

Colonial Williamsburg®

Previsit and Postvisit Recommendations for Virginia and United States History (Grades 9–12) and Virginia and United States Government (Grades 9–12)

The following previsit and postvisit activities are meant to enhance your students' learning experience when they tour Colonial Williamsburg's Historic Area and museums. The previsit activities are designed to prepare your students for their visit and to introduce them to basic concepts of 18th-century Virginia and United States history and government. These previsit activities will not only prepare students for what they may expect to see and learn, but also help them to establish the critical thinking skills needed to compare the past to the present. The postvisit activities are designed to encourage students to recall what they have learned from their visit and apply it to practical issues—both colonial and present day.

Previsit Activities	Postvisit Activities
<p><i>How Did They Know . . . ?</i></p> <p>Many people who visit Colonial Williamsburg's Historic Area ask the question, "When they rebuilt the colonial capital in the 1930s how did they know what the town looked like and where the buildings were located in the 1770s?" The answer can be found on the official Colonial Williamsburg website at www.history.org. Once you have the www.history.org home page look at the menu along the top and click on <i>Multimedia</i> and then click on slideshows. On the menu find <i>Zoomable Slideshows</i> and click on it, then scroll down to <i>Zoomable View of the Frenchman's Map</i> and click on it. With the students in your class you can now closely examine one of the essential primary source documents used in rebuilding Virginia's 18th-century capital. It is believed that the map was made by the French military when they were housed in Williamsburg immediately following the siege of Yorktown in the autumn of 1781. The date written on the map is May 1782.</p> <p>Students may use the map to locate the major buildings in Williamsburg and see how archaeologists knew where to look when trying to relocate the original buildings from the 1700s. The</p>	<p><i>How Did They Know . . . ? Part 2</i></p> <p>During your visit to Colonial Williamsburg's Historic Area and museums you may pick up copies of the free publication "Colonial Williamsburg This Week." One side of this pamphlet includes a large map of the Colonial Williamsburg Historic Area and surroundings. Students may use the map to locate historic sites and trades that they toured or saw during their visit. Upon return to the classroom the teacher can have the students compare the map in "This Week" to the <i>Frenchman's Map</i> they saw on the website. Students can discuss the accuracy of the current locations of buildings in relation to the <i>Frenchman's Map</i> and in so doing will develop an appreciation for primary source documents.</p> <p>Another primary source that was invaluable to the reconstruction of buildings in Colonial Williamsburg's Historic Area was the <i>Bodleian Plate</i>, a copper engraving made in the 1740s that was rediscovered in 1929 in the files of the Bodleian Library at Oxford University. This primary source is shown and discussed during public tours of the Governor's Palace, since that building is one of the sites shown on the <i>Bodleian Plate</i>. To view this</p>

teacher can then discuss the importance of primary sources and give students a better idea of what they will be seeing on their visit to Colonial Williamsburg's Historic Area and museums. The teacher may suggest that during their tour students look for and ask their guide about other primary sources used to reconstruct Colonial Williamsburg's Historic Area—specifically if they are visiting the Governor's Palace (see post-visit activity "How Did They Know...? Part 2).

Standards Addressed

VUS.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

a) identify, analyze, and interpret primary and secondary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art to increase understanding of events and life in the United States;

d) develop perspectives of time and place, including the construction of maps and various time lines of events, periods, and personalities in American history

GOVT.1 The student will demonstrate mastery of the social studies skills responsible citizenship requires, including the ability to

a) analyze primary and secondary source documents

Our Economic Dependence on the British

As a direct result of the Boston Tea Party in December 1773, the British Parliament in April 1774 passed the Boston Port Act, which closed the port of Boston until the East India Company had been repaid for the destroyed tea. This act of Parliament was followed by three additional acts designed to punish the people of Massachusetts. Together the four acts were known by the people of Massachusetts as the Intolerable Acts. Previously, when Parliament had passed laws that were unpopular in the American colonies, the colonists

primary resource the teacher can go to the official Colonial Williamsburg website www.history.org and, on the home page, go to the top right corner and click on the box titled "Search this site," type in "Bodleian Plate," and click on the "Go" button. The title "official site of Colonial Williamsburg—Bodleian Plate" will appear on the next list. If you click on that, it will show the *Bodleian Plate* and give a short description. Students may then be asked to attempt to identify the buildings on the engraved plate according to what they saw on their tour.

