BILL BECOMES LAW (7-12)

OBJECTIVES: Students will be able to identify the stages of how a bill becomes a law. Students will develop communication and presentation skills.

STANDARDS:

- **C3.1** Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- **HS.C3.4** Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.
- **HS.SP4.1** Analyze multiple and complex causes and effects of events in the past and present.

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: 60 min in class session, plus time to present to administration

SUPPORTING MATERIALS:

- *I'm Just a Bill (Schoolhouse Rock!) Video*
- *Administration Presentation Requirements 7-12*
- *Flowchart of the bill to law process*

VOCABULARY: Project Proposal, Administration

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)** Using a flowchart of the bill to law process, cut up each section and have students work in groups to organize the correct path.
- Reflect with students about who needs to sign a bill for it to become a law? How is this process similar to projects at a school? Who needs to approve the project? (principal)

2. **Explore**
   - Students will create a slide deck with important information on their project to present to site administration
   - *Administration Presentation Requirements 7-12*
     - 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, the 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:
- Analyze a historic case where a bill faced significant challenges but eventually became a law. What strategies were used to overcome the obstacles?
- 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.)

Administration Presentation Requirements (7-12)

(Less requirements may encourage more creativity)

You will be proposing your ideas to our site administration 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 the administration'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 Vendors
- How your project will improve your campus

Administration Presentation Requirements (7-12)

(Detailed Version)

You will be proposing your ideas to our site administration 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 the administration's support in order to get your project on the ballot.

1. **Hook**

   Start your presentation with a compelling opening to grab the administration's attention. This could be an intriguing fact, a surprising statistic, or a brief anecdote that highlights the importance of your project. The goal is to create immediate interest and set the stage for the rest of your presentation.

2. **Title of Your Project**

   Clearly state the name of your project. Ensure it is concise, memorable, and reflective of the core idea or benefit your project will bring to the campus

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

   Identify and explain specific issues or needs within the campus that your project aims to address. Use data, examples, and possibly testimonials to illustrate the current challenges and emphasize the necessity for a solution.

4. **Summary of Your Project**

   Provide a brief overview of your project. Describe what the project entails, how it works, and the key components involved. Make sure to present a clear vision of the project's objectives 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 Vendors**

   List potential vendors or suppliers that could provide the necessary materials or services for your project. Include information about each vendor, such as their reliability, cost-effectiveness, and previous work with similar projects, if applicable.

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 manifest and make a meaningful difference.

ADDITIONAL NOTES:

- Ensure that your presentation is rehearsed and polished. All group members should be prepared to speak and engage with the audience.
- Be ready to answer any questions from the administration, 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?