother Hopper as Brother Ruggles here knoweth!”

Man at right, brandishing chair and holding bag marked \$6908, rails at their impudence and tells them to “get out of the house.”

- What can you infer about these men from their appearance?
- Why is this cartoon called *The Disappointed Abolitionists*?
- What was the artist's purpose in creating this cartoon?
- Where might a cartoon like this one have appeared?
- Who is the intended audience of this cartoon?

Passport to Social Studies: American Progress

Objective

Analyze the John Gast painting *American Progress* in order to make predictions about the impact of Manifest Destiny on the United States

Resources/Materials

- *American Progress*
- *Thinking About Images* template

Activity

- Look at the John Gast painting titled *American Progress* and think about the following questions:
 - What's going on in this painting?
 - What do you see that makes you say that?
- Complete the *Thinking About Images* template to record the items you see in the painting, what you think about painting, and any questions you have about the painting.
- This painting was created in 1872 by John Gast, who spent the majority of his life in Brooklyn, New York. Consider the following questions:
 - What does the time period of the painting's creation tell you about its meaning?
 - Do you think this painting is an accurate depiction of the time period?
 - Whose perspective is the viewer getting through this painting? Whose perspective is missing?
 - What does the title of the painting tell you about the painter's perspective?

Extension

- Create a list of images, symbols, and actions that would be included if a painting titled *American Progress* were to be created in 2020.

American Progress



Thinking About Images

Name: _____

Name of Image: _____

Look carefully at the picture and complete the chart below.

What I See	What I Think	Questions I Have

Checks and Balances

Objective

Analyze real-life examples of checks and balances to understand how the US Constitution ensures that one branch cannot overpower the other two branches

Resources/Materials

- *Checks and Balances Chart* handout
- *Checks and Balances Role and Scenario Cards*

Activity

- Read the *Checks and Balances Chart* handout and annotate important findings and questions you might have.
- A system was developed in the Constitution called **checks and balances**. According to this government principle, each branch of government has a certain level of influence or control over the other two branches to prevent a concentration of power in any of the three.
- Write two examples that are not listed on the handout of the types of powers held by the Executive Branch, Legislative Branch, and Judicial Branch.
- In order to understand the rational behind separation of power, answer the following question, why do you think each branch has specific power and a way to check the other two branches?
- Read each *Checks and Balances Role and Scenario Card* and decide which branch has the power to check the action of one of the other branches. Do this from the perspective of each branch: Executive Branch, Legislative Branch and Judicial Branch.
- Write a paragraph responding to the following question, how does the system of checks and balances ensure that individuals in our government do not abuse their power?

Additional Resources

- History Channel: What is the Judicial Branch of U.S Government?
<https://www.youtube.com/watch?v=9giPmCWnepU>
- History Channel: What is the Executive Branch of U.S Government?
<https://www.youtube.com/watch?v=BWR2p9j9hWo>
- History Channel: What is the Legislative Branch of U.S Government?
<https://www.youtube.com/watch?v=hltv8-nzcUc>

Checks and Balances Chart

Executive Branch (Carries out laws)	Checks on the Legislative Branch <ul style="list-style-type: none">• Can propose laws to Congress• Can veto laws that Congress passes• Can call special sessions of Congress• Makes appointments• Negotiates foreign treaties	Checks on the Judicial Branch <ul style="list-style-type: none">• Appoints federal judges• Can grant pardons to federal offenders
Legislative Branch (Makes laws)	Checks on the Executive Branch <ul style="list-style-type: none">• Can override president's veto• Confirms or rejects executive appointments	Checks on the Judicial Branch <ul style="list-style-type: none">• Creates lower federal courts• Can impeach and remove judges• Can propose amendments to overrule judicial decisions• Approves or rejects appointments of federal judges
Judicial Branch (Interprets laws)	Checks on the Executive Branch <ul style="list-style-type: none">• Can declare executive actions unconstitutional	Checks on the Legislative Branch <ul style="list-style-type: none">• Can declare acts of Congress unconstitutional

Checks and Balances Role Cards

LEGISLATIVE BRANCH

CHECK!

CHECK!

CHECK!

CHECK!

CHECK!

CHECK!

EXECUTIVE BRANCH

CHECK!

CHECK!

CHECK!

CHECK!

CHECK!

CHECK!

JUDICIAL BRANCH

CHECK!

CHECK!