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The Last Straw

American colonists in 1774 figured that if they enacted the Non-importation Association and enforced it throughout the colonies, the British would once again repeal despised regulations—in this case the Intolerable Acts. Unfortunately this economic manipulation of Parliament by boycotting British goods only angered Parliament and King George III, and this time they were steadfast on making the colonies conform or pay the price. The British saw the Non-importation Association of 1774 as the last straw in defiance to

instituted a boycott of British goods, which put economic pressure on Parliament and was effective in having the unpopular laws repealed. In response to the Intolerable Acts, the colonists' Non-importation Association was adopted by the Continental Convention in September–October 1774 and went into effect in December 1774. The end result of this boycott, however, was far from what it had been in the past. (Teachers may find additional information about this by going to the official Colonial Williamsburg website at www.history.org and, at the top of the home page in the box marked "Search this site," type in "non-importation agreement," and click "Go." Then double click on the first article listed on the screen.) Before visiting the Historic Area, the classroom teacher can discuss with students both the Intolerable Acts and the resulting Non-importation Association. When students tour the Colonial Williamsburg Historic Area they can ask their group leader about the Non-importation Association of 1774 and how it affected merchants and people in Williamsburg. Students may also ask their guide about how the British kept their American colonies economically dependent on them for trade and finished products. These same issues also may be discussed with costumed staff in each of the trade shops visited.

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i) identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative incentives.

VUS.3 The student will describe how the values and institutions of European economic and political life took

British rule, and the king ordered a formidable British military force to Boston to restore order and enforce compliance to British rule. Of course, only a few months later, this led to the military confrontations at Lexington and Concord and the Revolutionary War.

While visiting Colonial Williamsburg's Historic Area, students will learn how Virginians felt about the Boston Tea Party and the British Intolerable Acts. They also will see the fate that awaited those merchants who did not conform to the Non-importation Association and how it was enforced by the colonists (Liberty Pole). Students will learn, too, of an event in Williamsburg that occurred within 48 hours of Lexington and Concord and became the last straw for the people of Virginia—undermining their respect for British rule and the British governor (Gunpowder incident). Following the tour of the Historic Area, the teacher can have students discuss both the military and nonmilitary response of Virginians to the Intolerable Acts and how those decisions affected the local economy, lifestyle, and politics.

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VUS.3 The student will describe how the values and institutions of European economic and political life took root in the colonies and how slavery reshaped European

root in the colonies and how slavery reshaped European and African life in the Americas

Declaring Our Independence

In May and June 1776, a pivotal historical event took place in Williamsburg: The Fifth Virginia Convention. Groups that visit the colonial Capitol building will typically learn about this event in the Hall of the House of Burgesses. The Virginia Delegates who participated in the Fifth Virginia Convention voted on May 15, 1776, to petition the Continental Congress to declare the 13 American colonies free and independent states. As a result of that action, the Declaration of Independence was written and adopted by the Continental Congress within six weeks. The delegates of the Fifth Virginia Convention went on to write and adopt the Virginia Declaration of Rights on June 12, 1776.

Both of these original documents can be examined by accessing the official Colonial Williamsburg website at www.history.org Once you reach the home page, look at the menu along the top and click on *Multimedia* and then click on slideshows. On the menu, find *Zoomable Slideshows* and click on it. Then scroll down to *Historic Documents* and click on it. You will see both the Declaration of Independence and the Virginia Declaration of Rights. Have students view the Declaration of Independence and focus on the first 12 lines. Next have them view the Virginia Declaration of Rights and focus on the first three paragraphs. Have students compare the wording of the two documents and the concepts covered, noting similarities and differences. Point out to students that the Virginia Declaration of Rights was completed on June 12, 1776—24 days prior to the completion of the Declaration of Independence. Thomas Jefferson had received draft copies of the Virginia Declaration of Rights while he was writing

and African life in the Americas

VUS.4 The student will demonstrate knowledge of events and issues of the Revolutionary Period by

c) describing the political differences among the colonists concerning separation from Britain

Securing Our Individual Rights

George Mason and James Madison played important roles in the development of both the Virginia Declaration of Rights and Virginia Constitution in May and June 1776 and in the development of the U.S. Constitution in 1787. However, when it came time to approve the U.S. Constitution these two notable Virginians were on opposite sides. The reason for this division was that the U.S. Constitution said nothing about individual rights, and George Mason refused to sign it without protection for the rights of individual citizens. Virginia refused to ratify it until its representatives were fully assured that the first business to be taken up by the new constitutional government would be the addition of amendments to the Constitution guaranteeing individual rights. Both North Carolina and Rhode Island refused to ratify until such time as those amendments were adopted by Congress and sent to the states for ratification. The document James Madison proposed to the U.S. Congress in 1789 (which eventually became the Bill of Rights) looked very similar to the Virginia Declaration of Rights from 1776.

