



LAW WISE

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Greetings from the Kansas Bar Association (KBA).
Welcome to this edition of *Law Wise* and the first edition of the 2012-2013 school year.

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WELCOME

With the new school year comes a new focus for *Law Wise*! Last year we focused on the Bill of Rights and recent Kansas cases involving the first 10 amendments to the Constitution. This year, we will focus on civics education, and invite you to join us as we look at Constitution Day in this issue. This year’s *Law Wise* should help teachers meet the Kansas high school civics-government standard: “The student uses a working knowledge and understanding of governmental systems of Kansas and the United States ... with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.”

CONSTITUTION DAY

By Kathryn A. Gardner, J.D.

Did you know that this is the 225th anniversary of the United States Constitution?

The federal law establishing Constitution Day states in part:

State and local observances — The civil and educational authorities of States, counties, cities, and towns are urged to make plans for the proper observance of Constitution Day and Citizenship Day and for the complete instruction of citizens in their responsibilities and opportunities as citizens of the United States and of the State of locality in which they reside. 36 U.S.C. § 106.

Many teachers find that they prefer to have guest speakers or other law-related education events early in the school year, rather than in May when Law Day is celebrated. If you are one of them, just call your local bar association and ask for a guest speaker to come to your class to help your students learn about the Constitution! Help celebrate U.S. Constitution Day 2012, the 225th anniversary of our nation’s founding document.

Judge Pierron has developed a popular Constitution Day program and will present it this year to many classes in the Seaman school district (U.S.D. 345) during Constitution week. He hopes to videotape the programs and make them available to all the courts and school districts so you can replicate them or do similar programs in your own area.

CALENDAR OF EVENT

Sept. 17, 2012

Constitution Day



LESSON PLAN

BILL OF RIGHTS: YOU MEAN I'VE GOT RIGHTS?

This lesson plan provides a segue between last year's focus on the Bill of Rights, this year's focus on civics education, and the celebration of Constitution Day.

DESCRIPTION

Students learn about the rights guaranteed by the Bill of Rights and other important constitutional amendments. First they consider what rights they believe are important, then they read and analyze the real text of each amendment. This lesson also helps students analyze the impact that the Bill of Rights has on their daily lives. Completing this lesson prepares students to play the interactive game "Do I Have a Right?" (available online at <http://www.icivics.org/games/do-i-have-right>).

OBJECTIVES

The student will...

- Analyze a list of potential "rights" that citizens should have.
- Use labels to compare the rights they chose with the rights in the actual Constitutional amendments.
- Identify key vocabulary in the original language of the Bill of Rights.
- Complete a closing activity to demonstrate an understanding of the Bill of Rights.
- Analyze the impact of the Bill of Rights on daily life in the United States.

LESSON PREP

Print Step-By-Step instructions, active participation guide, and answer keys for yourself, from the Bill of Rights Teacher Pages (available on line at www.icivics.com).

Copy the anticipation activity (single-sided, class set) and the student worksheets (double-sided, class set) from Bill of Rights Student Pages (available online at icivics.org).

STEP-BY-STEP

DISTRIBUTE one packet to each student.

ANTICIPATE the lesson by reading the first paragraph of "Rights: Starting from Scratch" with students, then having them complete the checklist. Poll students to find out which rights got the most votes on the "Pamphlet of Protections."

From http://bit.ly/iCivics_bor (All materials available online)

READ the last paragraph on the "Rights: Starting from Scratch" page with students.

EXPLAIN that you will be reading the actual text of the Bill of Rights together. You will be looking to see whether any of the rights students chose for the "Pamphlet of Protections" appear in the Bill of Rights.

PREVIEW the Bill of Rights pages together. Point out that these are "amendments" (additions/changes) to the Constitution of the United States. Point out the side of the page where students will write which "pamphlet protection" correspond with each amendment (some amendments will have no corresponding "protection," while some will have more than one).

