



Government Lesson Plan 3: Law Through Branches

Teacher/School: Jan Gilman, Kami Douglas/ Sandown North - Hampstead School District
Editor: Rachel Stanton, M.Ed '18
Content Area: Social Studies; Process of Bill Becoming a Law, and Law through Branches
Grade: 4th

Standards:

C3: College, Career, & Civic Life

C3 STANDARDS	Check
(Please indicate where standards are being utilized in this learning experience.)	
Civic & Political Institutions	X
Participation & Deliberation	X
Process, Rules, and Laws	X

6 Essential Civic Learning Practices:

(Please indicate which of these are being utilized in this learning experience.)

Provide instruction in government, history, law, and democracy.	X	Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities.	
Incorporate discussion of current local, national, and international issues and events in the classroom, particularly those that young people view as important to their lives.		Encourage student participation in school governance.	X
Design and implement programs that provide students with opportunities to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.		Encourage students' participation in simulations of democratic processes and procedures.	X



Objective: (what will students be able to do or understand after the lesson)

Students will know:

Students will be able to:

<ol style="list-style-type: none"> 1. the steps a bill takes before becoming law. 2. the role of the legislative & executive branch members in the law making process. 3. The role of judicial branch in ruling a law constitutional or not 	<ol style="list-style-type: none"> 1. define bill, veto, and law
--	---

Assessments: (Please include diagnostic, formative, and summative assessments to assess student understanding before, during, and after lesson):

Summative Assessment Ideas:

- Scramble up how a bill becomes a law process and have students arrange the process correctly.
- Exit Ticket with Vocab/True or False

Materials:

(Please also include rubrics and other essential materials.)

- Infographic <https://www.kidsdiscover.com/infographics/how-a-bill-becomes-a-law-for-kids/> one for each student
- [“How a Bill Becomes a Law”](#) You Tube
- Role Cards with explanations

Differentiation: (Describe how you plan to adjust the curriculum, instruction, or learning environment to meet the diverse needs of your student population, including gifted and talented.)

INSTRUCTIONAL PLAN	Est. Time
<p>Introduction/Hook: What are some things you would like to change about our school?</p>	5 mins



<p>Students will raise hands and share their ideas. Briefly review differences between laws/rules. If you wanted to change something in the school or in our classroom, how would you go about doing that?</p> <p>“Today we are going to learn about how Laws are created. Does anyone have any ideas about how laws are created?”</p>	
<p>Core Lesson:</p> <p>Show Schoolhouse Rock Video: “How a Bill Becomes a Law”</p> <p>Pass out info graphic as well for students to follow along</p> <p>Using how a bill becomes a law, teacher hands out role cards for students to demonstrate the process of enacting a bill to law. The # of roles will depend on class size.</p> <p>25 mins</p> <p>Roles:</p> <ul style="list-style-type: none"> ● Idea Maker for Bill (Member of Congress) (1) <i>You come up with an idea yourself or based on ideas from a concerned citizen, interest groups, other government officials or others from local community/region. ONLY YOU, as a member of Congress, can introduce a bill to Congress.</i> ● Public Attending (other students) <i>You are present because any legislative (law making) hearings (official gatherings) are open to the public and any interested parties may attend</i> <p>House Member (6) - <i>you will review the bill (idea) during a public hearing (gathering). You will either support the bill or not support the Bill.</i></p> <ul style="list-style-type: none"> ● Committee Members (4) <i>You discuss the Bill’s pros and cons with each other.</i> ● Committee Reporter ● Debaters for and against Bill (2) <ul style="list-style-type: none"> 1. <i>You will support the Bill and have 1 or 2 reasons why</i> 2. <i>You will not support the Bill and have 1 or 2 reasons why</i> <p>Senate Members (6) <i>you will review the bill (idea) during a public hearing (gathering). You will either support the bill or not support the Bill</i></p> <ul style="list-style-type: none"> ● Committee Members (4) <i>You discuss the Bill’s pros and cons with each other.</i> <p>Including Committee Reporter</p>	<p>3 mins</p>



- Debaters for and against Bill (2)
 1. *You will support the Bill and have 1 or 2 reasons why*
 2. *You will not support the Bill and have 1 or 2 reasons why*

Executive Branch

- Governor (State Level) (President at the Federal Level)
You will receive the passed Bill and sign it into law. If it was rejected it would have to back to the House where committee members from both the House and Senate would have to iron out differences then bring them both back to House and Senate

Judicial Branch – Supreme Court

- Judges (5+)
If the law is questioned, you will interpret whether the law is Constitutional or not. It would be argued by a lawyer whether it is Constitutional and you would review in order to make a ruling.

Process:

How a Bill Becomes a Law

1. Bill is written and brought to the House by the writer.
2. Writer reads the bill to the entire House (twice).
3. Bill is given to the House Committee to review and hold a public hearing.
4. Committee reports back to the House where there is a debate.
5. Third reading to the House
6. House votes on the bill. (teacher refers back to State House Field Trip)

(If it was rejected it would have to go back for further consideration or may receive a “NO FURTHER CONSIDERATION” vote.)

1. Bill is passed and goes to the Senate
2. Writer reads the bill to the entire Senate (twice).
3. Bill is given to the Senate Committee to review and hold a public hearing.
4. Committee reports back to the Senate where there is a debate.
5. Third reading to the Senate
6. Senate votes on the bill. (teacher refers back to State House Field Trip)