CHECK!

CHECK!

CHECK!

CHECK!



Checks and Balances Scenario Cards

Supreme Court justice Sonia Sotomayor just announced that she is retiring and moving back to the Bronx next year!

Who has the power to appoint a new Supreme Court justice?

The new Supreme Court justice that was recently nominated does not seem to be qualified for the job.

Who has the power to vote against this nomination?

A Supreme Court justice has been accused of a felony!

Who has the power to start the proceedings in order to possibly remove this judge from office?

The president wants to sign a treaty with Canada that states that the United States will only trade with Canada from now on.

Who can reject this new trade agreement?

Congress proposes a law that states that the Speaker of the House of Representatives will also serve as the president's White House press secretary. The president is outraged by this proposal.

What does he/she have the power to do?

A new law created to protect wetlands in the southeastern part of the United States passed in both houses of Congress, but the president quickly vetoed it, arguing that it will cost too much money. Congress still has overwhelming support for the law, with nearly 75% in favor of it.

How can Congress respond to the president's veto?

Congress passes a new law that makes it illegal for the press to report negatively about anyone in Congress.

Who has the power to legally respond to this law?

Congress passes legislation that makes it illegal for any American, besides law enforcement and the military, to own a gun.

Who can check Congress's power in response to this law?



Civics for All: Separation of Church & State

Objective

Analyze the concept of separation of church and state by interpreting court cases

Resources/Materials

- *Church and State* worksheet
- *Court Case Summaries* handout
- *Court Case Ruling* worksheet

Activity

- You will examine several court cases that involve the concept of separation of church and state. The phrase **church** in this case is used to represent religion in general, meaning any religion or religious group. The phrase **state** means governmental policies/organizations/groups/institutions at any level.
- Complete Part A: Establishment Clause of the *Church and State* worksheet by thinking about what the **Establishment Clause** means in your own words.
- Complete Part B: Jefferson's Letter to the Danbury Baptists of the *Church and State* worksheet. The excerpt on the worksheet includes Thomas Jefferson's interpretation of the Establishment Clause.
- Keeping the Establishment Clause in mind, read the court cases on the *Court Case Summaries* handout. As you read each case decide if that court case involves a violation of the Establishment Clause and provide a reason.
- When you have finished reading each of the *Court Case Summaries* and jotting down your judgments review the *Court Case Ruling* worksheet to see if you ruled in the same manner that the courts did.
- Respond to the following questions:
 - Which case surprised you the most?
 - Which of the rulings did you agree with? Which did you disagree with?
 - How would you describe the relationship between church and state in America?

Civics for All: Separation of Church & State

Extension

- Choose one of the cases that your ruling did not agree with the court's ruling. Write a letter to the court explaining why you had initially disagreed with their ruling.

Church and State Worksheet

Part A: Establishment Clause of the First Amendment:

“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof”

Summarize in your own words:

Part B: Jefferson’s Letter to the Danbury Baptists

“Believing with you that religion is a matter which lies solely between man and his God, that he owes account to none other for his faith or his worship, that the legislative powers of government reach actions only, and not opinions, I contemplate with sovereign reverence that act of the whole American people which declared that their legislature should “make no law respecting an establishment of religion, or prohibiting the free exercise thereof,” thus building a wall of separation between church and State.”

—Thomas Jefferson

Your Ruling (Do you think Jefferson’s interpretation of the Establishment Clause is valid?):

Part C: Group Work: Read your group’s Court Case Summary. Determine how your group would rule if you were to be the judge in this case.

Your Ruling:

Citation: Thomas Jefferson. “Letter to the Danbury Baptists – January 1, 1802.” Wikisource. Accessed March 21, 2019. https://en.wikisource.org/wiki/Letter_to_the_Danbury_Baptists_-_January_1,_1802

Court Cases

Court Case Summary 1

The state of West Virginia has passed a law ordering all schools to participate in reciting the Pledge of Allegiance. Any student who refuses to say the pledge will be considered insubordinate. Anyone refusing to say the pledge will be expelled and will not be allowed to return to school until they agree to say the pledge. The expelled student can be considered “unlawfully absent” and their parents can be fined and sent to jail. A set of students who were Jehovah’s Witnesses were instructed by their parents not to recite the pledge, based on their religious beliefs. The students were expelled. Based on the Establishment Clause of the First Amendment, how would you rule?

