Name of Lesson: U.S. Government ~Day 5

|  |  |  |
| --- | --- | --- |
| Grade Level: 5th Grade | Subject: Social Studies | Prepared By: Teju Shearer |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Learning Event | Instructor Guide | Instructional Activities | Instructional Materials |
| **Gaining Attention**  **Goal**  **Recall**  **Guided Learning**  **Practice**  **Feedback**  **Transfer** | **Ask:** Who would like to make the school day shorter? After all the students raise their hand, **ask** them if they have some good reasons why we should shorten the school day.  [5 min]  **Tell** students that they are going to get the chance to participate in the legislative process by trying to make a new law for our school. They will have 10 min to create a bill they would like see happen in our school. **Remind** them that you are the president and that their bills should be written accordingly. **After** students have written their bill, assign them a role (5B)(choose one from a bowl) based on the house they are in.  **Remind** students that they were previously separated into the two houses of congress. **Instruct** them to again separate into those two groups. **Remind** the students how many students need to vote yea for a bill to pass.  **Review** the process of passing a bill into law. **Instruct** students that they will be going through the same process. Both houses will be working on passing a bill at the same time.  **Assign** students roles. Students must act according to their role even if they don’t agree with it.  **Inform** them that the instructor (you) are the President. If they don’t like my decision, they can go through the process to override your veto.  Students begin the process of passing a bill into law.  **Debrief** the simulation. **Ask** what surprised them? If they think this is similar to the actual process in Congress? Would they like to be a Congressman/woman? What skills did they need to have to help the bill pass?  **Encourage** students to go home and research some bills that are currently in Congress.  **Write** this web address on the board: [http://www.opencongress.org /bill/popular](http://www.opencongress.org/bill/popular)  **Inform** students that this link will help them see what the current bills. | Students think of and share reasons for shortening the school day.  Students fill out the bill sheet (5A)  Students separate into their two groups from the last lesson.  Students recall that they need (With 8 Senators 2/3 majority is 6; With 25 Representatives 2/3 majority is 17)    Students review the process of passing a bill and read the role they will play in congress today.  Committee members read all the bills and decide which one should go to the Senate/House Floor. Committee members can do one of the following:   1. kill the bill 2. send it back for changes 3. vote on it to go to the full house   Students are actively involved in the simulation.  Students participate thoughtfully in the discussion. | Whiteboard and markers  Bill Sheet (5A) **8 for the Senate/25 for the House of Representatives**  Role sheets (5B) **Need to cut apart and separate into the two houses** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |