

### Overview

The purpose of this lesson is to familiarize students with the Bill of Rights portion of the Kansas Constitution. Working in pairs, students will interpret one or more of the 20 rights specifically given to Kansas citizens in the state constitution. Each pair will produce a poster, define the related vocabulary, and present to the class. As an extended activity each student can submit an article from a contemporary source that illustrates one of the Kansas Bill of Rights. This lesson will take two class days, with the extended activity occurring by a specific deadline.

### Standards

Current standards can be found on [kshs.org](http://kshs.org).

### Objectives

#### Content:

- Students will summarize the main ideas of the Kansas Bill of Rights.
- Students will interpret the meaning of the Kansas Bill of Rights listed.

#### Skills:

- Students will analyze a primary source, the Kansas Bill of Rights.
- Students will determine the meaning of new vocabulary words and phrases.
- Students will apply knowledge by providing an example from daily life that illustrates one of the rights provided to Kansas citizens.

### Essential Questions

- Why is the Kansas Bill of Rights vital to all citizens of the state?
- In what ways do these rights connect to our world today?

# Activities

This activity uses the following *Read Kansas!* cards:

- Kansas Statehood and the Wyandotte Constitution

## Day 1

1. Prior to class make copies (not front and back) of each page of the **Kansas Bill of Rights** lesson page. Cut these apart.
2. Introduce the lesson by asking, “Is the government required to protect the rights of its citizens?”
  - a. Use the discussion to connect the students’ previous knowledge of reasons for the American Revolution to the establishment of the Bill of Rights.
  - b. Explain to the students that when the U. S. Constitution was ratified it provided for no protections of the rights of Americans.
  - c. Tell the class that soon after the ratification of the U.S. Constitution, the first 10 amendments (Bill of Rights) were added to the document.
  - d. Ask the students to mention some of these amendments, i.e. freedom of speech, right to own a firearm, etc.
3. Divide the class into pairs. Distribute **Kansas Statehood and the Wyandotte Constitution** *Read Kansas!* card to each pair. Provide them with time to read the card.
4. Discuss the appearance of the Constitution, i.e. written by hand, not divided into distinct sections, etc.
5. Distribute the 20 sections from **Kansas Bill of Rights** to the pairs. Depending upon the size of the class some pairs will work with more than one right. Assess the difficulty of each right and provide the pairs who have more than one right with both an easier and more difficult one.
6. Distribute to each pair a copy of **Our Rewrite** graphic organizer. For pairs with more than one right provide them with a separate graphic organizer for each right. Instruct the students to glue their assigned right to the appropriate place on the graphic organizer.
7. Explain that there will be two (three if the extension activity is utilized) portions to the lesson.
8. The first portion is to be done in preparation for an oral presentation to be given next class period.
  - a. The pairs will read the assigned right.
  - b. Caution students that many of these rights have words that might stump fellow classmates and therefore need to be defined. They are to highlight these words and be ready to explain them to the class when the oral presentation is made.
  - c. Students are to rewrite the law in words more understandable for their peers. This information will be used during the presentation and also attached to the poster after the presentations are made.
9. The second portion of the assignment involves illustrating the right. Provide each pair with large drawing paper (12” by 18”) and markers.
  - a. Instruct students to write the section number and title of their right in the center or top of the poster. This needs to be covered with a mask of heavier paper so that the title is not revealed until the presentation on Day 2.
  - b. The poster must clearly demonstrate the right only using pictures. Make the poster colorful and easy to see from a distance.

## Day 2

1. Give students a chance to complete their posters if necessary and practice their presentation at the beginning of class.
2. Hang the posters in random order around the room or in the hallway. Be sure there is sufficient room under each poster to place Our Rewrite and the news articles and pictures contributed during the extended portion of the lesson, should you plan to do this.
3. After hanging the posters, letter each from A-T.
4. Distribute copies of **Kansas Bill of Rights Summary** graphic organizer to each student. Give students time to scan the 20 rights.
5. Instruct students on how to conduct a gallery walk [see **For the Teacher**].
6. After the gallery walk, students return to their seats and begin with the presenting pair standing beside their poster. Students should follow this presentation format:
  - a. Remove the mask from the title of the poster.
  - b. Read the section of the **Kansas Bill of Rights** that the poster represents.
  - c. Define difficult vocabulary terms. (Note to teacher: You may choose to list these terms on the board or have students highlight them on their copy of **Kansas Bill of Rights Summary** graphic organizer.)
  - d. Share the rewrite of the section and explain the components of the poster.
  - e. If time allows take an informal survey to see if classmates had been able to correctly recognize the right by the illustration.
  - f. Attach the rewrite to the bottom of the poster.
  - g. At the end of each presentation, all students should use their **Kansas Bill of Rights Summary** graphic organizer to record the meaning of the section. This can be done in notes or a quick sketch, dependent on the student's learning style. If necessary help students complete their **Kansas Bill of Rights Summary** graphic organizer by answering any questions they may have or providing examples that illustrate current applications of the right.

