



BILL BECOMES LAW (3-6)

OBJECTIVES: Students will be able to identify the president as the final step for a bill becoming a law. Students will develop communication and presentation skills.

STANDARDS:

- **3.C1.1** Describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona.
- **AS.C4** Process, rules, and laws direct how individuals are governed and how society addresses problems.

CIVICS EXAM QUESTION:

- Who signs bills to become laws? A: The President

TIMELINE: This lesson fits best during the project proposal phase. It is best after projects have been developed and thought through as the end of this lesson will consist of students presenting projects to the site administration.

APPROXIMATE LESSON LENGTH: Two 60 min in class sessions, plus time to present to administration

SUPPORTING MATERIALS:

- [I'm Just a Bill \(Schoolhouse Rock!\) Video](#)
- [Bill Becomes Law Video Comprehension Questions](#)
- [Administration Presentation Requirements 3-6](#)

VOCABULARY:

- **Bill:** A proposed law that is introduced in a legislature for consideration.
- **Law:** A rule established by an authority intended to be followed by the community.
- **Legislature:** A group of people chosen to make laws.
- **Proposal:** A plan or suggestion put forward for consideration.
- **Debate:** A formal discussion on a particular topic in a public meeting or legislative assembly.
- **Vote:** A formal indication of choice regarding a proposal or candidate.
- **Majority:** The greater number or part, more than half.
- **Committee:** A group of people appointed for a specific function by a larger group.

- **House:** A deliberative assembly or legislative body.
- **Senate:** A deliberative assembly, often the upper house or chamber of a legislature.
- **President:** The elected head of a republic.
- **Veto:** The power to reject a decision or proposal made by a law-making body.
- **Override:** To use one's authority to reject or cancel.
- **Enact:** To make a bill into law.
- **Amendments:** Changes or revisions made to a document or legislation.

INSTRUCTIONS:

1. Engage

- Think-Pair-Share: When you (students) want to buy something, who do you need to get approval from and how do you go about getting that approval?
- Watch *I'm Just a Bill (Schoolhouse Rock!)*
- *(Optional)* Have students take the quiz afterwards or during the video
 - *Bill Becomes Law Video Comprehension Questions*

2. Explore

- Students will create a slide deck with important information on their project to present to site administration
 - *Administration Presentation Requirements*
 - Two options provided- more or less detailed
- Students should practice the presentations

3. Explain (Day 2)

- Students will present their projects via slide decks to administration

4. Elaborate

- After the presentation, students discuss reflection questions. Teachers can decide to do this in small groups or the whole class.

FORMATIVE ASSESSMENT OR ARTIFACT:

- **Artifact:** Students will be creating a slide deck for their project and giving a presentation to show learning and thinking.
- **Assessment:** Students will be able to answer the question regarding who signs a bill into a law on the Arizona civics exam.

EXTENSION ACTIVITIES:

Design a flowchart illustrating the journey of a bill from introduction to becoming a law, including key decision points and possible outcomes at each stage. (Flowchart could also be for project approval at the site and district level.)

Video Comprehension Questions

Schoolhouse Rock - I'm Just a Bill

- 1. What is the setting where the bill is located in the video?**
 - a. Capitol City
 - b. White House
 - c. House of Representatives
 - d. Senate
- 2. Who decides whether the bill becomes a law in the video?**
 - a. President
 - b. Local congressman
 - c. Citizens
 - d. Congressmen
- 3. What happens if the President vetoes the bill in the video?**
 - a. Goes back to Congress for another vote
 - b. Automatically becomes a law
 - c. Sent back to the Senate
 - d. Bill gets rejected
- 4. Where does the bill go after passing through the House of Representatives in the video?**
 - a. White House
 - b. Senate
 - c. Capitol City
 - d. Committee
- 5. What is the main message conveyed about the process of becoming a law in the video?**
 - a. It is a quick and easy process
 - b. Requires patience and debate
 - c. President decides alone
 - d. Congress has no role

ANSWER KEY

1. a. Capitol City <00:02:10>
2. b. Local congressman <00:01:02>
3. a. Goes back to Congress for another vote <00:02:45>
4. b. Senate <00:01:59>
5. b. Requires patience and debate <00:02:55>

Administration Presentation Requirements (3-6)

(Less requirements may encourage more creativity)

You will be proposing your ideas to our principal for approval. Your presentation should be rehearsed and engaging. All members of your group must speak. Be prepared to answer any questions. Your goal is to get our principal's support in order to get your project on the ballot.

