

Teacher's Name:
Employee Number:
School:

Social Studies Lesson Plan- SS.4.C.2.2
Identify ways citizens work together to influence government and help solve community and state problems

1. **Title: HOW A BILL BECOMES A LAW - 4th Grade**

2. **Overview - Big Ideas:**

Enduring Understandings

- Understand ways citizens work together to influence government
- Be aware of ways citizens help solve community and state problems
- Understand how the Florida state government makes new laws
- Comprehend the process that a bill goes through in order to become a law

Essential Questions – (*What provocative questions will you use to foster inquiry, understanding and transfer of learning?*)

- What role does the Senate play in making new laws in the state of Florida?
- What role do the House of Representatives play in making new laws in the state of Florida?
- What role does the Governor play in making new laws in the state of Florida?
- What role do the citizens of the state of Florida play in the lawmaking process?

3. **Lesson Objectives:**

Standards - (Next Generation Sunshine State Standards for Social Studies)

Fourth Grade NGSSS-SS Benchmarks

- SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems

Tested Seventh Grade NGSSS-SS Benchmarks Relevant to this Lesson

- SS.7.C.2.1 Define the term "citizen," and identify legal means of becoming a United States citizen.
- SS.7.C.2.2 Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
- SS.7.C.2.12 Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
- SS.7.C.2.13 Examine multiple perspectives on public and current issues.
- SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels.

4. **Key Vocabulary:**

bill, law, senate, house of representatives, citizen, veto, legislative branch, executive branch, responsibility, initiative, concur, legislator, propose, chamber, committee, amended, debated, consensus

5. **Evidence of Student Understanding (Assessment) in this Lesson:**

What key knowledge and skills will students acquire as a result of this lesson?

After students complete this lesson, an understanding of how a bill becomes a law at the Florida state level should be apparent. They will understand the function and duties of lawmaking for: the Florida House of Representatives, the Florida Senate, the Governor, and the citizens of Florida. Students will also be able to understand the choices the governor has in making a bill a law and be aware of the fact that the Florida constitution provides a method for the legislature to override a governor's veto.

What will students be able to do as a result of such knowledge and skills?

As a result of acquiring said knowledge and skills, students will be able to complete the tables (attached) associated with this lesson which display how a bill becomes a law. In addition, students will be able to write an order to draft a bill to resolve a state or local problem.

Additionally, students will be able to correctly answer the questions that are part of the formal assessment included in this lesson.

Both formative and summative assessments are included.

6. Materials Needed: (Resources you will use in this lesson)

Attachment A: Reading associated with lesson

Attachment B: Flowchart for how a bill becomes a law

Attachment C: What are the Governor's Choices?

Attachment D: Drafting a Bill

Attachment E: Post Quiz

7. Steps to Deliver the Lesson:

A detailed, step by step description of how to deliver the lesson and achieve the lesson plan objectives.

- a. Lesson Opening: Review with the students the system of checks and balances. Have students brainstorm ways in which the citizens play a role in this system. Have students brainstorm ways citizens work together to influence government and ways citizens help solve community and state problems.
- b. Reading: Use effective reading strategies appropriate for your class as you read with the students attachment A, "How a Bill becomes a Law". Discuss and check for understanding as the students read through passage.
- c. Discuss vocabulary associated with lesson.
- d. Have students work individually or as a group to complete: Attachment B- Flow Chart - How a Bill Becomes a Law, Attachment C – What are the Governor's Choices?, and Attachment D - Drafting a Bill.
- e. Have students take the post-quiz associated with the lesson (attachment E). Review quiz with students and check for understanding as needed. Re-teach concepts not mastered.

8. Specific Activities: (From Guided to Independent)

Activities designed to facilitate the gradual release of teacher responsibility, from teacher-led to independent.

- a. After students have completed attachments B, C and D have them write summaries that explain the information presented in the graphic organizer.

- b. Pair students who are struggling readers and/or English Language Learners with another student for assistance.
- c. Circulate the room to monitor the students' abilities in writing the paragraphs. Model writing with students demonstrating difficulties.
- d. Have students share their writing with the class.

9. Differentiated Instruction Strategies:

How to accommodate a variety of student learning needs, remediation strategies as well as enrichment strategies.

- a. While students are completing the graphic organizers, work individually with students who are having difficulty with reading.
- b. While students are completing the paragraph summary, work on an individual basis with students who are having difficulty.

10. Technology Integration:

Activities incorporating technology; e.g., address lesson content through online resources.

- a. Have students research the website from the state of Florida to find out bills that are currently in the process of becoming laws and their impact on the citizens of Florida. <http://www.flsenate.gov/session/>
- b. Have students research the website of Florida Representatives and Senators and investigate bills sponsored by different legislators. <http://www.leg.state.fl.us/Welcome/index.cfm>
- c. Have students research a bill that was vetoed and follow the steps that it took after the veto. Did it become a law, was it reintroduced in following session or what occurred.