### Extended Activity

This activity will help students make the connections between what they have studied and the world in which they live. Students can understand how our Kansas Constitution still protects its citizens even 150 years later by finding an example that depicts one of the rights presented in class,.

1. Give each student a copy of **Today and the Kansas Bill of Rights** graphic organizer. They will use this to submit a current event that illustrates an example of one of the 20 rights provided to Kansas citizens.
2. Reinforce the definition of primary source, a document, speech, or other sort of evidence written, created, or otherwise produced during the time period of the event. For this activity the primary sources may include news articles, letters, photos, interviews, Internet sources, news film footage, etc. The topic must relate to Kansas and pertain to current times. If the student has used film footage or a radio broadcast, he or she should provide a written summary including the station name and date of the broadcast.
3. Set the deadline for completing the activity. Either present the results as a whole class or take a few minutes daily to allow students to present. Once every student has presented have them place the **Today and the Kansas Bill of Rights** graphic organizer under the correct poster illustrating the right.
4. Once all the associations have been presented ask the students to look at the number of articles provided for each of the rights. Why were some easier to find than others?

## Assessment

Evaluate each student's ability to contribute to the **Our Rewrite** presentation.

Evaluate each student's completion of the **Kansas Bill of Rights Summary** graphic organizer.

Extended activity—Evaluate the student's ability to connect a current event with the correct right by completing **Today and the Kansas Bill of Rights** graphic organizer.

## For the Teacher

### Gallery Walk

Begin by posting the students' work in random order around the room or hallway in a manner that students may observe by walking past without having to move furniture. Number the posters clockwise. Beginning with poster A have three or four students stand in front of it. Be certain that all pairs from the previous assignment are separated during this activity. Continue to place small groups of students in front of the posters, not skipping any poster, and going clockwise. There should be fewer groups than posters. Explain that without discussion among members of the group, each student in the group is to quickly study the poster, making an assumption as to which right it represents and record the poster number on his or her **Kansas Bill of Rights Summary** graphic organizer. Let the students know that sometimes they may not be able to decide which right is represented and this is acceptable. Provide students with no more than 30-45 seconds to observe the poster and then announce that all groups should move to the next poster traveling in a clockwise fashion. Continue in this fashion until the group that began at poster A has returned to that poster. This activity should take approximately 15 minutes.

### Changing the U.S. Constitution and Kansas Constitution

The U.S. Constitution is changed or amended through the adoption of an amendment. These amendments are found at the end of the document. The Kansas Constitution may also be amended, however there is not an attachment at the end of the document labeled Amendments. Amendments to the Kansas Constitution are placed either in the Bill of Rights or within the article in the constitution to which the change refers.

### Section 17 of the Kansas Bill of Rights,

This particular section of the constitution dealt with the property rights of citizens and aliens and was amended November 6, 1888. The version in the original Wyandotte Constitution stated: SEC. 17. No distinction shall ever be made between citizens and aliens in reference to the purchase, enjoyment or descent of property.

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Resources for this lesson are from:

- Kansas Historical Society collections

# Kansas Bill of Rights

Cut each section apart and distribute to the pair assigned to the section.



**Section 1. Equal rights.** All men are possessed of equal and inalienable natural rights, among which are life, liberty, and the pursuit of happiness.

**Section 2. Political power; privileges.** All political power is inherent in the people, and all free governments are founded on their authority, and are instituted for their equal protection and benefit. No special privileges or immunities shall ever be granted by the legislature, which may not be altered, revoked or repealed by the same body; and this power shall be exercised by no other tribunal or agency.