READ the Bill of Rights page as a class, pausing to explain as necessary. As you read, provide students with a synonym for each bold word (see attached Teacher's Guide for suggestions). Have students record the synonym on their readings. After reading each amendment, ask students to identify which (if any) "pamphlet protection" corresponds with the amendment. Instruct students to write the number of the protection on the line provided.

INSTRUCT students to take two minutes to discuss in partners which "pamphlet protections" were not represented in the Bill of Rights. Conduct a quick check for understanding.

DISTRIBUTE worksheet pages 1-2 to students, reviewing the instructions for each activity.

CLOSE the class by reviewing student answers to question 6 on worksheet p.2. This question may require deeper analysis. If students answered "yes," ask them to read the text of the amendment they cited. Then ask them to re-evaluate their answers.

PLAY

Invite students to play the interactive game, "Do I Have a Right?" (available online at:

<http://www.icivics.org/games/do-i-have-right>). ■





Kansas is launching *iCivics*, a free civics education program which was begun in 2007 by U.S. Supreme Court Justice Sandra Day O'Connor following her retirement from the high court.

In Kansas, *iCivics* is being organized by a statewide committee formed by Kansas *iCivics* coordinator Ted J. McDonald, of Overland Park, in cooperation with Kansas Supreme Court Chief Justice Lawton R. Nuss. The chief justice said he and several other state chief justices around the country are very supportive of the program. Some school districts in Kansas have already begun to successfully use *iCivics*.

But the best way to learn about *iCivics* is to give it a try. Visit www.iCivics.org to register for a free account. Join the *iCivics*' mailing list – this is the best way to find out about the latest news and projects; on Facebook at [facebook.com/iCivics](https://www.facebook.com/iCivics); or follow on Twitter at twitter.com/iCivics. Feel free to request more information about *iCivics* at info@iCivics.org.

CURRICULUM OVERVIEW

iCivics currently has 13 curriculum units: Foundations of Government; The Constitution; Three Branches; Judicial Branch; Executive Branch; Legislative Branch; Persuasive Writing; Citizenship and Participation; Budgeting; Politics and Public Policy; Foreign Affairs & National Defense; State and Local Governments; Civil Rights; and Media and Influence. It is also working on brand new curriculum units as well: Civic Rights; Media and Influence; Road to the Constitution; and more. Each unit has a blend of lesson plans, Web quests and a game that allows teachers to approach the curriculum in a variety of ways. If used together, *iCivics*' lesson plans and games make up more than a semester's worth of instruction and learning. If teachers pick up lesson plans and games here and there, each curriculum unit can independently supplement the teacher's existing plans.

LESSON PLANS

iCivics provides traditional paper-type lesson plans to provide context for each of the offered games. Using pedagogical best practices, the more than 70 lessons include a variety of simulations, foldable activities, skits, vocabulary development, graphic organizers and active participation opportunities, all with appropriate scaffolding. All lessons include teacher keys and begin with a Teacher's Guide that clearly states the objectives, timing, resources and steps needed to complete the activities. The *iCivics Teacher's Guide* provides standards-based learning objectives to guide teachers and students to the lesson's end goal. *iCivics* resources are designed to give the students a variety of approaches to learning about civics.

WHY THE VIDEOGAME PLATFORM?

Educational games meet educational best practices. Games are goal-oriented, they provide immediate feedback, and they inspire inquiry, all of which are shown to be motivating to the 21st century learner. Games require little preparation for busy teachers. Teaching with a game makes the teacher a

facilitator of learning – teachers can explore the content along with the student and need not be a master of the material before teaching it. *iCivics* currently offers 16 games designed for classroom use – but students continue to play the games at home on their own time. They are playable in a single class period, and include printable game-play reports. There are also teacher's guides and pre- or post-game PowerPoints on each game played. All games are great in a one-to-one setting, but the majority of the games also work well in a shared setting with two or three students playing cooperatively or as a whole class activity using a projector or smart port.