Both of these original documents can be examined by accessing the official Colonial Williamsburg website at www.history.org Once you reach the home page, look at the menu along the top and click on *Multimedia* and then click on slideshows. On the menu, find *Zoomable Slideshows* and click on it; then scroll down to *Historic Documents* and click on it. You will see both the Virginia Declaration of Rights and the U.S. Bill of Rights. (Be aware that the original Bill of Rights included 12 amendments,

the Declaration of Independence. Does it show? During their visit to Colonial Williamsburg's Historic Area students can ask their tour guide about the Fifth Virginia Convention and Virginia Declaration of Rights.

Teachers can have students study the rights that the British government stripped from the colonies just prior to and during the Revolution and identify those that later became part of the U.S. Bill of Rights. During their tour of Colonial Williamsburg's Historic Area have students pay close attention to the debates about those rights during the 18th century.

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d) develop perspectives of time and place, including the construction of maps and various time lines of events, periods, and personalities in American history;

h) interpret the significance of excerpts from famous speeches and other documents

VUS.4 The student will demonstrate knowledge of events and issues of the Revolutionary Period by

a) analyzing how the political ideas of John Locke and those expressed in Common Sense helped shape the Declaration of Independence;

but the first two were not ratified. That means the third amendment in the original document is what we know today as the First Amendment.) Have students view the two documents and then compare the wording and concepts covered in both, noting similarities and differences. The teacher can ask students about what they saw and/or heard on their tour of Colonial Williamsburg's Historic Area that supported the reasons why Virginians felt so strongly about guaranteeing individual rights.

Teachers can have students list the debates they observed during their tour. Compare those debates of the 18th century to similar debates surrounding those same rights today, including how far they should be extended. For example, Do those rights pertain to terrorists, illegal immigrants, etc.? Are they the natural rights of man or just for United States citizens?

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h) interpret the significance of excerpts from famous speeches and other documents

VUS.5 The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by

a) explaining the origins of the Constitution, including the Articles of Confederation;

b) evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy;

c) describing the political differences among the colonists concerning separation from Britain

GOVT.1 The student will demonstrate mastery of the social studies skills responsible citizenship requires, including the ability to

a) analyze primary and secondary source documents

GOVT.2 The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by

c) examining the writings of Hobbes, Locke, and Montesquieu;

d) explaining the guarantee of the “rights of Englishmen” set forth in the charters of the Virginia Company of London;

e) analyzing the natural rights philosophies expressed in the Declaration of Independence

f) examining George Mason’s Virginia Declaration of Rights, Thomas Jefferson’s Virginia Statute for Religious Freedom, and James Madison’s leadership role in securing adoption of the Bill of Rights by the First Congress

GOVT.3 The student will demonstrate knowledge of the concepts of democracy by

a) recognizing the fundamental worth and dignity of the individual;

b) recognizing the equality of all citizens under the law;

c) recognizing majority rule and minority rights;

d) recognizing the necessity of compromise;

e) recognizing the freedom of the individual

c) examining the significance of the Virginia Declaration of Rights and the Virginia Statute of Religious Freedom in the framing of the Bill of Rights

GOVT.2 The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by

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GOVT.11 The student will demonstrate knowledge of civil liberties and civil rights by

a) examining the Bill of Rights, with emphasis on First Amendment freedoms;

d) exploring the balance between individual liberties and the public interest;

e) explaining every citizen’s right to be treated equally under the law

Independent Study on the Fifth Virginia Convention

Most school groups that visit Colonial Williamsburg's Historic Area visit the colonial Capitol building and, while there, discuss the landmark activities that occurred during the Fifth Virginia Convention in May and June 1776. The Virginia Delegates who participated in the Fifth Virginia Convention voted on May 15, 1776, to petition the Continental Congress to declare the 13 American colonies free and independent states. As a result of that action, the Declaration of Independence was written and adopted by the Continental Congress within six weeks. The delegates of the Fifth Virginia Convention went on to write and adopt the Virginia Declaration of Rights on June 12, 1776, and the Virginia Constitution on June 20, 1776.

Who were these men who risked being found guilty of treason and losing everything, while establishing a new form of government by and for the people? Attached as an addendum is a list of the delegates to the Fifth Virginia Convention and the Virginia jurisdictions they represented. Teachers can assign or have students select one or more of these men to research on the Colonial Williamsburg website at www.history.org. Students can research the activities and beliefs of these men before the American Revolution. Doing this will give students a better understanding of the reasoning behind the decisions made by delegates to the Fifth Virginia Convention. (No, they were not all convinced that independence was the best course to follow or even that it was wise to consider it.) Students can report their findings and then seek additional information when they tour Colonial Williamsburg's Historic Area.

