

## Government Unit Day 2

### Lesson Overview

Title:	Government? That doesn't affect me?!
Teacher candidate name:	Mackenzie McCoy
Subject:	Social Studies: Government
Grade Level(s):	4th grade
Duration:	1 hour
Unit Description:	With the completion of this unit, students will be able to demonstrate their understanding of individual rights and needs, the influence of elected representatives, and the voting process through various enriching activities and assessments.
Lesson Description for Day:	Students will use their own personal ideas that are influenced by their wants and needs to create a law for the classroom. The class will propose a bill and go through the process of turning it into a Law.
PA Core Standards or Alternative Standards:	Standard - 5.3.4.B Describe how the elected representative bodies function in making local and state laws.

### Goals

Unit Goals:	<i>Students will demonstrate understanding of individual rights/needs and how positions of authority influence change, and the voting process. This will give the students a brief behind the scenes look at what our local and national government faces on a daily basis.</i>
Lesson Objective(s):	<i>Students will complete a quick write or a quick draw that requires them to summarize in their preferred method how a bill becomes a law. They must represent four out of the seven major steps in order to meet proficiency expectations. Students will analyze why human rights and personal interests affects how a bill becomes a law using three to five complete sentences to meet proficiency expectations.</i>

### Methods

Anticipatory Set:	<p><b>( Make connections to yesterdays lesson and Review important key points related to todays lesson)</b></p> <p>Make a quick anchor chart with the words “human Rights” in the middle. Have the students come up to the board and do a word splash to review what they discussed yesterday. After everything is on the board, guide the discussion using the answers provided to segway into the lesson. Note that human rights were influenced by bodies of power throughout the world over all of history. Point out how Nepolean (from the video) tried to use his power to take away poeple's rights and rule the world. He had his own personal agenda.</p> <p>Do you think that this political leader had his peoples best interest in mind? Why or why not?</p> <p>Turn and talk with your partner about this HISTORICAL power's leadership.</p> <p>Share with whole group</p> <p>(5 minutes)</p>
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<p>Introduce and Model New Knowledge:</p>	<p>Inform the students that we are going to be making some classroom changes. The students have an opportunity to propose one law to the governing body (myself). Students have two minutes to brainstorm with their peers a classroom law that they could create. (this will most likely be silly and a little loud- keep a controlled roar)</p> <p>Next, once the students have gotten out their silly ideas and shared with their friends, remind the students of what we have learned so far.</p> <ol style="list-style-type: none"> <li>1. When making a law for the WHOLE classroom, that law should not only benefit the individual but everyone</li> <li>2. Remember the human rights- is your law violating one of them</li> <li>3. Does this law make sense with all of the other preexisting laws</li> <li>4. Is this a law that EVERYONE or at least the MAJORITY would agree with (go over what majority means?)</li> </ol> <p>Give the students another five minutes to think about their laws.</p> <p>Ask for students to get out a piece of scratch paper and write down their idea for a law and then collect the paper.</p> <p>After all of the papers are collected read them aloud to the students and have them narrow it down to three choices using a “yah or nah” system. Explain that this is all part of the long process of turning a bill into a law.</p> <p>Then use an actual voiting process of a raised hand (closed eyes) to vote on the law proposal.</p> <p>Choose the law. Explain that not everyone wanted this law to be put into place however the majority of the classroom did. When a governing body such as the mayor, govoner, president, etc. have to consider what laws to pass they are thinking of the majority. It is impossible for EVERYONE to be happy about everything. This is where a lot of political conflict can arise. Differences in backgrounds can really play a big role in these types of decisions and opinions. (10 minutes)</p>
<p>Provide Guided Practice:</p>	<p>**Have a planned time to go to other classrooms for the public hearing perhaps the whole grade will be doing the same activity and each class can hold a “public hearing” this takes teacher collaboration and prior planning</p> <p>Begin the “How a bill bcomes a law at the state level process”</p> <ol style="list-style-type: none"> <li>1. First have the students choose someone to write a quick proposal. This a what will be read to a group of individvuals who decides if the bill gets to continue on or is not worth it.</li> <li>2. Then have the student read the proposal to the whole class who will be considered the “chamber” they decide if the bill will be taken to a public hearing where a committee will decide HOW to pass the bill on</li> </ol> <p>** go to another class, read the bill, listen for who their committee decides how to pass the bill on</p> <ul style="list-style-type: none"> <li>• As is</li> <li>• With changes</li> </ul> <ol style="list-style-type: none"> <li>3. A second reading of the bill will now take place once back in own classroom to the whole class with any conditions or changes to the bill</li> </ol>

	<p>4. The whole class will debate the bill with pros and cons</p> <ul style="list-style-type: none"> <li>• Pros and cons for individuals</li> <li>• Pros and cons for whole group</li> <li>• Pros and cons for the teacher</li> <li>• Pro and cons for other classes</li> </ul> <p>5. Then the class will vote to decide if they will pass it onto the governor (the teacher).</p> <p>6. Once the governor reads over the bill they will decide if it will be signed as is, with modifications or if it will be vetoed.</p> <p>7. Announce if the bill has been passed and turned into a law for Ms. McCoy's classroom. (40 minutes)</p>
Provide Independent Practice:	<p>Have the students get out a piece of paper where they will complete a quick write or if they prefer, a quick draw. Instruct the students to summarize the bill becoming a law process that we practiced today.(approx. 7 steps)</p> <p>* Have them include one note about what they learned from the process. After the students are done, have them find a partner to share what they wrote down. Then come back and have volunteers share with the whole group. (5 minutes)</p>
<input type="checkbox"/> Wrap-Up	<p>Have the students complete a ticket out the door that has them consider their new understanding of how a bill becomes a law. Then have them reflect on how their understanding of human rights, and personal interests would affect the process of a bill becoming a law. (10 minutes)</p>

#### Assessment

Formative/Ongoing Assessment:	<p>There will be formative assessments occurring all throughout the lesson. When students are talking with their peers, sharing ideas, and demonstrating understanding I can assess what needs to be gone over in more detail and what the students really understand already. I will get a sense of understanding through their responses to the quick write and wrap up the lesson according to their ideas and opinions.</p>
Summative/End Of Lesson Assessment:	<p>The ticket out the door will be my summative assessment. The students will have to consider how human rights, personal interests and agendas, and individual backgrounds can impact the way a bill becomes a law. This will show if they are making connections to yesterday's lesson and if they are thinking critically about their new knowledge (why it's relevant to them)</p>

#### Materials

<p>White board Paper Pencil **Collaboration time with other classes Ticket out the door</p>
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