TEACHER RESOURCES

The *iCivics* website provides all necessary teacher resources. Teachers can quickly access classroom resources by clicking on the Teachers, This Way button anytime, anywhere on the website. This will take educators to a specific teacher portal where they can find curriculum units, lesson plans, Web quests, standards matching, or games.

ENHANCE THE EXPERIENCE WITH TEACHER AND/OR STUDENT ACCOUNTS

iCivics accounts are free and teachers and students can create individual classroom accounts easily and without charge. Teachers can set up classes, discussion forums and assign and direct content for student completion. Accounts give students a personalized experience on the site, allow them to accumulate points earned through play, and allow them to build on their achievements over time.

KANSAS CURRICULUM COORDINATORS AND TEACHERS CAN TRUST THE ICIVICS TEAM

iCivics develops its resources through a world-class partnership of curriculum experts with significant classroom experience, a game development company that specializes in pedagogically-sound educational games for middle and high school students, content experts from leading academic institutions, and a diverse council of classroom teachers from across the country. Apart from content and outreach teams in Washington, D.C., there is a council of teachers from across the country – these teachers voluntarily serve as advisors for the *iCivics* organization. And as to the program here in Kansas, if you have any questions, please contact:

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WHY CIVICS EDUCATION?

From <http://bit.ly/ABAFlunkingCivics>

Our country's future as a democracy depends on the integrity of our legal institutions, our commitment to justice and our understanding of constitutional self-government. But that future is being threatened by a basic lack of understanding among Americans about what a democracy is and how it's supposed to work. Polls show that two-thirds of all Americans can't correctly identify the three branches of government, and that three out of four people don't know that the Bill of Rights protects religious freedom.

Public education is the key to preserving the independence of the judiciary and sustaining our constitutional democracy.

Law Wise salutes you teachers who work hard to pass on our heritage to the next generation by instilling in students the value of learning and the knowledge of our country's uniqueness.



(Summarized in part from "Flunking Civics," by Mark Hansen, published in the ABA Journal, May 2011.)

LAW WISE SPECIAL SESSION OF SUPREME COURT AT JOHNSON COUNTY COMMUNITY COLLEGE



In an historic first, the Supreme Court will travel to the Johnson County Community College in Overland Park the morning of October 3, 2012, to conduct oral arguments in four appeals on its docket.

The Court will be in session from 9 a.m. to noon in Craig Auditorium of the General Education Building at JCCC. Teachers and their students are welcome to come and leave at any point during the court session, as time requirements may dictate.

This session is part of a public outreach program by the Supreme Court to provide an educational opportunity for students and the general public alike to learn about the justices—

who they are, what they do, and how they do it. To facilitate public understanding about this session, case summaries have been written and formatted into a tri-fold brochure, which will be distributed at the door during the court session. Those attending the sessions will hear arguments in three criminal cases, (including a spousal murder and drug offenses,) as well as a \$13.5 million civil suit involving the construction of communications towers for the Sprint telecommunications company.

To register your students to attend, send an email to Ron Keefover, Education-Information Officer. keefover@kscourts.org . ■



State of Kansas
Office of Judicial Administration
Kansas Judicial Center
301 SW 10th
Topeka, Kansas 66612-1507 • (785) 296-2256

For More Information,
 Contact Ron Keefover
 Education-Information Officer

The Kansas Supreme Court has begun video streaming oral arguments to the Internet, in part, for persons interested in the Court, but also as a learning aid for teachers who teach about the courts and the law.

The Court heard oral arguments daily as part of its August docket August 27, through Friday August 31. At oral arguments, each side's attorney makes a presentation to the Court and answers questions from the justices. The video stream will next be available from the Kansas Supreme Court's courtroom October 22-26 with additional sessions on November 15 and December 10-14. All sessions begin at 9 a.m. and are concluded by noon each day. They can be accessed via the Judicial Branch website at www.kscourts.org under the "Supreme Court Oral Arguments" heading.