Court Case Summary 2

Along with reciting the Pledge of Allegiance, the New York State Board of Regents suggested that schools open the school day with the following prayer: “Almighty God, we acknowledge our dependence upon Thee, and we beg Thy blessings upon us, our parents, our teachers and our Country. Amen.” Students were not required to recite the prayer and could remain silent. The prayer was not representative of a specific religion. Based on the Establishment Clause of the First Amendment, how would you rule?

Court Case Summary 3

The city of Cleveland, Ohio has decided to help struggling public schools in poorer neighborhoods of the city by allowing certain students to use public money to attend private schools, including religious schools. The goal is to help improve the educational performance of these students. A group of Ohio taxpayers has sued the head of public education for the state, claiming the program violates the Establishment Clause and arguing that the government should not pay for religious schools. Based on the Establishment Clause of the First Amendment, how would you rule?

Court Case Summary 4

A clerk in Kentucky is responsible for issuing marriage licenses in her county. Several same-sex couples have applied for marriage licenses and the clerk has refused to issue them, claiming it would violate her religious beliefs and rights. Based on the Establishment Clause of the First Amendment, how would you rule?

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Court Case Summary 5

A baker in Colorado has declined to create a cake for a gay couple, citing his religious beliefs and the fact that the state of Colorado did not recognize same-sex marriages. The couple filed a complaint with the state's civil rights agency and the cake shop was ordered to change its policies. The baker refused. Based on the Establishment Clause of the First Amendment, how would you rule?

Court Case Summary 6

The state of Tennessee passed the Butler Act. This bans public school teachers from teaching about evolution. A high school science teacher, Mr. Scopes, was arrested for teaching the theory of evolution in his class. Based on the Establishment Clause of the First Amendment, how would you rule?

Court Case Summary 7

Many religious organizations are considered "non-profit," which means they get special tax-free status because they serve the common good and are exempt from paying federal taxes. Since 1954, the government has prohibited non-profit organizations from engaging in political activities (for example: elections; campaigns; public statements on candidates) as a way to separate church and state in modern American life. Based on the Establishment Clause of the First Amendment, how would you rule?

Court Case Summary 8

A church-based preschool and daycare center in Missouri applied for state funded grant money to help remodel their playground area. The state denied their application because the state constitution prohibits tax money from being used for religious purposes. The church sued claiming the state violated their freedom of religion. Based on the Establishment Clause of the First Amendment, how would you rule?

Court Case Rulings Handout

Court Case 1 Ruling:

West Virginia v. Barnette (1943): Supreme Court ruled it was unconstitutional to compel students to salute the flag or pledge the allegiance.

Court Case 2 Ruling:

Engle v. Vitale (1962): Supreme Court ruled it is unconstitutional to have prayer in school, even if it was voluntary and is not tied to a specific religion.

Court Case 3 Ruling:

Zelman v. Simmons (2002): Supreme Court declared the school voucher program did not violate the Establishment Clause.

Court Case 4 Ruling:

Miller v. Davis (2015): U.S. Court of Appeals for the Sixth Circuit halted the clerk from continuing to deny future license requests.

Court Case 5 Ruling:

Masterpiece Cakeshop v. Colorado (2018): Supreme Court reversed the civil rights agency decision saying that the state was obligated to stay neutral.

Court Case 6 Ruling:

Scopes v. State (1925): The jury found Scopes guilty and he had to pay a \$100 fine (around \$1,400 today.) The verdict was later repealed on a technicality. Later, in 1968, the Supreme Court ruled in a similar case, Epperson v. Arkansas, and stated that bans such as the one in the Butler Act was unconstitutional because it was motivated by promoting religious beliefs.

Court Case 7 Ruling:

Johnson Amendment: In 2017, an executive order was signed by the President as a way of easing the restrictions of this rule.

Court Case 8 Ruling:

Trinity Lutheran Church of Columbia v. Comer (2017): Supreme Court ruled the state violated the First Amendment for denying the money on account of religious status.

Civics for All: Amending the Constitution

Objective

Analyze amendments to understand how and why the Constitution has changed over time.

Resources/Materials

- *Article V of the United States Constitution* handout
- *Beyond the Bill of Rights* graphic organizer
- *Amendment questions*

Activity

- Read *Article V of the United States Constitution* handout, to unpack the amendment's meaning.
- Summarize the meaning of Article V.
- Complete the *Beyond the Bill of Rights* graphic organizer by using your own words to describe the amendments.

