

### GED 2002 Teachers' Handbook of Lesson Plans

Content Area Social Studies	Lesson Title <i>How a Bill Becomes a Law</i>	Correlation to Framework 02.08	Lesson Number 46
<p><b>Objectives/Learner Outcomes</b></p> <p>At the end of the lesson, the learner will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how a bill is introduced to become a law</li> <li>• Understand the steps necessary for a bill to become a law</li> <li>• Understand how a vetoed bill can be overruled</li> </ul>		<p><b>Materials/Resources/Internet Sites/Handouts/Worksheets</b></p> <ul style="list-style-type: none"> <li>• Internet Resources               <ul style="list-style-type: none"> <li>○ <a href="http://www.congresslink.org">www.congresslink.org</a></li> <li>○ <a href="http://www.factmonster.com/ipka/A0770454.html">www.factmonster.com/ipka/A0770454.html</a></li> <li>○ <a href="http://www.ofcn.org/cyber.serv/academy/ace/soc/cecsst/cecsst029.html">www.ofcn.org/cyber.serv/academy/ace/soc/cecsst/cecsst029.html</a></li> </ul> </li> <li>• Newspapers</li> </ul>	
<p><b>Pre-Requisite Knowledge</b></p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the basic structure of government</li> <li>• Understand of the three branches of government</li> <li>• Explain some of the basic issues that affect America</li> <li>• Explain basic information about the House of Representatives</li> <li>• Explain basic information about the Senate</li> </ul>		<p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>• President</li> <li>• Vice President</li> <li>• Supreme Court</li> <li>• Legislative Branch</li> <li>• Judicial Branch</li> <li>• Executive Branch</li> <li>• Democratic</li> <li>• Abuse of power</li> <li>• Congress</li> <li>• House of Representatives</li> <li>• Senate</li> </ul>	
<p><b>Anticipatory Set/Introduction</b></p> <p><b>Say:</b> As we know, the United States is a democratic form of government. It protects individual freedoms and prevents the government from abusing its power. We also know that there are many issues and events that affect a variety of people with very different interests. When these issues or events surface, many times our legislators will work together in order to introduce a bill in hopes of making it a law to solve the issues.</p> <p><b>Ask:</b> What are the three branches of government? Ask students to explain briefly the responsibility of each branch of government.</p> <p><b>Ask:</b> Who is head of the Executive Branch? (<i>the President who approves and carries out laws</i>)</p> <p><b>Ask:</b> Who is in charge of the Judicial Branch? (<i>the Chief Justice and Justices who oversee the laws</i>)</p> <p><b>Ask:</b> What is the make up of the Legislative Branch? (<i>House of Representatives and Senate who make the laws</i>)</p>			

### Preview Questions for Lesson

1. Who can think of a new law that has been passed?
2. What was the law?
3. Why do you think it needed to become law?
4. Is it a good law?
5. Could this law help you now or in the future?

### Instructional Outline

Discuss the importance of the legislative branch of government. Encourage students to compare and contrast the House of Representatives and the Senate. Note that both have elected leaders. Discuss the key components of the House of Representatives: *the number of representatives is based on the population of the state; they serve two-year terms; and the head of the House is the Speaker of the House, which is elected by the members.* Discuss the key components of the Senate; *there are always two Senators from each state; they serve six-year terms; and the Vice President of the U.S. is the head of the Senate, but does not vote unless there is a tie.*

Discuss one of most important duties of the legislative branch – making laws. Discuss the first step to making a law – *a bill*.

**Ask:** What is a bill?

**Ask:** Why is a bill introduced?

**Ask:** Where is a bill introduced?

**Ask:** How is a bill introduced?

Lead students into the activity by discussing how a bill becomes a law. Discuss how they will select an issue of importance to them and follow the different steps required to make issue into a bill and then into a law.

Debrief the activity by discussing recent bills that have become laws.

### **Process/Activities**

In small groups, students should examine newspaper articles focusing on making changes in government. Have the students identify the issues that are up for debate and who favors the change or who opposes the change. Clip articles, editorials, or letters to the editor from the newspaper and write down any other pertinent information that is known about the subject. Each group will present their findings to the class. The class will then vote and decide on one issue to examine. If the Internet is available, students can then find additional information on the subject that has been agreed upon.

- Divide the students into groups that represent the House of Representatives (should be a larger number of students than the Senate), the Senate, and a President with several advisors to the President. Groups will now be referred to as the House, Senate, or the President.
- Decide whether the House or the Senate will introduce a bill concerning the chosen issue.
- The party that is introducing the bill will describe the intent of the bill and the impact it may have on laws already in place or on the general public.
- The House of Congress (group) that is introducing the bill will discuss and concentrate on why the bill is needed with at least two people opposing the bill. *Point out that in Congress the bill would go to subcommittees of both the House and the Senate to make changes and amendments before being brought to the entire House or the Senate.*
- The other House of Congress will also discuss the bill, looking at some possible problems with the bill. Make sure that this group will also be basically in favor of the bill.
- The bill will then be debated in both the House and the Senate.
- A vote then takes place separately in both the Senate and the House. If the bill does not pass, adjustments are made (in the groups representing the House or the Senate) so it does pass.
- After the bill is passed, the President will then decide whether the bill should become a law by signing the law or taking no action for ten days allowing the bill to then become a law.
- Remind the students that if the President opposes the bill, he/she can veto it. This would then require a two-thirds roll call vote in support of the bill in both the House and the Senate in order to override the veto.

### **Product/Evaluation/Summary**

- The groups will present an event or issue to the class.
- The class will agree on one issue to be discussed.
- The groups will demonstrate, through role play, the necessary steps that are needed for a bill to become a law.

<b>Teaching to Different Types of Learners</b>			
	<b>Visual</b>	<b>Auditory</b>	<b>Kinesthetic/Tactile</b>
<b>Learning Activity</b>	Diagram or chart the steps taken for a bill to become a law.	Debate the pros and cons of an issue and then come to an agreement.	Dramatize or role-play how a bill becomes a law.
<b>Special Differentiation Strategies</b>	Provide several different types of graphic organizers that students could use or let them make up their own.	Check for understanding by asking questions both in support of an issue and against the issue.	Encourage the use of props, signs, or any other visuals that will help with the dramatization of their role-play.
<b>Evaluation</b>	Display the diagram or chart that students have created and have them demonstrate the steps taken for a bill to become a law using their chart or diagram.	Given a topic to debate, students demonstrate an understanding of how both pros and cons can have an effect on an issue, but by negotiations they can still come to an agreement.	Students perform the role-play for the class and encourage other members of the class to be part of the dramatization.
<b>The Family and Adult Literacy Connection</b>		<b>ESE/ESOL Accommodations</b>	
<p>Discuss how current issues not only have an effect on adults, but also on children. Point out that rules and laws are necessary within our society. Brainstorm and list some rules or laws that affect children (prayer in schools, no lockers at school, wearing uniforms to school, requiring clear backpacks). Discuss the necessity of why these issues surface. Ask students how they discussed these issues with their children. List possible ways how parents can get involved in the decision-making process that affects their children.</p>		<p>Provide students with vocabulary words and definitions, along with a diagram or timeline, which leaves spaces so students can follow the class discussion and then fill in the spaces showing the process of how a bill becomes a law.</p> <p>Pair students with a strong partner who understands the process and is willing to explain the steps.</p>	