IDEAS TO INCLUDE

- Hook
- Title of your project
- Problems/Needs on campus that your project can solve
- Summary of your project
- Cost
- Possible Companies to buy from
- How your project will improve your school

Administration Presentation Requirements (3-6)

(Detailed Version)

You will be proposing your ideas to our principal for approval. Your presentation should be rehearsed and engaging. All members of your group must speak. Be prepared to answer any questions. Your goal is to get our principal's support in order to get your project on the ballot.

1. Hook

Start your presentation with a fun or interesting opening to grab the principal's attention. This could be a fun fact, a surprising statistic, or a brief story that shows the importance of your project.

2. Title of Your Project

State the name of your project. It must be short, memorable, and reflective of your project.

3. Problems/Needs on Campus that Your Project Can Solve

Explain specific problems or needs within the campus that your project will fix.

4. Summary of Your Project

Give a brief overview of your project. Describe how it works, and how it functions to meet the identified needs.

5. Cost

Detail the financial aspects of your project. Break down the total cost, including materials, labor, and any other expenses. Be transparent and thorough, showing that you have done your research and prepared a realistic budget.

6. Possible Companies

List potential companies or suppliers that could provide the necessary materials or services for your project.

7. How Your Project Will Improve Your Campus

Explain the positive impact your project will have on the campus. Highlight the benefits, such as enhanced student experience, improved safety, environmental sustainability, or cost savings. Use concrete examples to demonstrate how these improvements will make a meaningful difference.

ADDITIONAL NOTES:

- Your presentation should be rehearsed and polished. All group members should be prepared to speak and engage with the audience.
- Be ready to answer any questions from the principal, providing clear and thoughtful responses to support your proposal.
- Your ultimate goal is to secure the administration's support and get your project on the ballot for consideration.

Reflection Questions

HOOK

1. How effective do you think your opening hook was in capturing the administration's attention?
2. What feedback did you receive on your hook, and how could it be improved for future presentations?

TITLE OF YOUR PROJECT

1. How well did your title encapsulate the essence of your project and spark interest?
2. Was there any feedback on the title, and if so, how could it be adjusted to be even more effective?

PROBLEMS/NEEDS ON CAMPUS

1. How thoroughly did you identify and articulate the specific problems or needs on campus that your project addresses?
2. What sources of data did you use to support your claims, and how credible were they perceived by the administration?

SUMMARY OF YOUR PROJECT

1. How clear and comprehensive was your summary in outlining the objectives, steps, and expected outcomes of your project?
2. Did the administration find any part of the summary confusing or lacking detail, and how might you clarify these points in the future?

COST

1. How transparently and convincingly did you discuss the projected costs and potential funding sources for your project?
2. What questions or concerns did the administration raise about the cost, and how could you better address these in future proposals?

POSSIBLE VENDORS

1. How effectively did you present your research on possible vendors and their suitability for your project?
2. Were there any suggestions or questions about your choice of vendors, and what additional information could you provide to address these?

HOW YOUR PROJECT WILL IMPROVE THE CAMPUS

1. How well did you demonstrate the positive impact of your project on the campus community using data, testimonials, and visual aids?
2. What aspects of the impact were most convincing to the administration, and were there any areas where they needed more information?

ENGAGEMENT AND REHEARSAL

1. How engaging was your presentation overall, and what elements helped keep the administration's attention?
2. How effective were your rehearsals in ensuring a smooth delivery and confident participation from all team members?
3. What feedback did you receive on the interactive components and multimedia elements of your presentation?

OVERALL REFLECTION

1. What were the key strengths of your presentation, and what areas do you think need improvement?
2. How did this experience enhance your skills in clear communication, teamwork, and advocacy for your ideas?
3. What are your main takeaways from this process, and how will you apply these lessons to future projects and presentations?