Extension

- Answer the following questions pertaining to the amendments
 - Do you notice any trends in the amendments you looked at?
 - Do you think there is a reason why these amendments were passed in this particular order?
 - What does each amendment tell us about America at the time that it was passed?
 - How is today's world still affected by the passage of these amendments?

Additional Resources

- National Archives: Full image version of the Constitution: <https://research.archives.gov/id/1667751>
- National Archives: Transcript of the Constitution: http://www.archives.gov/exhibits/charters/constitution_transcript.html

Article V

of the United States Constitution

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress.

Beyond the Bill of Rights

Directions: Read the amendments below and then put them into your own words.

Amendment	In your own words...
13. Section 1. Neither slavery, nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their section. (1865)	
14. Section 1. All persons or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws. (1868)	
15. Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude. (1870)	
17. The Senate of the United States shall be composed of two Senators from each state, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislatures. (1913)	
19. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex. (1920)	
26. The right of the citizens of the United States, who are 18 years of age or older, to vote shall not be denied or abridged by the United States or by any state on account of age. (1971)	

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Directions: After your group discussion, independently respond to the following questions.

What is an amendment that you would like to see added to the US Constitution?

Why do you think this amendment is necessary?

Do you think it would receive the necessary votes to become an amendment?

Civics for All: Lobbying

Objective

Examine how lobbying works in order to understand the mechanisms used to influence public policy

Resources/Materials

- *Lobbying worksheet*

Activity

- Read the following definitions:
 - **LOBBYING:** Any communication or attempts made to influence government decision on an issue. Since any issue has people will benefit or be hurt by the government's decision, you can have lobbying on both sides of an issue.
 - **LOBBYIST:** A person who is hired by an organization or interest group to influence legislator to support the organization's business or interests. A lobbyist can lobby for a variety of groups, including corporations, companies, sports leagues, universities, non-profit organizations (like the Red Cross), and religious organizations. A regular person can act as a lobbyist when they call, email, organize a petition or protest, attend a town hall to express their concern about any policy.
- Read and annotate the *Lobbying worksheet*, which is a fictional scenario that describes a lobbying process. After you read the worksheet, answer the following questions:
 - What are the key decision(s) made in this scenario?
 - Who is one person or group that benefitted from this scenario?
 - Which two groups might be negatively impacted by this scenario?
 - What are three unintended consequences (either immediate or long term) that may arise from this scenario?
- Write short responses to the following question:
 - Would your opinions about this scenario change if the lobbyist was representing an education group, Anti-Hunger organization, or an organization that promotes a cause you support? Why and How?

Civics for All: Lobbying

- The right to lobby is protected by the First Amendment to the US Constitution, which includes the right to ‘petition the government for a redress of grievances.’ Do you think that lobbying is ethical (the right thing to do or allow) in a democratic republic? How do Americans decide when an ethical line is crossed?

Additional Resources

- PBS Crash Course: Interest Groups <https://www.youtube.com/watch?v=bOvBA7ollgc&t=17s>
- PBS Crash Course: Interest Group Formation <https://www.youtube.com/watch?v=BGo9Asfwric&t=14s>

Lobbying Worksheet

Event 1:

Congress has passed a bill to reduce the cost of medicine for all Americans. A member of the House of Representatives that will vote on the bill is running for reelection in his state.

**Event 2:**

While walking back to his office, the Representative is stopped by a lobbyist for a drug company who asks to chat with the Representative about why the drug company opposes the medicine bill.

**Event 3:**

The lobbyist invites the Representative out for coffee to discuss the bill and give the Representative expert information about medicine costs in America. The lobbyist offers to set up an approved trip for the Representative to travel to a beach resort to attend a conference about medicine and drug prices.

**Event 4:**

When the Representative returns from the conference, the lobbyist hosts a fundraiser for the Representative's favorite charity and makes a contribution to his reelection campaign.

**Event 5:**

A few weeks later, the Representative votes against making the bill a law. The next day, the Representative receives an expensive wedding gift from the lobbyist.

**Event 6:**

The Representative loses his reelection campaign. One year later, the Representative is hired by the drug company to be a lobbyist.

Passport to Social Studies: The Great Compromise

Objective

Compare and contrast the New Jersey Plan and the Virginia Plan.