**Section 3. Right of peaceable assembly; petition.** The people have the right to assemble, in a peaceable manner, to consult for their common good, to instruct their representatives, and to petition the government, or any department thereof, for the redress of grievances.

**Section. Bear arms; armies.** The people have the right to bear arms for their defense and security; but standing armies, in time of peace, are dangerous to liberty, and shall not be tolerated, and the military shall be in strict subordination to the civil power.

**Section 5. Trial by jury.** The right of trial by jury shall be inviolate.

**Section 6. Slavery prohibited.** There shall be no slavery in this state; and no involuntary servitude, except for the punishment of crime, whereof the party shall have been duly convicted.

**Section 7. Religious liberty.** The right to worship God according to the dictates of conscience shall never be infringed; nor shall any person be compelled to attend or support any form of worship; nor shall any control of or interference with the rights of conscience be permitted, nor any preference be given by law to any religious establishment or mode of worship. No religious test or property qualification shall be required for any office of public trust, nor for any vote at any elections, nor shall any person be incompetent to testify on account of religious belief.



**Section 8. Habeas corpus.** The right to the writ of habeas corpus shall not be suspended, unless the public safety requires it in case of invasion or rebellion.

**Section 9. Bail.** All persons shall be bailable by sufficient sureties except for capital offenses, where proof is evident or the presumption great. Excessive bail shall not be required, nor excessive fines imposed, nor cruel or unusual punishment inflicted.

**Section 10. Trial; defense of accused.** In all prosecutions, the accused shall be allowed to appear and defend in person, or by counsel; to demand the nature and cause of the accusation against him; to meet the witness face to face, and to have compulsory process to compel the attendance of the witnesses in his behalf, and a speedy public trial by an impartial jury of the county or district in which the offense is alleged to have been committed. No person shall be a witness against himself, or be twice put in jeopardy for the same offense.

**Section 11. Liberty of press and speech; libel.** The liberty of the press shall be inviolate; and all persons may freely speak, write or publish their sentiments on all subjects, being responsible for the abuse of such rights; and in all civil or criminal actions for libel, the truth may be given in evidence to the jury, and if it shall appear that the alleged libelous matter was published for justifiable ends, the accused party shall be acquitted.

**Section 12. No forfeiture of estate for crimes.** No conviction within the state shall work a forfeiture of estate.

**Section 13. Treason.** Treason shall consist only in levying war against the state, adhering to its enemies, or giving them aid and comfort. No person shall be convicted of treason unless on the evidence of two witnesses to the overt act, or confession in open court.

**Section 14. Soldiers' quarters.** No soldier shall, in time of peace, be quartered in any house without the consent of the occupant, nor in time of war, except as prescribed by law.



**Section 15. Search and seizure.** The right of the people to be secure in their persons and property against unreasonable searches and seizures shall be inviolate; and no warrant shall issue but on probable cause, supported by oath or affirmation, particularly describing the place to be searched and the persons or property to be seized.

**Section 16. Imprisonment for debt.** No person shall be imprisoned for debt, except in cases of fraud.

**Section 17. Property rights of citizens and aliens.** No distinction shall ever be made between citizens of the state of Kansas and the citizens of other states and territories of the United States in reference to the purchase, enjoyment or descent of property. The rights of aliens in reference to the purchase, enjoyment or descent of property may be regulated by law.

**Section 18. Justice without delay.** All persons, for injuries suffered in person, reputation or property, shall have remedy by due course of law, and justice administered without delay.

**Section 19. Emoluments or privileges prohibited.** No hereditary emoluments, honors, or privileges shall ever be granted or conferred by the state.

**Section 20. Powers retained by people.** This enumeration of rights shall not be construed to impair or deny others retained by the people; and all powers not herein delegated remain with the people.

Names \_\_\_\_\_

\_\_\_\_\_

## Our Rewrite

(Attach the right here)

**Puzzling vocabulary**

**Our interpretation of the right**

## Kansas Bill of Rights Summary

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Name \_\_\_\_\_

## Today and the Kansas Bill of Rights

Locate a primary source (i.e. news article, picture, Internet story, etc.) about an issue from today that is related to one of the rights within the Kansas Bill of Rights. Attach a copy of the document to this page.

Headline or topic of the article:

Source and date of the article:

Summary:

To which of the rights does this article relate?

Explain how it is related.