11. Lesson Closure:

Methods to draw ideas together, review concepts, etc.

- a. After completing the post-quiz and going over with students, ask students the following questions for wrap up the lesson.

- What role does the Senate play in making new laws in the state of Florida?
- What role do the House of Representatives play in making new laws in the state of Florida?
- What role does the Governor play in making new laws in the state of Florida?
- What role do the citizens of the state of Florida play in the lawmaking process?
- How do citizens work together to influence government?
- How do citizens help solve community and state problems?
- How does Florida's state government make new laws?
- What is the process that a bill goes through in order to become a law?

b. For home learning: Have students develop a flow chart to explain to younger students how a bill becomes a law. Have them write each step on sentence strips and place them in the correct order.

Attachment A:

Reading: How A Bill Becomes a Law

How a Bill Becomes a Law

The following is a synopsis of the legislative process...

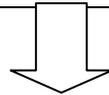
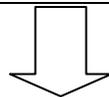
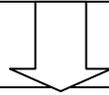
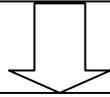
- A legislator or an interested party has an idea that is brought to the attention of the proper person, generally a legislator. That idea is then drafted into a bill or proposed legislation. A bill can originate in either house; however the process differs slightly between houses.
- Either a member of the House or Senate can file a bill. The bill is presented in one chamber and is assigned to a committee or several committees, depending on the content of the bill.
- The bill is amended and debated at the committee level. If approved in committee, they are forwarded to the next committee of reference and then to the floor of the House and Senate for further action. Further debate and amendments can occur on the floor of either the Senate or the House.
- If a bill passes in one house, it is sent to the other house for review. A bill goes through the same process in the second house as it did in the first. A bill can go back and forth between houses until a consensus is reached. Of course, the measure could fail at any point in the process.
- Once a bill has passed both houses in an identical form it proceeds to the Governor for his signature and thus becomes law. If the Governor vetoes the bill, then it takes a 2/3 majority of both the Senate and the House to override his veto. A bill may also become a law if the Governor does not sign or veto it within 7 days after the bill has been presented to the Governor.

From: <http://feaweb.org/how-a-bill-becomes-a-law>

Attachment B:

Flowchart- How an Idea Becomes a Law

Complete the flow chart showing the steps that a bill takes to become a law.



Attachment C

What are the Governor's Choices?

When a bill arrives on the desk of a governor in the state of Florida, the governor has three choices. The governor can: (1) sign the bill; (2) not sign the bill but not veto it; or (3) veto the bill. Research to find out what happens to the bill in each one of the above instances and fill in the "If Then" chart to show what occurs in each situation.

IF	THEN
If the governor vetoes the bill	
If the governor does not sign the bill but does not veto it	
If the governor signs the bill	

If a bill is vetoed, what do you think happens to the bill if two-thirds of the House of Representatives and the Senate of the state of Florida do not approve the bill? Why do you think the constitution provides for a bill to be overridden even if the governor vetoes it?

Attachment D

Drafting a Bill

You are a member of society. Choose a situation that you are not pleased with in the state of Florida. It can be something in your neighborhood such as littering or something that affects the state on a larger scale such as immigration. Draft a proposed bill that you think should become state law. Identify the problem and the solution. Then, write the bill up so that it could be introduced either to the Senate or the House of Representatives of the state of Florida.

What is the problem?	
How does this problem affect your community or the state?	
Who does this problem affect?	
What could be a possible solution?	
Title for the bill	

In the following space take the information from the chart above and write the proposed bill. Also, write a second paragraph explaining why you think your bill should become a law.

Post- Quiz - How a Bill Becomes a Law

Low Complexity Items (3 items):

1. Which house of the state legislature can introduce bills that may become new laws?
 - a. The Senate
 - b. The House of Representatives
 - c. The Senate and the House of Representatives
 - d. The Governor

2. What three actions can the governor take once the bill reaches his office?
 - a. Approve without signature, sign or forward
 - b. Draft, amend or veto
 - c. Debate, review or sign
 - d. Sign, veto or approve without signature

3. In the state of Florida, who can propose ideas for a new law?
 - a. Representatives only
 - b. The Governor
 - c. Senators only
 - d. Citizens and legislators

Moderate Complexity Items (3 items):

4. What is the correct order for a bill to become a law?
 - a. The governor reads a bill, the senate votes on it and it becomes a law
 - b. The senate votes on the bill, the governor vetoes it and it becomes a law
 - c. The senate votes on the bill, the house votes on the bill and the governor neither signs nor vetoes it and it becomes a law.
 - d. The representatives vote on it, the governor signs it and the senators vote on it and it becomes a law.