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Fifth Virginia Convention

Following the tour of Colonial Williamsburg's Historic Area and the research completed by students on the delegates to the Fifth Virginia Convention, teachers can have students reenact the delegates' discussion of independence using the personas developed in the previsit activity and information gathered during their tour. We may not know the exact words spoken by the delegates or the text of their speeches, but contextual inferences can be made by students during this reenactment. Individuals on both sides of the central issue of independence may be represented. Since some delegates were "fence sitters," they should be represented as well. Today, we may view this decision as one dimensional: independence, yes or no. Of course, delegates spoke as businessmen, farmers, husbands, fathers, parishioners, and, of course, many of them as what they were—Englishmen. They feared that independence would bring on war and that war with the most powerful military in the world was folly. Some feared for their families, some feared for their fortunes and property, and some feared for their souls. An in-depth discussion will involve many issues and alternating viewpoints from the same individual as they think through the process. Ultimately a unanimous decision was reached, but it was a debate that was not taken lightly and a decision that many would second guess for several years to come.

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Addendum A

Delegates to the Fifth Virginia Convention

Convention Assembled May 6, 1776

County: Delegates

Accomac: Southey Simpson, Isaac Smith

Albemarle: Charles Lewis, George Gilmer (alternate for Thomas Jefferson)

Amelia: John Tabb, John Winn

Augusta: Thomas Lewis, Samuel McDowell

West Augusta: Charles Simms, John Harvie

Amherst: William Cabell, Gabriel Penn

Bedford: John Talbot, Charles Lynch

Botetourt: John Bowyer, Patrick Lockhart

Brunswick: Frederick Macun, Henry Tazewell

Buckingham: Charles Pattesson, John Cabell

Berkeley: Robert Rutherford, William Drew

Caroline: Edmund Pendleton, President; James Taylor

Charles City: William Acrill, Samuel Harwood (alternate for Benjamin Harrison)

Charlotte: Paul Carrington, Thomas Read

Chesterfield: Archibald Cary, Benjamin Watkins

Culpeper: Henry Field, French Strother

Cumberland: John Mayo, William Fleming

Dinwiddie : - John Banister, Boiling Starke

Dunmore: Abraham Bird, John Tipton

Elizabeth City: Wilson Miles Cary, Henry King

Essex: Meriwether Smith, James Edmondson

Fairfax: John West, Jr., George Mason

Fauquier: Martin Pickett, James Scott

Frederick: James Wood, Isaac Zane

Fincastle: Arthur Campbell, William Russell

Gloucester: Thomas Whiting, Lewis Burwell

Goochland: John Woodson, Thomas M. Randolph

Halifax: Nathaniel Terry, Micajah Watkins

Hampshire: James Mercer, Abraham Hite

Hanover: Patrick Henry, John Syme

Henrico: Nathaniel Wilkinson, Richard Adams

James City: Robert C. Nicholas, William Norvell

Isle of Wight: John S. Wills, Charles Fuigham

King George: Joseph Jones, William Fitzhugh

King and Queen: George Brooke, William Lyne

King William: William Aylett, Richard Squire Taylor

Lancaster: James Selden, James Gordon

Loudoun: Francis Peyton, Josias Clapham

Louisa: George Meriwether, Thomas Johnson

Lunenburg: David Garland, Lodowick Farmer

Middlesex: Edmund Berkeley, James Montague

Mecklenburg: Joseph Speed, Bennett Goode

Nansemond: Willis Riddick, William Cowper

New Kent: William Clayton, Bartholomew Dandridge

Norfolk: James Holt, Thomas Newton

Northumberland: Rodham Kenner, John Cralle

Northampton: Nathaniel L. Savage, George Savage

Orange: James Madison, William Moor

Pittsylvania: Benjamin Lankford, Robert Williams

Prince Edward: William Watts, William Booker

Prince George: Richard Bland, Peter Poythress

Princess Anne: William Robinson, John Thoroughgood
Prince William: Cuthbert Bullitt, Henry Lee
Richmond: Hudson Muse, Charles McCarty
Southampton: Edwin Gray, Henry Taylor
Spottsylvania: Mann Page, George Thornton
Stafford: Thomas Ludwell Lee, William Brent
Surry: Allen Cocke, Nicholas Faulcon
Sussex: David Mason, Henry Gee

Warwick: William Harwood, Richard Cary
Westmoreland: Richard Lee, Richard Henry Lee, John A. Washington (alternate)
York: Dudley Digges, Thomas Nelson, Jr., William Digges (alternate)
Jamestown: Champion Travis
Williamsburg: Edmund Randolph (alternate for George Wythe)
Norfolk Borough: William Roscoe Wilson Curie
College of William and Mary: John Blair

Source: Printed Journal of the Convention.

Source:

<http://www.newrivernotes.com/va/vareg1.htm#conv>

Addendum B

U.S. Bill of Rights

Amendment I

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.

Amendment II

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.

Amendment III

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.

Amendment IV

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.

Amendment V

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.

Amendment VI

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.

Amendment VII

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.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

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.