"With this video stream, the Court has become even more open in its work, Chief Justice Lawton R. Nuss said. Now everyone, regardless of their location, can observe the justices in session," he said. "The August docket provided an excellent example of the benefit this technology brings to our citizens because the appeals included the one involving the construction permit of the proposed Holcomb coal electricity generating plant," the Chief Justice said.

Chief Justice Nuss said "the Court has a long history of seeking ways to make its work accessible to the public, beginning with allowing news cameras in the courtroom in 1981. We followed that by establishing one of the first state court websites in the country in 1996, and then by audio streaming oral arguments in 2004.

"In 2011 we took the historic step of hearing oral arguments at four locations beyond our Courtroom in Topeka. They included sessions at the Statehouse in Topeka, and in Salina, Greensburg, and Wichita. The sessions were well attended. They helped us achieve our goal of showing Kansans who we are, what we do, and how we do it," Chief Justice Nuss said.

"We think the video streamed Court sessions can also serve as educational opportunities for the state's K-12 schools, colleges and universities, and our two law schools," he added.

Kansas will become the 23rd state appellate court to offer a video stream of oral arguments, and one of only 13 that stream live. The Kansas Supreme Court is being video streamed live and then archived on the Judicial Branch website for later viewing.

LAW-RELATED EDUCATION CLEARING HOUSE ...WHERE?

This is no longer a mystery! The Kansas Bar Association's Law-Related Clearinghouse is located in the Teachers College Resource Center, Room #224 of Visser Hall, on the campus of Emporia State University. Packed on the shelves are a wide variety of civics resources for Kansas educators. A brief scan of the collection shows that there are booklets, books, games and kits, mock trial simulations, videos, DVDs, and more.

So why is this collection so unknown? For me *that* is a huge mystery! Any time that I can find valuable materials in my content area, ready to use with students, I consider that a resource that I will call upon again and again. I think that this collection may have been overlooked in the search for effective materials for students because of the variety of other resources offered here at the Teachers College Resource Center. I have excellent reason to believe that this non-use will change! The Kansas Bar Association, steered by their Public Services Manager, Kelsey Schrempp, has put their valuable dollars to work for educators! New, timely audio-visual materials have been ordered and will soon invigorate this collection. Now, all you will need to do is be first in line to check out these brilliant new additions to the collection. The new additions will be available in mid-December and some are listed in the above Clearinghouse Resources.

The hours at the Center are 9 a.m. to 6 p.m., Monday through Thursday, and 9 a.m. to 5 p.m. on Friday. For more information, call (620) 341-5292 or email me at jromeise@emporia.edu.

Janice Romeiser
Director Teachers College Resource Center/Instructional Materials Center
Emporia State University

TERRIFIC TECHNOLOGY FOR TEACHERS



Check out these great sites to help you teach civics on a state or national level, and further your students' understanding of history, government, and citizenship:

Kansas CyberCivics

<http://www.cybercivics.ks.gov>

Launched just this spring, this site has information about the Kansas Constitution; statehood; the Kansas legislative, executive, and judicial branches; elections; counties; and citizenship.

iCivics

<http://www.icivics.org/>

This site provides games and interactive lesson plans, and will be highlighted in upcoming editions of *Law Wise* this year. In just two years, iCivics has produced 16 educational video games as well as vibrant teaching materials that have been used in classrooms in all 50 states. It offers the nation's most comprehensive, standards-aligned civics curriculum that is available freely on the Web.

The Annenberg Classroom

<http://www.annenbergclassroom.org/>

This site has videos, discussion forums, current news, and fact checks and great graphics. Its Constitution blog currently asks whether a sheriff has the right to fire an employee for "liking" his opponent's Facebook campaign page. Does the First Amendment protect "likes"?

Congress for Kids

<http://www.congressforkids.net/index.htm>

This site covers Delegates to the Constitutional Convention, Writing the Constitution, The Great Compromise, Signing the Constitution, Ratifying the Constitution, Bill of Rights, Powers of the Federal Government, The Three Branches of Government, Checks and Balances, Amendments, and Women - The Right to Vote.