5. Why would it be necessary for a bill to return to the legislature?

- a. The governor vetoed the bill.
- b. The governor did not sign or veto the bill.
- c. The legislature wants to make a change to the bill.
- d. The governor signed the bill into law.

6. Read the following statement from the passage:

Either a member of the House or Senate can file a bill. The bill is presented in one chamber and is assigned to a committee or several committees, depending on the content of the bill.

From this statement one can conclude that?

- a. The house has more power in making a bill a law
- b. The senate has more power in making a bill a law
- c. They both have equal power
- d. It takes only one chamber or committee to make a bill a law

High Complexity Items (4 items: 2 of which are Document Based Questions- DBQ):

7. Why do you think the Florida constitution provides a method for the legislature to override a governor's veto?

- a. To provide a system of checks and balances between the legislature and the governor
- b. So the legislators can change the bill after the governor vetoes it.
- c. To allow the house and the senate to conquer on the same version of the bill
- d. To allow more people the privilege of introducing an idea for a new law.

8. Why would our government develop a system that allows a bill to be stopped at several points in the lawmaking process?

- a. To make sure that the system of checks and balances is in place at several points in the process
- b. To make it take a long time before a bill can become a law
- c. To allow congress to throw out bills that they do not like
- d. To allow the different political parties to stop a bill they do not feel will benefit them politically

Read the following excerpt from the Florida Constitution, Article III, Section 8 part (b) to answer question 9:

When a bill or any specific appropriation of a general appropriation bill has been vetoed, the governor shall transmit signed objections thereto to the house in which the bill originated if in session. If that house is not in session, the governor shall file them with the custodian of state records, who shall lay them before that house at its next regular or special session, whichever occurs first, and they shall be entered on its journal. If the originating house votes to re-enact a vetoed measure, whether in a regular or special session, and the other house does not consider or fails to re-enact the vetoed measure, no further consideration by either house at any subsequent session may be taken. If a vetoed measure is presented at a special session and the originating house does not consider it, the measure will be available for consideration at any intervening special session and until the end of the next regular session.

9. Why do you suppose that the governor needs to transmit signed objections when he vetoes a bill to the house in which the bill originated?

- a. It is not fair to veto a bill without giving the originating house a reason for the veto
- b. It allows for an explanation as to why the law would not be appropriate in the state of Florida
- c. It gives the originating house the opportunity to once again revisit the bill and put it back on the calendar for further consideration
- d. The governor wants to prove to the originating house that he has more power than them in controlling what bill becomes a law.

Read the following excerpt from the Florida Constitution, Article III, Section 7. to answer question 10:

Passage of bills.—Any bill may originate in either house and after passage in one may be amended in the other. It shall be read in each house on three separate days, unless this rule is waived by two-thirds vote; provided the publication of its title in the journal of a house shall satisfy the requirement for the first reading in that house. On each reading, it shall be read by title only, unless one-third of the members present desire it read in full. On final passage, the vote of each member voting shall be entered on the journal. Passage of a bill shall require a majority vote in each house. Each bill and joint resolution passed in both houses shall be signed by the presiding officers of the respective houses and by the secretary of the senate and the clerk of the house of representatives during the session or as soon as practicable after its adjournment sine die.

History.—Am. S.J.R. 1349, 1980; adopted 1980.

10. Which of the following statements would explain the reasons why passage of a bill requires two-thirds majority vote in each house?
- a. To provide a system that makes it harder for the bill to pass
 - b. To provide a system that makes sure that most people like the bill
 - c. To provide a system that allows laws to be considered carefully in a government that is set up to protect us
 - d. To provide a system that allows for each legislator to vote in accordance with their parties beliefs

Answer Key:

1. c
2. d
3. d
4. c
5. a
6. c
7. a
8. a
9. c
10. c

**Civic Integration
Lesson Plan Quiz Blueprint
NGSSS-SS Main Benchmark: SS.4.C.2.2**

Identify ways citizens work together to influence government and help solve community and state problems

Title of Lesson: How a Bill Becomes a Law

Grade Level: 4

Pacing Guide Connection: 4th Grade Florida History 4th Nine Weeks Topic 15: Citizenship and Florida

Question #	Benchmark Grade Level	Benchmark 7th Grade Tested	Answer	Complexity Level
1	SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems	SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels.	c	Low
2	SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems	SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels.	d	Low
3	SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems	SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels.	d	Low
4	SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems	SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels.	c	Moderate
5	SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems	SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels.	a	Moderate
6	SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems	SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels.	c	Moderate
7	SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems	SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels.	a	High
8	SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems	SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels.	a	High
9	SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems	SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels.	c	High DBQ
10	SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems	SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels.	c	High DBQ