



LAW WISE

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Greetings from the Kansas Bar Association (KBA).
Welcome to this edition of *Law Wise* and the third edition of the 2016-2017 school year.

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CALENDAR OF EVENTS

Please look for the 2017 KBA Mock Trial case materials in late December. They will be posted at www.ksbar.org/mocktrial

January 16, 2017	Martin Luther King, Jr. Day
January 20, 2017	US Presidential Inauguration
February 20, 2017	Presidents’ Day

Area Presidential Libraries Offer Rich Treasure Trove of “Experiential” Learning for Kansas Students

As the dust settles on what was one of the most contentious presidential elections in recent memory, *Law Wise* takes a look at the excellent civic learning activities provided right in our area at the presidential libraries of Presidents Harry S. Truman and Dwight D. Eisenhower, two of just 13 presidential libraries administered by the National Archives and Records Administration. First, we go to the Harry S. Truman Presidential Library and Museum, in Independence, MO, where we find ourselves debating one of the biggest presidential decisions in our history:

Harry S. Truman Library and Museum

It is May 1945. The United States and its allies defeated Hitler and Mussolini in Europe, but the war in the Pacific rages on. President Truman, the Joint Chiefs of Staff, and other key advisors are vigorously debating how to end the war with Japan quickly and with as few casualties as possible. Should the U.S. remove or maintain the unconditional surrender term? Is the blockade, a land invasion, or a combination of the two the best way to end the war? Should atomic weapons, a new tool in the U.S. military arsenal, be used? Gather your advisors and review the most recent intelligence. The fate of the world is yours to decide.

So begins the introduction to a nationally acclaimed curriculum presented at the Harry S. Truman Library and Museum, in Independence, MO. The museum’s scenario is one of five simulations that immerse students in American history, government, the presidency, and high-stakes decision making. The scenarios are part of the library’s White House Decision Center, where students experience what Truman and his advisors did in a recreated White House West Wing. Besides “Ending the War with Japan,” scenarios also include “Addressing Postwar Civil Rights in the U.S. Armed Forces,” “Reacting to the Soviet Blockade in Berlin,” “Responding to the Communist Invasion of South



Sign attracts attention of jeep occupants as they move into Germany from Belgium.

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Korea,” and “Addressing the End of the British Mandate in Palestine.”

The curriculum includes four interactive classroom modules designed to complement state and national history standards and to enhance the onsite experience for students. Since it opened in 2002, The White House Decision Center has welcomed more than 75,000 students from across the nation. The White House Decision Center is not a field trip—it’s experiential learning at its best. Inspired by President Truman’s legacy of leadership and developed by nationally recognized educators, the hands-on history lab is the standard-bearer for education programs at presidential libraries nationwide.

According to the Decision Center website, it provides a unique setting to enrich course content and practice historical methods including:

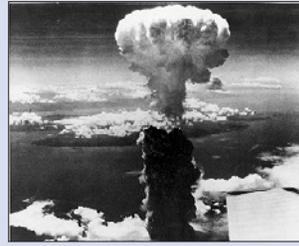
- Close reading and information gathering
- Primary source analysis
- Comparing and contrasting multiple points of view
- Synthesizing complex information
- Group cooperation and communication
- Speech writing and public speaking
- Crafting evidence-based solutions for a complex problem

In addition to the White House Decision Center, the library offers a number of classroom exercises, including such programs as “The Spy’s Dilemma,” in which students serve as members of a 1945 Soviet spy ring, reading and analyzing actual top secret documents from the Truman administration; “Top Secret WWII,” where students act as WWII intelligence agents as they classify documents related to U.S. actions in the war.

The White House Decision Center can accommodate up to 72 students per session, includes eight cabinet rooms and a press room, and offers numerous scenarios to match curricular goals. Program cost is \$12/student with a minimum group charge of \$360. Program and transportation grants are available for qualifying schools. For more information about the education resources, contact Mark Adams, mark.adams@nara.gov, or Angela Estep, angela.estep@nara.gov.

Did you know?

The “S” in President Harry S. Truman did not stand for any name but was a compromise between the names of his grandfathers, Anderson Shipp Truman and Solomon Young. There have been some reports that President Truman’s name should not have a period after the “S.” However, Mr. Truman often included the period as illustrated in archives at the museum. The official name of the library and museum is Harry S. Truman Library & Museum.



After Japanese leaders flatly rejected the Potsdam Declaration, President Truman authorized use of the atomic bomb anytime after August 3, 1945. On the clear morning of August 6, the first atomic bomb, nicknamed Little Boy, was dropped on the city of Hiroshima. Leveling over 60 percent of the city, 70,000 residents died instantaneously in a searing flash of heat. Three days later, on August 9, a second bomb, Fat Man, was dropped on Nagasaki. Over 20,000 people died instantly. In the successive weeks, thousands more Japanese died from the after effects of the radiation exposure of the blast.

Dwight D. Eisenhower Library, Museum, and Boyhood Home

Besides home tours, games, such as museum Bingo, and activities, the Eisenhower library in Abilene, Kan. offers an extensive educational outreach for each of grades K-12 through its IKEducation program. Called Field Trip Enhancements, the library, in partnership with the Eisenhower Foundation, offers innovative programs that use primary sources, such as documents and artifacts, to relate the life and times of Eisenhower in education sessions that are aligned with National and Kansas state standards. Facilitators are professional IKEducators.

The Field Trip Enhancement programs range from 30 minutes to up to three hours, depending on the program and available time.

For example, students at the elementary level are offered activities designed for 30 minutes in a session called IKEtivities that provide fun and facts tailored to the grade level and the available class time. Among the IKEtivities, students can play games such as Ike Trivia, create an Ike Banner for the classroom or make a Flat Ike to travel the globe. But in 50-minute programs also offered for elementary grades, students can explore artifacts from Ike’s work, play, and school days in Abilene, and compare the items to then and now, and enjoy other sessions which include examining artifacts from World War II, the Cold War Duck and Cover program, Dogs for Defense, Rosie the Riveter, and topics of letters students wrote to the president during his tenure in office. In September and October, Constitution Week activities for 4th and 5th graders focus on the Executive Branch of the government and fulfill national standards for learning about the U.S. Constitution.

Middle school programs include a game focusing on American society’s participation in the World War II war effort through rationing and recycling programs, Eisenhower’s iconic “I Like Ike” election campaign, Spy Kids: Code Talkers, Holocaust: From a Name to a Number, and a three-hour session offered in February and March on Eisenhower’s comprehen-

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sive effort to fight a war while protecting cultural treasures and monuments. The session includes a study of Eisenhower's hobby of painting that he enjoyed throughout his retirement. In this session, students can finish painting one of four unfinished paintings Eisenhower left upon his death.

At the high school level, the IKEducation program offers more in-depth sessions on the 101st Airborne, the D-Day deception, Omaha Beach, the Holocaust, confronting Soviet Communist expansion, desegregation in Little Rock, and the Red Scare, which includes an examination of the Rosenberg spy case.

In addition to the on-site education programs, many of the most requested primary source documents and images from the library's extensive archives are available online at www.eisenhower.archives.gov. Most IKEducation lesson plans can be downloaded for classroom use from www.eisenhowerfoundation.net.

To book an IKEducation field trip, teachers can go online and fill out a Field Trip Request Form at www.EisenhowerFoundation.net/Ike-Education. An IKEducator will respond within a week. Reservations are required at least two weeks in advance, and dates are available on a first-come, first-served basis. The library and foundation also offer teacher workshops and partners with numerous educational associations to assist teachers in using the many resources available at the library.



Pam Sanfilippo
Education Specialist

The Eisenhower library's Education Specialist is Pam Sanfilippo, who joined the Eisenhower library two years ago, coming from a position in history and education with the National Park Service. Since joining the staff at the Eisenhower library, she has helped to build on the excellent programs already in place through curricula and partnerships to engage students of all ages with the wealth of

resources available in Abilene.

Several of the highlights include working with the Pre-Game Kansas staff for a photo shoot and articles for its annual football



OVERLORD commanders meeting, January 1944.
L-R: Omar Bradley, Bertram Ramsay, Arthur Tedder, General Eisenhower, Bernard Montgomery, Trafford Leigh-Mallory, Walter B. Smith.

magazine tying in with Ike's love of the sport; assisting with the "Why Like Ike" monthly cable series on the Eagle Communications network; partnering with Great Plains Theatre for their annual "LiveLit!" programs; working with presidential whiz-kid Macey Hensley for a "U.S. Presidential Trivia" event; and developing the library's first "Pop-Up Museum" during the annual Symphony at Sunset D-Day commemoration. Over 10,000 students participated in on and off-site programs during the 2015-2016 school year, more than double from the year before.

Ms. Sanfilippo uses a quote from a speech President Eisenhower gave in May 1953 as a guide for the library's program development. "The true purpose of education is to prepare young men and women for effective citizenship in a free form of government," said Ike. "Our educational mission at the Eisenhower library is to do just that," Ms. Sanfilippo said. "Each program has the underlying objective to help students of all ages become responsible citizens. Learning about the life and times of Dwight D. Eisenhower and helping students find relevance in those stories to their lives today encourages civic education and engagement," she said. ■

Become a KBA YLS Mock Trial Competition Donor or Sponsor

The KBA YLS Mock Trial Competition provides Kansas high school students with an operational understanding of substantive and procedural legal issues and the judicial process. Over the years, the cost to provide this opportunity has increased and the funding has decreased. A generous endowed gift from Shook Hardy & Bacon provides \$1,000 each year. The program also has a \$5,600 IOLTA grant. Please consider

donating individually or as a firm to help with expenses to administer the competition and to send a team to the national competition in Hartford, Connecticut. Our goal for 2017 is to raise an additional \$3,500. Your donation at www.ksbar.org/mocktrial_sponsor is greatly appreciated.

You can learn more by contacting kansasmocktrial@gmail.com.

Lesson Plan 1

Kansas, Missouri, and the Civil War, 1854-1865

Source: Harry S. Truman Library & Museum Teacher Lessons
Author: Derek Frieling
Course: American History

Time Frame: Three Weeks
Subjects: Civil War
Grade Levels: 11

Classroom/Homework Activity to be performed:

Students will utilize Google Earth to build a route map of a participant in the Border War between Missouri and Kansas, noting stops and events along their path in the war.

Rationale:

Much of the beginning of the Civil War can be attributed to the Border War between Missouri and Kansas. Students will identify with a participant in the border war by following their path in the controversy. Bringing a personal identification with history will increase interest and retention in the history.

Lesson objectives – the student will:

- Develop research skills.
- Analyze primary sources.
- Synthesize causes of the Civil War and the role of the Missouri-Kansas Border War.

District, state, or national performance and knowledge standards/goals/skills met:

- 2A: Explain the importance of the following principles of government within the context of US History: majority rule and minority rights, constitution and civil rights, and checks and balances.
- 3aA: Describe the migrations of people from many regions of the world and the interactions of cultures and religious traditions that have contributed to America's history: motivations for immigration and challenges to immigrants.
- 3aK: Explain the importance of the following principles of government: majority rule and minority rights and constitution and civil rights checks and balances.
- 3aT: Describe the physical characteristics and human characteristics that make places unique: Explain how and why places change and explain how and why different people may perceive the same place in varied ways
- 3aU: Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, and cultures in the US.
- 3aZ: Analyze Missouri History as it relates to major developments of US History including: Exploration and settlement, Mid 1800s (conflict and war), and urbanization, industrialization, post-industrial societies.
- 6L: Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects.
- 6O: Determine the causes, consequences and possible resolutions of cultural conflicts.
- 7A: Distinguish between and analyze primary sources and secondary sources.

- 7B: Create maps, charts, diagrams, graphs, timelines and political cartoons to assist in analyzing and visualizing concepts in social studies.
- 7C: Distinguish between fact and opinion and analyze sources to recognize bias and points of view.
- 7E: Develop a research plan and identify appropriate resources for investigating social studies topics.
- 7F: Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts.

Secondary materials (book, article, video documentary, etc.) needed:

A variety of primary and secondary sources will be utilized. Students will be responsible for producing their own sources. However, websites highlighted during the Truman Library Border War Conference will be suggested sources for students. These include:

- www.trumanlibrary.org
- www.civilwaronthewesternborder.org
- www.ozarkcivilwar.org
- www.sos.mo.gov/mdh/
- www.archives.gov
- www.docsteach.org
- www.kansasmemory.org
- www.kshs.org

Full description of activity or assignment:

Students will select one of the individuals listed below or find another participant in Border War with teacher's approval to follow throughout their participation in the time surrounding the Civil War. Students must find at least 8 locations that were significant in the development of the war with the participation of their individual and report on them. Students must map the course of their journey in Google Earth. PowerPoint or other software is acceptable as an alternative if there are difficulties with Google Earth. Students must also include at least one historical map and use at least 3 primary sources in doing their research. In addition, students will also be graded on historical accuracy, clarity, and presenting the project to the class.

