

Constitutions for One and All Grade 4

**Developed for
Kansas Historical Society at the
Library of Congress, Midwest Region Workshop
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Overview: This lesson is designed to supplement the annual celebration of Constitution Day. Students will work with partners and in teams of four to compare and contrast Articles 1-3 of the constitutions of the United States and Kansas. Students will use text versions of both constitutions to find details of each article. Then students will compare and contrast the constitutions. The lesson is designed to take one class period of approximately 45 minutes.

Standards

Fourth grade Civics

Benchmark 5, Indicator 1: The student describes the function of state governments (e.g., establish law for the state, provide public service, provide public safety).

Fifth grade Civics

Benchmark 3, Indicator 4: The student explains the functions of the three branches of federal government (e.g., legislative-makes laws, executive-enforces laws, judicial-interprets laws).

Common Core ELA

Reading

RI.4.1. The student refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Speaking and Listening

SL.4.1. The student engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.

- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Objectives

Content

- The student will describe the allocation of powers in the constitutions of the United States and Kansas.

Skills

- The student will refer to each constitution when explaining what it says explicitly.
- The student will discuss the similarities and differences of the constitutions of the United States and Kansas.

Essential Questions

- How are the Constitutions of the United States and Kansas similar? How are they different?

Resource Table

Image	Description	Citation	URL
	<p>Wyandotte Constitution Official copy of the Wyandotte Constitution that became the Constitution of the State of Kansas on January 29, 1861, when Kansas was admitted to the United States of America as the 34th state.</p>	<p>Wyandotte Constitution, Kansas Constitutional Convention (1859), item number: 90272 <i>Kansas Memory</i>, Kansas Historical Society</p>	<p>http://www.kansasmemory.org/item/90272/page/1</p>
	<p>Constitution of the United States.</p>	<p>Constitution of the United States, National Archives Building, Washington, DC.</p>	<p>http://www.archives.gov/exhibits/charters/constitution_zoom_1.html</p>

Lesson Plan

1. Show students the **Constitution of the United States**. Briefly review story of the Constitution, who, what where, when, why and how it came to be.
2. Show students the **Wyandotte Constitution** of Kansas. Briefly review story of the Constitution, who, what where, when, why and how it came to be.
3. Give each team a text copy of each constitution and each student a copy of **Compare and Contrast the Constitutions**. Within teams students will work with a partner to find three details for each branch of government.
4. Partners share the details they learned with the other members of their team to complete both sections of the sheet.

5. Students will discuss and mark what is similar and different between the Constitutions.
6. Teams share what they learned to fill out a class **Compare and Contrast the Constitutions**.

Assessment

- Evaluate the student's ability to explain powers of each of the three branches of government citing Articles 1-3 of the United States Constitution and the Constitution of Kansas.
- Evaluate the student's ability to compare and contrast Articles 1- 3 of the United States Constitution and the Constitution of Kansas.
- Evaluate the students' ability collaborative work to complete the **Comparing and Contrasting Constitutions** graphic organizers within the group.

Answer Key

Compare & Contrast the Constitutions

	U.S. Constitution	Kansas Constitution (Wyandotte Constitution)	Similar	Different
Executive	<p>Article 2 President</p> <ul style="list-style-type: none"> • takes care that the laws be faithfully executed • Requirements to hold office <ul style="list-style-type: none"> ○ 35 years old ○ Natural born citizen ○ Resident 14 years prior to being President • Makes Treaties 	<p>Article 1 Governor</p> <ul style="list-style-type: none"> • to see that the laws are faithfully executed <p>[No requirements to hold office.]</p>	X X	X X
Legislative	<p>Article 1</p> <ul style="list-style-type: none"> • two Houses of Congress <ul style="list-style-type: none"> ○ Representatives (by populations) ○ Senate (2 per state) • Must meet requirements to hold office • Collect Taxes • Coin Money • Establish post offices and roads • Declare war 	<p>Article 2</p> <ul style="list-style-type: none"> • Two Houses of the Legislature <ul style="list-style-type: none"> ○ Representatives (no more than 100) ○ Senators (no more than 33) • Must meet requirements to hold office • Bills originate in the House of Representatives 	X X X	X X X X
Judicial	<p>Article 3--Supreme Court and lower courts</p> <ul style="list-style-type: none"> • No set number of justices on Supreme Court • Lifetime appointment 	<p>Article 3--Supreme Court and lower courts</p> <ul style="list-style-type: none"> • One Chief Justice and 2 Associate Justices • Term Limits 	X	X X

Name _____

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