

Teach21 Instructional Guide

Eighth Grade Social Studies

[Print/PDF](#) [Back](#)

Title	How a Bill Becomes a Law																
Suggested Quarter	Quarter 4																
Power Standard	Students will analyze and understand the process of how a bill becomes a law, including the roles of citizens, committee members, both houses of the legislature, and the governor.																
Content Standards and Objectives	<table><tr><th>Objective ID</th><th>Objectives</th></tr><tr><td>SS.O.8.1.1</td><td>evaluate how citizens can influence and participate in government at the local, state and national levels and assume the role of an active citizen participating in the democratic process(e.g., voting, community service, letter writing, town meeting, school elections).</td></tr><tr><td>SS.O.8.1.5</td><td>organize and provide examples of multiple points of view about selected public issues and evaluate the influence of diverse forms of public opinion on the development of public policy and decision-making.</td></tr><tr><td>SS.O.8.1.9</td><td>outline and utilize a process to express opinion, resolve problems and/or seek assistance.</td></tr><tr><td>SS.O.8.2.4</td><td>outline, illustrate and develop a mock bill and assume the roles of lawmakers to accomplish passage of the bill into law (e.g., to promote tourism in West Virginia).</td></tr><tr><td>SS.O.8.2.7</td><td>research and describe how special interest groups and the media influence government and the law-making process in West Virginia (e.g., West Virginia Education Association, United Mine Workers, Division of Tourism).</td></tr><tr><td>SS.O.8.2.10</td><td>list and explain the laws passed in a current legislative session and evaluate their impact (e.g., tourism, economy, education, health).</td></tr></table>			Objective ID	Objectives	SS.O.8.1.1	evaluate how citizens can influence and participate in government at the local, state and national levels and assume the role of an active citizen participating in the democratic process(e.g., voting, community service, letter writing, town meeting, school elections).	SS.O.8.1.5	organize and provide examples of multiple points of view about selected public issues and evaluate the influence of diverse forms of public opinion on the development of public policy and decision-making.	SS.O.8.1.9	outline and utilize a process to express opinion, resolve problems and/or seek assistance.	SS.O.8.2.4	outline, illustrate and develop a mock bill and assume the roles of lawmakers to accomplish passage of the bill into law (e.g., to promote tourism in West Virginia).	SS.O.8.2.7	research and describe how special interest groups and the media influence government and the law-making process in West Virginia (e.g., West Virginia Education Association, United Mine Workers, Division of Tourism).	SS.O.8.2.10	list and explain the laws passed in a current legislative session and evaluate their impact (e.g., tourism, economy, education, health).
Objective ID	Objectives																
SS.O.8.1.1	evaluate how citizens can influence and participate in government at the local, state and national levels and assume the role of an active citizen participating in the democratic process(e.g., voting, community service, letter writing, town meeting, school elections).																
SS.O.8.1.5	organize and provide examples of multiple points of view about selected public issues and evaluate the influence of diverse forms of public opinion on the development of public policy and decision-making.																
SS.O.8.1.9	outline and utilize a process to express opinion, resolve problems and/or seek assistance.																
SS.O.8.2.4	outline, illustrate and develop a mock bill and assume the roles of lawmakers to accomplish passage of the bill into law (e.g., to promote tourism in West Virginia).																
SS.O.8.2.7	research and describe how special interest groups and the media influence government and the law-making process in West Virginia (e.g., West Virginia Education Association, United Mine Workers, Division of Tourism).																
SS.O.8.2.10	list and explain the laws passed in a current legislative session and evaluate their impact (e.g., tourism, economy, education, health).																
21st Century Skills	Learning Skills & Technology Tools	Teaching Strategies Culminating Activity	Evidence of Success														
Information and Communication Skills:	<p>21C.O.5-8.1.LS2 - Student interprets abstract visuals and creates products (e.g. digital storytelling) that reflect a growing understanding of visual language and require the effective use of tools (e.g. cropped photos, original charts and graphs, well-chosen images from databases, video clips).</p> <p>21C.O.5-8.1.TT1 - Student connects peripheral devices (e.g., scanners, digital cameras, video projectors, USB drives, printers, media storage devices) to computers and uses them efficiently and effectively. Student accesses server</p>	<p>Teacher refers to and explains a graphic organizer in text which depicts the steps in how a bill becomes a law.</p> <p>Teacher observes compliance with school acceptable usepolicy and models techniques for students experiencing difficulty.</p>	<p>Students will create a visual which depicts the steps they encountered from the beginning of the culminating activity to the end.</p> <p>Students will log on to a computer, locate, and manipulate web sites.</p>														