Analyze census data in order to understand the importance of the Great Compromise for American democracy.

Resources/Materials

- *Virginia Plan/ New Jersey Plan Comparison Chart*
- *1790 Census Data*

Activity

- One of the earliest disagreements in the forming of the U.S. Government was over how much representation each state would have at the federal level. In this context, representation means people who have a say and a vote at the federal level. Two plans were put forth: the **New Jersey plan** and **Virginia plan**. Under the New Jersey plan, representation was set at two representatives per state regardless of the size or population of that state. The Virginia plan, on the other hand, provided 1 representative for every 30,000 people in a state. Both the New Jersey and Virginia plans included plans for the overall structure of the federal government, today we are going to learn about each plan and what compromise was struck to form the U.S. Constitution.
- Read each of the plans on the *Virginia Plan/ New Jersey Plan Comparison Chart*
- Compare and contrast the two plans using a Venn diagram and consider the following question, “What are the benefits and drawbacks of each plan?”
- Look at the *1790 Census Data* and calculate how many representatives each state would have under the Virginia plan and consider the following question,
 - Which state(s) benefit most from the New Jersey plan?
 - Which state(s) benefit most from the Virginia plan?
- Add the following information to the Great Compromise section of the *Virginia Plan/ New Jersey Plan Comparison Chart*:
 - Bicameral legislature consisted of a lower house (House of Representatives) and upper house (Senate).

Passport to Social Studies: The Great Compromise

- Representation in the House of Representatives was to be allocated in proportion to state population. Representatives were to be elected directly by the people.
- Representation in the Senate was to be equal for each state, regardless of population. Senators were to be chosen by each state's legislature.
- In a paragraph, use what you learned today and in Social Studies this year to respond to the following questions,
 - How did the Great Compromise offer a solution to both large and small states?
 - Was this the best possible solution given the circumstances?

Additional Resources

- Crash Course US History: The Constitution <https://www.youtube.com/watch?v=bO7FQsCcbD8>
- PBS Crash Course: Constitutional Compromises <https://www.youtube.com/watch?v=kCCmuftyj8A>

Virginia Plan/New Jersey Plan Comparison Chart

Virginia Plan	New Jersey Plan
<p>Branches – Three: Legislative, Executive, and Judicial. The legislature was more powerful, as it chose people to serve in the Executive and Judicial Branches.</p> <p>Legislature – Two houses (bicameral). The House of Representatives was elected by the people and the Senate was elected by the state legislatures. Both were represented proportionally (meaning the number of representatives was determined by the size of the state’s population).</p> <p>Other Powers – The legislature could regulate interstate trade, strike down laws deemed unconstitutional, and use armed forces to enforce laws.</p>	<p>Branches – Three: Legislative, Executive, and Judicial. The legislature appoints people to serve in the Executive Branch, and the Executive Branch selects the justices of the Supreme Court.</p> <p>Legislature – One house (unicameral). States would be represented equally, so all states had the same power.</p> <p>Other Powers – The national government could levy taxes and import duties, regulate trade, and state laws would be subordinate to laws passed by the national legislature.</p>
<p>The Great Compromise</p>	

1790 United States Census Data

States	Total Population	Total Population of Enslaved People	Number of Representatives under New Jersey Plan	Number of Representatives under Virginia Plan
Connecticut	237,946	2,746	2	
Delaware	59,096	8,887	2	
Georgia	82,548	29,264	2	
Maryland	319,728	103,036	2	
Massachusetts	378,787	0	2	
New Hampshire	141,885	158	2	
New Jersey	184,139	11,423	2	
New York	340,120	21,324	2	
North Carolina	393,751	100,572	2	
Pennsylvania	434,373	3,737	2	
Rhode Island	68,825	948	2	
South Carolina	249,073	107,094	2	
Virginia	691,737	292,627	2	

Civics for All: Analyzing the Bill of Rights

Objective

Learn about what your individual rights are and how they are protected in the United States.

Resources/Materials

- *Bill of Rights Defined* handout
- *Connected Academic Vocabulary*
- *What are Your Rights?* Response sheet

Activity

- Some of the framers of the Constitution were worried about creating a government that was too powerful (they were called Anti-Federalists) and felt that the Constitution did not protect the rights of individual people. To ensure the rights of individual people, the Constitution was amended to include the Bill of Rights.
- Read the *Bill of Rights Defined* handout and underline or mark parts keywords that can help to you remember what each amendment means.
- Read each scenario on the *What are Your Rights?* Response sheet and decide which amendment pertains to that scenario and answer the scenario question. Use the *Connected Academic Vocabulary* to help you as needed.
- Respond to the following questions,
 - Thinking about the rights protected by these amendments, which ones are the most important to you? Why did you choose these rights?
 - Why is it important that these rights are protected?

Extension

- Develop your own scenarios that involve your rights and talk to an adult or someone in your home about the scenario and the rights protected.

Additional Resources

- PBS: Crash Course Civil Rights & Liberties <https://www.youtube.com/watch?v=kbwsF-A2sTg>

The Bill of Rights Defined Handout

Amendment	In other words...
1. Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.	Congress cannot make a law that establishes a religion or stops you from practicing your religion. Congress cannot ban a person's freedom of speech or limit what the press is presenting to the public. Congress cannot stop people from peaceably protesting or speaking out against the government.
2. A well-regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.	People have the right to bear arms.
3. No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.	The government cannot force you to house soldiers.
4. The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.	The government cannot perform searches and seizures without a warrant (a legal document that details what will be searched or taken).

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Amendment	In other words...
<p>5. No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.</p>	<p>People are charged with a crime after being presented before a grand jury. You cannot be charged with the same offense twice. A person does not have to incriminate themselves and is allowed due process of the law.</p>
<p>6. In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.</p>	<p>Anyone charged with a crime has the right to a trial that is public and timely. The jury for the trial is made up of people that are fair and just. The jury members will come from the area where the crime was committed. Witnesses of the crime will be brought before the accused. The person charged with the crime will also be able to bring in their witnesses as well as the right to have an attorney.</p>
<p>7. In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.</p>	<p>People have the right to a jury trial in federal civil courts.</p>

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Amendment	In other words...
8. Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.	A person cannot be charged bail (money that is given to the court that allows someone to leave jail and guarantees this person will return for their trial) that is too expensive. Cruel and unusual punishments are not allowed to be performed.
9. The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.	The rights of the people are not limited to those in the Constitution.
10. The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.	People have rights that are not necessarily written about or described in the Constitution.

What Are Your Rights?

Directions: Work with your group members to read each scenario. Use the Bill of Rights Defined worksheet to determine your response to the scenario question. Be sure to record the Amendment number you used to determine your answer. Amendments can be used twice and not every amendment will be used. The first scenario question is answered for you as an example.

Scenario	Amendment Number	Scenario Question
An investigative journalist is about to produce a negative or damaging report about a well-known public figure. The public figure is informed about the upcoming news story and demands that the journalist does not publish the story.	First Amendment	<i>Can the journalist still publish the story?</i> According to the First Amendment, “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press.” Therefore, the journalist has the right to publish the story because individuals are entitled to freedom of speech and the press.
John, a 17-year old male, is arrested for stealing a pair of sneakers. John wants an attorney, but thinks it will be too expensive. John is put in front of a judge without an attorney.		<i>Does John have the right to an attorney?</i>
Alicia, a 13-year old middle school student, stands up in class during the Pledge of Allegiance, however, she does not recite the Pledge. The teacher reprimands her and then sends Alicia to the Dean’s office where she revealed that she does not recite the pledge for religious reasons.		<i>Does Alicia need to recite the pledge?</i>

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Tina wears a shirt with an offensive slogan. A person walking past sees the shirt and says they are going to the police if Tina does not cover up the slogan. Tina refuses and says she can wear the shirt and does not need to cover the slogan.		<i>Is Tina within her rights to wear this shirt in public?</i>
Michael is found not guilty of a crime; however, two years later, new evidence suggests he might have committed the crime.		<i>Can Michael be charged for that same offense two years later?</i>

How does the Bill of Rights protect individuals from a strong, centralized government? Support your response with evidence from the Bill of Rights.

Connected Academic Vocabulary

amendment: formal changes or additions to the Constitution

Anti-Federalist: people who opposed the Constitution or feared an overpowering central government

Bill of Rights: the first ten amendments to the Constitution; it includes the basic rights that all Americans have and was designed to protect individual liberty

constitution: A document that provides the rules that guide how a country, state, or other political organization works.

constitutional: any action that falls within the structures or rights guaranteed by the Constitution

unconstitutional: any action that violates the Constitution