LESSON PLAN

Name: Melinda Storace  Date: November 4, 2003
Content Area(s): Social Studies  Unit Topic: Government
Today’s Lesson: How a bill becomes a law  Grade Level: 5
Duration: 60 minutes

LESSON RATIONALE

New York State Learning Standards and Key Ideas:
  NYS Social Studies Standard 5
     Key Idea 2
  NYS Arts Standard 1
     Theatre Key Idea 1

Instructional Objectives:
  1. Students will identify the three branches of government. [knowledge]
  2. Students will explain how a bill becomes a law through role playing. [comprehension]

Adaptations:  Students will work together to assist each other.

Materials:  S.S. textbook, 3 pieces of large post-it paper, marker, pieces of paper with ‘H,’ ‘S,’ or ‘P’ (S=10, H=15, and P=1) placed in a hat

LESSON OPENING

Anticipatory Set:
  “We have been talking and reading about the government for the past week. Specifically we have centered on Congress. What two areas make up Congress? (Wait for response) And how many branches are there in the government? (Response) What are they called? (Response) Good. First, let’s talk about the Congress and one of their jobs: how a bill becomes a law.” (2-3 minutes)

LESSON BODY

1. Explain how a bill becomes a law by looking at the diagram in the textbook on page 112. Have students trace along to follow the path of a bill that starts in the Senate.
2. Have students, trace with their finger, the path the bill takes when started in the House of Representatives.
3. Explain that if a bill is vetoed by the President, then two-thirds of Congress has to vote in favor for the bill to pass.
4. Walking around the room, allow each student to choose one piece of paper from the hat. An ‘H’ means they are a member of the House of Representatives, an ‘S’ means they are in the Senate, and the ‘P’ denotes the President. Divide the group into the House on one side of the room, the Senate on the opposite side, and the President in the middle.
5. Review the path for a bill from each area of government.
6. Give the Senate a bill to attempt to pass through to the President. Follow this bill on its path. Use the bill ‘Free food for all elementary school students.’ Allow for student discussion as they role play as Senators.
7. Give the House of Representatives a bill to attempt to pass. Follow this bill on its path. The President will veto this bill. Use the bill ‘Lower taxes for all citizens and raise taxes for the President.’ Explain that all bills to do with taxes and spending originate in the House. Allow or student discussion as they role play.

8. After this bill is vetoed, review the two-thirds rule.

9. Post the three large post-it papers on the board and review the three branches and their jobs. Focus on the Legislative and Executive. Have students write down the notes.

Closure:

“We have learned a lot of information today about how laws are made. Who can tell me one thing they learned? (Response) What happens if the bill passed by the Senate and the House is vetoed? (Response) What kinds of bills are started in the House of Representatives? (Response) You all did a great job and thank you for showing me what you learned today.

LESSON FOLLOW-UP

Independent Practice:
Study for daily quiz from notes at end of lesson

Evaluation:
(a) What did you want the student to learn? I wanted the students to learn how a bill becomes a law.
(b) How will you know that they learned it? I will know that they learned it from whether the bills follow the correct path and by the closing comments at the end of the lesson.

LESSON RESOURCES

Student Resources: Social Studies textbook

Teacher Resources: Social Studies textbook