Possible Border War participants include:

- | | |
|-------------------------|---------------------|
| • David Rice Atchison | • James Lane |
| • John Brown | • Nathaniel Lyon |
| • John Calhoun | • James Montgomery |
| (not C. from SC) | • Sterling Price |
| • James Denver | • William Quantrill |
| • Stephen Douglas | • Charles Robinson |
| • Thomas Ewing | • Wilson Shannon |
| • Claiborne Fox Jackson | |

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*(Continued from page 4)***FULL EXPLANATION OF THE ASSESSMENT METHOD AND/OR SCORING GUIDE:****Scoring Guide****Assignment:**

Students will utilize Google Earth to build a route map of a participant in the Border War between Missouri and Kansas, noting stops and events along their path in the war.

Evaluation Checklist	Description	Possible	Received
Historical Map	At least one historical map pasted on Google Earth which encompasses the majority of the area involved in the participant's area of conflict. Extra credit will be given for additional maps.	10 pts.	pts.
Pit Stops	Minimum of 8 stops along the route. Each stop will have an information bubble. Bonus points awarded for including pictures.	10 pts.	pts.
Historical Accuracy	Must have historically accurate and hopefully detailed information. This information will be recorded at each of the stops. Each stop bubble must have at least a paragraph (3 to 5 sentences) of information.	50 pts.	pts.
Clarity	Entries will be clear of grammatical and spelling errors. Project will be expected to have appropriate neatness. Projects will have a clear title.	10 pts.	pts.
Bibliography	A bibliography in Turabian style will accompany the project. At least 3 primary sources are required.	10 pts.	pts.
Presentation	Each student will present their Google Earth project in class.	10 pts.	pts.
Total		100 pts.	pts.

iCivics - The Electoral Process

The presidential election has many people asking questions about the electoral process. iCivics has information on learning about the distinctions between the popular vote and the Electoral College, the differences in the presidential and congressional elections, and about the role of party conventions in American politics.

Visit www.icivics.org/teachers/lesson-plans/electoral-process

Students will be able to ...

- Describe the electoral process in primary and general elections.
- Compare the popular vote with the Electoral College as a means to elect government officials.
- Explain how a candidate can be elected without receiving the majority of the popular vote.
- Contrast primaries and caucuses as ways to nominate someone within a political party.
- Explain the role of local, state, and national conventions in political parties.

Lesson Plan 2

The Road to the Presidency

Source: TCPDF (www.tcpdf.org)

Author: Janet Richards

Course: Social Studies

Time Frame: 1-2 weeks

Subjects: 2008 Presidential Election, Campaign Strategy, Electoral College, Political Parties, Democracy

Grade Level: 4

Classroom/Homework Activity to be performed:

Presidential elections can seem both exciting and confusing! In fact, the whole process starts long before the actual election takes place. Although the job of President may appear “glamorous” or “easy”, it is a position of incredible responsibility. Thomas Jefferson, our country’s third president, described the job as “a splendid misery”. Yet, despite that description, many Americans declare themselves as candidates pursuing the highest office in the land! This journey will explore what it takes to become President of the United States.

Rationale:

Students will have a better understanding of how presidential elections work

Lesson objectives - the student will:

- Research the constitutional requirements needed to run for President.
- Create a list of leadership qualities and prior job experiences that past Presidents have had using several presidential databases.
- Read and record information on the role of political parties and steps in the election process.
- Analyze what powers and limitations the President has, and view the daily schedule of a past President.
- As you are guided through each step of this process, your research will help to create a PowerPoint presentation on the “road to the presidency!”

District, state, or national performance and knowledge standards/goals/skills met:

Missouri Standards

1. Principles expressed in the documents shaping constitutional democracy in the United States
2. Continuity and change in the history of Missouri, the United States and the world
3. Principles and processes of governance systems
7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Kansas Standards

Benchmark 3: The student understands how the United States Constitution allocates power and responsibility in the government.

1. (K) recognizes the United States Constitution as the document that defines the rights and responsibilities of citizens in the United States

Benchmark 4: The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

1. (K) determines how people can participate in government and why it is important (e.g., jury duty, voting, running for office, community service).

Secondary materials (book, article, video documentary, etc.) needed:

- Constitutional requirements
- PBS American President
- Job experience and the American President
- Powers & limitations of the presidency
- Six months in the life of Harry S. Truman
- Election process
- Electoral voting
- Political conventions list

Primary materials (book, article, video documentary, etc.) needed:

Look under **c-span**¹ in the lower right corner for lesson plans that help to support the election process.

To track electoral voting, use this official electoral vote chart from the **National Archives**² and transfer it to a US political map.

