

Topic:

How Laws are Established
#1 **What Bills Are**

Time:

30-45 minutes

Grade:

3 - 5

Core:

3: 6030-0401

Objectives:

1. Students will learn what a bill is.
2. Students will learn the purpose of a bill.

Procedure:

1. Introduce the students to the fact that one important government job is to solve our country's problems.
2. Congress passes laws that help solve these problems. The laws are written in the form of bills on which Congress votes.
3. Discuss with the students some of the problems that need changing.
4. Using one of the examples brought out in the discussion, write a very simple form of a bill following the format on Handout 1.
5. Distribute Handout 1 and have the students each write a bill.

Additional Resources:**Author:**

Gloria Skanchy

Topic:

How Laws Are Established
#2 A Bill Moves Through
Committee

Time:

30-45 minutes

Grade:

3 - 5

Core:

3: 6030-0401

Objectives:

1. Students will understand the distinction between the House of Representatives and the Senate.
2. Students will experience firsthand how the committees of Congress work.

Procedure:

1. Quickly review procedures for passing a bill. See Handout 2.
2. Divide the class into two groups to make up the Senate and the House of Representatives. The Senate should be smaller than the House of Representatives and care should be taken that leaders in the class are evenly distributed.
3. Give the name tags (in Handout 3) to the Senators and Representatives and divide them into smaller groups (2 or 3) for committee work.
4. Tell the students that the committees can do three things to a bill:
 - a. Add to it.
 - b. Send it on.
 - c. Defeat it.Discuss briefly how to decide if a bill is worthwhile and should be passed on.
5. Give each group some bills to work on and describe how they are to take action by putting an "X" in the correct box.

Additional Resources:**Author:**

Gloria Skanchy

Topic:
How Laws are Established
#3 The Floor of Congress

Time:
30-45 minutes

Grade:
3 - 5

Core:
3: 6030-0401

Objectives: Students will:

1. Have hands on experience about how Congress is run.
2. Learn the basics of Parliamentary Procedure.
3. Realize that passing bills involves values and decision-making.

Procedure:

1. Divide the class into the Senate and the House of Representatives and have them meet in different places in the room. It may be advisable to use a volunteer to

Procedure:

- guide one group while the teacher guides the other group.
2. Before the social studies session, the President (teacher) should have signed some bills and vetoed others.
2. The Senate and House of Representatives should meet together today (for convenience) and for the purpose of overriding the veto.
3. Explain what a two-thirds vote means.
4. Discuss the bills that were vetoed and then vote to see if they will pass and mark the bill appropriately.

As this Congress is in session, time limits should be set for each bill. A discussion about the experience and the bills that survived would be appropriate at this time.

Rules to be observed in Congress:

- a. If you want to speak, you must raise your hand and wait to be called on.
- b. All votes are final.
- c. Bills will be marked by checking the right box.
- d. If the bill passes, it goes to the House of Representatives. If the bill fails, it is "tabled" or forgotten.

Additional Resources:

Author:
Gloria Skanchy

Topic:

How Laws are Established
#4 **Veto and Override**

Time:

30-45 minutes

Grade:

3

Core:

3: 6030-0401
5: 6050-0502

Objectives:

1. Students will understand the check and balance of government called a “veto.”
2. Students will be able to complete an oral activity on “I learned that”

Additional Resources:**Author:**

Gloria Skanchy

Bill # _____ Sponsor _____

Whereas:

Therefore be it resolved:



Action Taken:

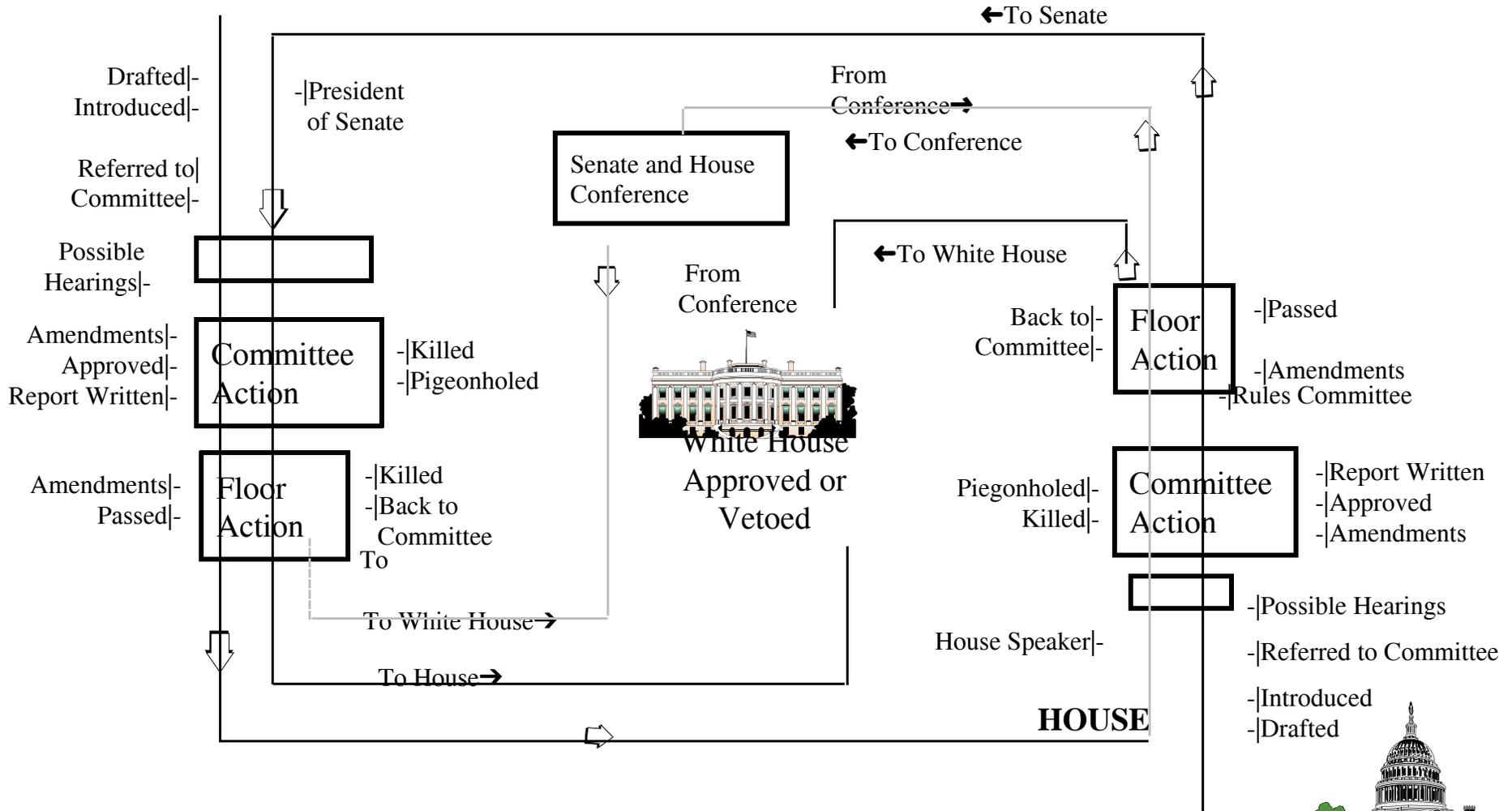
- Committee Yes No
- House of Representatives Yes No
- Senate Yes No

President _____ Veto

HOW WE GET OUR LAWS



SENATE



HANDOUT 3

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