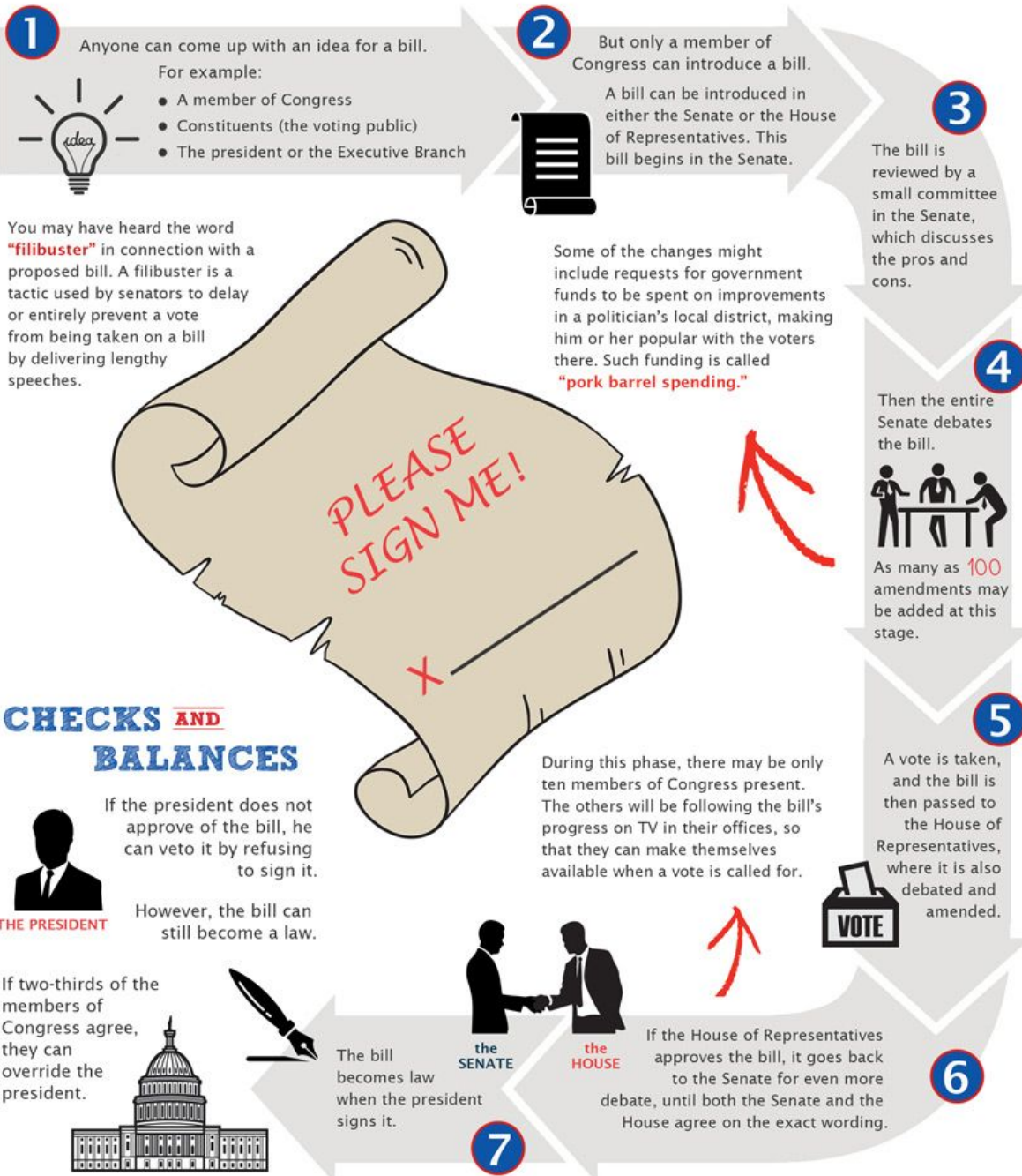


<p>Bill is passed (in identical form) and goes to the Governor (If it was rejected it would have to back to the House where committee members from both the House and Senate would have to iron out differences then bring them both back to House and Senate)</p> <ol style="list-style-type: none"> 1. If the Governor signs it, it becomes a law. 2. If Vetoed, it goes back to the House for a 2/3 vote to override the veto. 3. All parties are happy until the law is questioned and brought forth to the Judicial System where it would be argued by a lawyer whether it is Constitutional. Judges would review in order to make a ruling. <p>Word Work: Bill - a draft of an idea presented to government officials for discussion Law - a system or collection of such rules created by a governing body Veto - a constitutional right to reject a decision or proposal made by a law-making body</p>	
<p>Closure: Wrap-Up Discussion: -What do you think about the process of a Bill becoming a law? -How long do you think this process typically takes? Provide on a projector if time allows some NH bills and walk students through the process. Some bills can take longer than others to pass, some do not pass.</p> <p>Some interesting NH Bills that were passed: This bill adds the use of a crossbow to the archery license for bow and arrow. This bill requires a school to make educational assignments available to the suspended pupil during the period of suspension. This bill makes the rabies vaccination protocols for companion animals consistent with national standards.</p> <p>Research your own bills to share with students that might be of interest</p>	<p>5-7 mins</p>

How a Bill becomes a Law



All U.S. laws start out as bills in Congress. For a bill to become a law can be a lengthy process, and many bills don't make it through. Of the approximately 5,000 bills that are introduced each year, only about 150 actually become laws.





Law Through Branches Exit Ticket:

Name: _____

Vocab Fill-In: Draw a line to the correct definition of the word

1. _____ a draft of an idea presented to government officials for discussion
2. _____ a system or collection of such rules created by a governing body
3. _____ a constitutional right to reject a decision or proposal made by a law-making body

Word Bank (optional)

Veto

Law

Bill

True or False

1. Only a member of congress can introduce a bill. _____
2. If a bill is vetoed it is “killed” and the bill is forgotten about. _____
3. A bill only needs to be passed in ONE of the house or senate to become a law. _____
4. If the Governor or President signs the bill, it is law. _____
5. Laws cannot be changed, EVER. _____
6. The Governor or President can veto a bill. _____
7. People in the community can help come up with ideas for a Bill _____
8. You can come up with an idea for a Bill and contact your local representatives. _____



Educator Reflections:

(Please reflect on and answer the following)

How did this lesson go?	
What were some of the challenges?	
What issues came up that you were not anticipating?	
How did your lesson meet your original learning goals?	
If you could change one thing about your lesson, what would it be?	