	<p>and/or network resources (e.g., file folders/software programs, bookmarked sites).</p> <p>21C.O.5-8.1.TT2 - Student increases keyboarding facility and uses mouse and keyboard shortcut techniques and identified assistive technology to improve speed and accuracy.</p> <p>21C.O.5-8.1.TT3 - Student recognizes different file format extensions (e.g., .doc, .xls, .ppt, .rft, .pdf, .jpeg, .gif, .mpg, .wav, .mp3) and can import the different formats into documents, presentations, spreadsheets and databases.</p>		
Thinking and Reasoning Skills:	<p>21C.O.5-8.2.LS1 - Student engages in a critical thinking process that supports synthesis and conducts evaluations by applying comprehensive criteria.</p> <p>21C.O.5-8.2.LS3 - Student engages in a problem solving process that divides complex problems into simple parts in order to devise solutions.</p>	Teacher initiates class discussion which involves brainstorming and encourages high level thinking skills.	Products of culminating activity will reveal evidence of well thought out and creative problems to which solutions were found.
Personal and Workplace Skills:	21C.O.5-8.3.LS1 - Student manages emotions and behaviors, engages in collaborative work assignments requiring compromise, and demonstrates flexibility by assuming different roles and responsibilities within various team structures.	<p>Teacher reviews cooperative learning expectations with the students. Rubric for team work is distributed to remind students of their responsibilities.</p> <p>Teacher models correct format for sending e-mail to legislator.</p> <p>Teacher reviews acceptable use policy.</p>	<p>Teacher observes as group work occurs. Each group completes a rubric as to how they felt each of the group members worked. Teacher completes one, students compare them, and discuss.</p> <p>Students print out copy of sent e-mail.</p> <p>Teacher observes students.</p>

21C.O.5-8.3.LS2 - Student is flexible in approach to solving problems and completing tasks, considers alternative methods, solutions and perspectives, abandons strategies that do not work, and reallocates time and resources as priorities change.

21C.O.5-8.3.LS3 - Student sets challenging goals and strategically plans to reach those goals, monitors performance and adjusts effort and strategies, seeks assistance when needed, and demonstrates focused commitment to reaching the established goals.

21C.O.5-8.3.TT1 - Student protects software, hardware and network resources from viruses, vandalism, and unauthorized use and uses proper techniques to access, use and shut down technology equipment.

21C.O.5-8.3.TT4 - Student complies with county acceptable use policy. Student discusses legal and ethical behaviors related to acceptable use of information and communication technology (e.g., privacy, security, copyright, file-sharing, plagiarism) and predicts the possible effects of unethical use of technology (e.g., consumer fraud, intrusion, spamming, virus setting, hacking) on the individual and society, as well as identify methods for addressing these risks.

	<p>21C.O.5-8.3.TT7 - Student develops an understanding of the need to protect his/her identity online, in e-mail, and or websites, limits the distribution of personal information and pictures, and evaluates the authenticity of e-mail that solicit personal information. Student identifies the methodologies that individuals and businesses can employ to protect the integrity of technology systems.</p>	
Performance Objectives (Know/Do)	<p>Know:</p> <ul style="list-style-type: none"> How to use search engines Collaborate among peers Functions of the Legislative Branch of State Government Identify each branch of the Legislative State Government Create a visual, such as a power point or graphic organizer Write and send e-mail Use word processing software such as Microsoft Word <p>Do:</p> <ul style="list-style-type: none"> View websites to analyze criteria Keep journal on a proposed bill's progress Keep journal of key vocabulary terms Use correct jargon in writing a proposed bill Write a letter to Congressman Role play among peers Support and defend a position Create a visual on the concept of how a bill becomes a law 	
Big Idea	Legislative State Law Making Process	
Enduring Understandings	<p>As designated by the state or the national constitution, the passage of a bill into a law follows a specific process.</p> <p>While considering a bill, committee groups are responsible for investigating and determining if the legislature should hear it.</p> <p>The passage of a bill requires both the legislative and executive branches.</p> <p>Citizens have a right and a responsibility to participate in the law making process.</p>	
Essential Questions	<p>How does a bill become a law?</p> <p>How does the introduction of a bill reflect the needs of a society?</p> <p>How can the executive branch influence the legislative process?</p> <p>Why does it require both the legislative and executive branches to create a law?</p>	
Learning Plan & Notes to Instructor	<p>Prior to this unit, students should have background knowledge of the legislative branch of state government, including the roles, powers, duties, and qualifications on becoming a member of the senate and/or House of Delegates. In addition, students should be aware that the governor of the state is the head of the executive branch and plays a role in the law making process.</p>	

Tracking a bill through the Legislature:

1. Teacher introduces vocabulary by previewing. (Teacher pronounces each term. Students acknowledge any previous knowledge of the vocabulary term.) Vocabulary for this unit includes: bill, law, committee, override, veto, and amend. Students write these terms, along with definitions in a vocabulary journal or by the use of a [Frayer model graphic organizer](#).
2. Teacher should hold class discussion/review to recall members of the State Legislative Branch including House of Delegates, speaker of the house, senate, president of the senate, and governor.
3. Students are introduced to unit by listening to recorded song, ["I'm Just a Bill."](#) Words to the song can be given to students to learn and sing.
4. Students may view [website](#) for a visual image of how a bill becomes a law or use textbook. (Contact information is on website for ordering brochures for students)
5. Students design [sequence graphic organizer](#) with steps on how a bill becomes a law.
6. **Activity – (Academic Prompt 1)**