Technology Required:

- computer
- PowerPoint software

FULL DESCRIPTION OF ACTIVITY OR ASSIGNMENT:

At the computer:

1. Visit the “Presidential Exploration” website to research the constitutional requirements necessary to become President. Write down the requirements in order to make the first slide in your PowerPoint presentation.
2. Decide what other qualities the President should have to be an effective leader. Explore the PBS American President site for examples of presidential success and failure. Click on any of the episode pictures to see groupings of Presidents. Make a list of qualities you feel are important to include in your second PowerPoint slide.
3. Now that you have researched the requirements and leadership qualities needed to be President, political parties are another important part of this process. Click on the “parties” link and read about “Federalists”, “Democratic-Republicans”, “Whigs”, “Democrats”, and “Republicans”. Note when each of these parties came about, and interesting facts. Your **notes**³ will help you create your third PowerPoint slide.

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4. Experience counts! The public expects the President to have certain types of job experience prior to running for this office. Explore the [American President website](#)⁴ to find out what jobs / experience our former Presidents have had. Take notes and use this information in PowerPoint slide four.
5. Still want to be President? Just what is the job of the President? Visit "[Powers & Limitations](#)"⁵ of the President and "[6 months in the life of Harry S. Truman](#)"⁶ to research some of the responsibilities of this job. Describe the responsibilities and meetings associated with being President in your fifth PowerPoint slide.
6. Take a trip on the "road to the presidency!" How do you get nominated and eventually elected? Explore the [election process](#)⁷, review [electoral voting](#)⁸, and look at where all of the [political conventions have been held](#)⁹! Is your city listed? If so how many times? Explain the election steps in PowerPoint slide six. (Hint: A flowchart could be a great way to organize this information!)
7. Now explore the [Republican](#)¹⁰ and [Democratic](#)¹¹ candidates currently running for President. Make notes and use them to create your last PowerPoint slide.

FULL EXPLANATION OF THE ASSESSMENT METHOD AND/OR SCORING GUIDE:

The PowerPoint presentation is the culminating activity for this webquest. The presentation should be evaluated using the following criteria:

Criterion	Satisfactory	Needs Work
Information Research Skills	Information is accurate and easily understandable	Information may not be completely accurate and/or is incomplete or confusing
Design Appeal	The slides are colorful; text is easy to read and information looks appealing	Slides may seem repetitious and unvaried; text is hard to read and/or layout is unappealing
Effort	Adequate time was spent on this project; it is finished completely as required	Not enough time was spent on this project and/or it remains incomplete

Links

1. www.c-span.org
2. www.archives.org
3. <http://library.thinkquest.org/12587>
4. <http://millercenter.org/president/biography/eisenhower-life-in-brief>
5. <http://library.thinkquest.org/11492/convention/powers.html>
6. <http://bit.ly/2fX7fYD>
7. <http://library.thinkquest.org/11492/convention/election.html>
8. <http://bit.ly/2gddcOZ>
9. <http://bit.ly/2gR1NnT>
10. <https://www.gop.com/>
11. <https://www.democrats.org/>

TERRIFIC TECHNOLOGY FOR TEACHERS

The Harry S. Truman Library and Museum offers many lesson plans relevant to President Truman's life and times. The lesson plans are searchable by title, grade level, subject, and author at: <http://www.trumanlibrary.org/whistlestop/lessons/index.php?br=subject>

Dwight D. Eisenhower Presidential Library and Museum: Visit and group tour information may be found at: <http://eisenhowerfoundation.net/plan-your-field-trip/>

The Harry S. Truman Library and Museum tours: Group Tour information may be found at: <http://www.trumanlibrary.org/tours.htm>

Eisenhower museum's IEducation website: Online resources at the for educators and their students may be found at: <http://eisenhowerfoundation.net/online-resources/>

DEAR READERS,

Law Wise is provided as a public service and is a publication funded by the KBA Law Related Education Committee through a grant from the Kansas Bar Foundation.

We are interested in your thoughts, ideas, and suggestions about current and future issues. In an effort to provide a format for subscribers to share information, we have created a new way to register and to receive *Law Wise*. If you do not currently receive *Law Wise* via your email inbox, but would like to, we need you to let us know. Here are some simple instructions to do that.

How to Subscribe

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We now request you have a FREE [Educator](#) account.

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3. Create a password and complete the form.
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KBA Members:

1. Please sign in.
2. Go to <http://www.ksbar.org/LawWise>.
3. Next, you click the Join Group icon near the top of the *Law Wise* webpage.



FAQs

We have a list of FAQs available at <http://www.ksbar.org/LWFAQ>.

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