The Kansas Bar Association Law-Related Education Clearinghouse Inventory catalog is available. To request a new copy, please call Kelsey Schrempp, KBA Public Services Manager, at (785) 234-5696 or email her at kschrempp@ksbar.org.

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Quiz your Fellow Teachers

See if they can do better than the national average (49% correct) on these fifteen basic civics questions.

1. Which of the following are the unalienable rights referred to in the Declaration of Independence?
 - a. life, liberty, and property
 - b. honor, liberty, and peace
 - c. liberty, health, and community
 - d. life, respect, and equal protection
 - e. life, liberty, and the pursuit of happiness

2. In 1933 Franklin Delano Roosevelt proposed a series of government programs that became known as:
 - a. the Great Society
 - b. the Square Deal
 - c. the New Deal
 - d. the New Frontier
 - e. supply-side economics

3. What are the three branches of government?
 - a. executive, legislative, judicial
 - b. executive, legislative, military
 - c. bureaucratic, military, industry
 - d. federal, state, local

4. What was the main issue in the debates between Abraham Lincoln and Stephen A. Douglas in 1858?
 - a. Is slavery morally wrong?
 - b. Would slavery be allowed to expand to new territories?
 - c. Do Southern states have the constitutional right to leave the union?
 - d. Are free African Americans citizens of the United States?

5. The United States Electoral College:
 - a. trains those aspiring for higher political office
 - b. was established to supervise the first televised presidential debates
 - c. is otherwise known as the U.S. Congress
 - d. is a constitutionally mandated assembly that elects the president
 - e. was ruled undemocratic by the Supreme Court

6. The Bill of Rights explicitly prohibits:
 - a. prayer in public school
 - b. discrimination based on race, sex, or religion
 - c. the ownership of guns by private individuals
 - d. establishing an official religion for the United States
 - e. the president from vetoing a line item in a spending bill

7. What was the source of the following phrase: "Government of the people, by the people, for the people"?
 - a. the speech "I Have a Dream"
 - b. Declaration of Independence
 - c. U.S. Constitution
 - d. Gettysburg Address

8. Under Our Constitution, some powers belong exclusively to the federal government. What is one power of the federal government?
 - a. Make treaties
 - b. Make zoning laws
 - c. Maintain prisons
 - d. Establish standards for doctors and lawyers



9. Name one right or freedom guaranteed by the first amendment.
- a. Right to bear arms
 - b. Due process
 - c. Religion
 - d. Right to counsel
10. The phrase that in America there should be a “wall of separation” between church and state appears in:
- a. George Washington’s Farewell Address
 - b. the Mayflower Compact
 - c. the Constitution
 - d. the Declaration of Independence
 - e. Thomas Jefferson’s letters
11. In his “I Have a Dream” speech, Dr. Martin Luther King, Jr.:
- a. argued for the abolition of slavery
 - b. advocated black separatism
 - c. morally defended affirmative action
 - d. expressed his hopes for racial justice and brotherhood
 - e. proposed that several of America’s founding ideas were discriminatory
12. Sputnik was the name given to the first:
- a. telecommunications system
 - b. animal to travel to space
 - c. hydrogen bomb
 - d. manmade satellite
13. Susan B. Anthony was a leader of the movement to
- a. guarantee women the right to vote in national elections
 - b. guarantee former slaves the right to vote
 - c. ensure that harsher laws against criminals were passed
 - d. reduce the authority of the Constitution of the United States
14. The Scopes “Monkey Trial” was about:
- a. freedom of the press
 - b. teaching evolution in the schools
 - c. prayer in the schools
 - d. education in private schools
15. Who is the commander in chief of the U.S. military?
- a. Secretary of the army
 - b. Secretary of state
 - c. President
 - d. Chairman of the Joint Chiefs

7.	d
6.	d
5.	d
4.	b
3.	a
2.	c
1.	e
Answers	
8.	a
9.	c
10.	e
11.	d
12.	a
13.	a
14.	b
15.	c