Current bills proposed:

1. Students go to selected [website](#) to view current bills proposed in the legislature. Students choose a bill of interest and [track its progress](#). Students complete this task by writing the progress of the proposed bill in a journal for a selected period of time graded by a rubric. For assigned rubric, refer to end of webpage, under Instruction Guide Word File.
2. Teacher gives direct instruction for identifying [Senate](#), and [House of Delegates](#) legislature members in designated districts. Contact information, including e-mail, are located on this webpage.
3. Teacher will model the correct procedure for [writing to a member of the Legislature](#).
4. Students will write a letter via e-mail to a Legislature regarding a chosen proposed bill. (**See Academic Prompt 2**)

Writing of a Bill

1. Teacher will model the writing of a proposed bill by using an [actual accepted template](#).
2. **Students create their own individual proposed bill.**

Allowing for Differentiated Instruction: Recognizing your students' abilities, learning preferences, and interests, these activities lend themselves to easily differentiate the instruction. This can be accomplished through the content, the process, or the product. Grouping may be done by interest, different levels of complexity, or by varying the end product. Thus, the content is being differentiated by interest, the process by readiness and the complexity of thinking skills required, and the product by student learning modality preferences. This multiple approach has the added advantage of creating more interesting presentations than if all groups were a repetition of one another.

Academic Prompts**Academic Prompt 1**

Imagine you are a bill that is going to become a law. You are assigned a number and title. You will walk through a path that a proposed bill must follow to become a law. The path will be illustrated by students with different designated rolls, such as committee members, senate members, House of Delegates members, speaker of the house, president of the senate, interested parties/groups, and governor. The bill will start at the starting point to the final point, stating what occurs at each point. For assigned rubric, refer to Academic Prompt Rubric 1.

Academic Prompt 2

You are a concerned citizen and have been tracking the process of [proposed bill](#). You will choose your senator or delegate in your area to whom you will write. Compose an e-mail stating your opinion and your hopes for the future of the bill. Send the e-mail to the appropriate legislator. For assigned rubric, refer to Academic Prompt Rubric 2.

Culminating Assessment or Product

Class will hold a mock legislative session to demonstrate how bills become laws in West Virginia. You are a member of the school legislature and you will represent either the senate or the house of delegates with the remainder of the class representing the opposite. In designated groups, you will brainstorm ideas that will result in a school wide rule. Your goal is to present and defend your bill in a manner which results in an acceptance of the bill on the part of the rest of the legislature and have it signed by the governor (student). Your presentation should include a reading of the official bill, an explanation defending it, and the ability to answer any questions presented by the rest of the legislature. As an alternative, your class may want to present this school wide bill to the principal. Your group will be evaluated by a group participation and a performance rubric, both which will be given to you on the onset. Also, each group will prepare a visual aid, such as a power point or graphic

	organizer, illustrating the specific steps taken in their committee up to the legislature's decision. Notes to Instructor: Teacher may want to mimic speaker of the House of Delegates or Senate by recognizing speakers and bringing the class to order.
Links and Other Resources	<p>Related Rubric links: Prompt 1 Prompt 2 Culminating Assessment http://teach-nology.com/web_tools/rubrics/teamwork This website contains a team work rubric for use in the culminating project.</p> <p>Student Materials: Text, journal, computers, posters, markers</p> <p>Related Websites: http://www.longwood.edu/staff/jonescd/projects/educ530/aboxley/pdffiles/2.pdf. This website includes the Frayer Model Map to use with vocabulary. http://www.acwa.com/outreach/letter_writing_tips.pdf This website contains information on how to write an effective letter to a legislator. http://www.sarasota.k12.fl.us/bhs/bryan/bryan_bill.html This website gives information on "How to write a bill." http://www.legis.state.wv.us/billstatus_personalized/persbills_login.cfm This website allows an individual to track a proposed bill in the state legislature. http://www.legis.state.wv.us/Bill_Status/bill_status.cfm Bill status of a proposed bill is included on this webpage. http://www.legis.state.wv.us/House/members/delmemview1.cfm This website contains the current members of the House of Delegates. A district map is included. http://www.legis.state.wv.us/districts/sd/sd.cfm This website gives information on the current members of the state senate. A district map is included. http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf Graphic organizer with sequence is included on this webpage. http://www.school-house-rock.com/Bill.html Schoolhouse Rock, "I'm Just a Bill," plays from this website. Words to the song are also included.</p> <p>Contact Authors: Kathy L. Jones, Ravenswood ST1:CITY u1:st="on">Middle School, Jackson County: kthjones@access.k12.wv.us Gerry Kohler, VanDevender Junior High, Wood County: gkohler@access.k12.wv.us</p>

[Print/PDF](#)

[Back](#)

Time Viewed - 993

Since June 9, 2009