

Government Day 21st Century Lesson Plan through MAET Lenses

Teacher: Bridget Bennett

Grade Level: 4th Grade

Objective: Students will understand and explain the process of how a Bill becomes a Law in the state of Michigan.

What: create and design an infographic

Why: to explain how a Bill becomes a law

How: using Canva or Piktochart

Product: published infographic

Essential Questions:

1. How are laws created?
2. What does it feel like to debate about an idea?
3. Why do the people in the state of Michigan need a government?
4. How is our state government organized?
5. What are some important responsibilities of Michigan's Congress?
6. How will we work together to make the best decision?

Students will be able to:

- Formulate questions about a Bill
- Collaboratively discuss ideas to support and decline a Bill (pros/cons)
- Formulate an opinion about a Bill based on pros and cons, and vote based on their understanding
- Explain and understand how a Bill becomes a Law

Students will know/learn:

- A Bill is an idea/Laws begin as ideas
- Identify the three branches of state government in Michigan and the powers of each.
- Congress is made up of the House of Representatives and the Senate
- Congress works together to create laws
- The Governor is the elected executive of the state
- Bills can be vetoed (checks and balances)

Content Standards

Purposes of Government - *Explain why people create governments.*

4 – C1.0.1 Identify questions political scientists ask in examining the United States

4 – C1.0.2 Explain probable consequences of an absence of government and of rules and laws.

4 – C1.0.3 Describe the purposes of government as identified in the Preamble of the Constitution

Values and Principles of American Democracy *Understand values and principles of American constitutional democracy*

4 – C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments).

Structure and Functions of Government *Describe the structure of government*

4 – C1.0.2 Explain probable consequences of an absence of government and of rules and laws.

Supporting Standards

CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

CCSS.ELA-LITERACY.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Learn **Fourth graders have already visited the Capitol Building, and the Michigan Historic Museum. They have studied the Statehood of Michigan, as well as the progression of economics and natural resources throughout Michigan's history.*

Students have been divided into the appropriate ratio to represent the two chambers of Congress (House/Senate). Each fourth grader has a nametag to represent which party they represent, and whether they are in the House or Senate. The library has been set up to represent the Chamber where both the House and Senate will meet.

- The student MC will introduce the activities and explanation for Government Day. *"Today is a special day devoted to learning about Michigan's government and how a proposed bill becomes a law. Today you are not*

students, but rather members of Michigan's Senate or House of Representatives."

- Roll Call - for all classes (given by two students per class)
- Pledge of Allegiance - led by 4th grade Boy/Girl Scouts
- Elect a Governor: Students will listen to the campaign speeches delivered by fourth graders running for Governor. Students running for Governor have already turned in their speeches to their teachers, and an order for speeches has been predetermined by teachers.
- Students will go through the voting process by completing a ballot.
 - A Governor and Lieutenant Governor are elected based on ballots.
 - During the ballot collection students will watch School of Rock "How a Bill becomes a Law."
- Once a Governor/Lieutenant Governor have been elected, the Chamber will be dismissed to various locations throughout the school to discuss a Bill. Teachers will explain the process and designated locations. *"You will debate the pros and cons of a bill and then come back to present to all of us whether or not you think the bill should become a law."*
 - Students will work in small groups (committees) within their chamber (predetermined by random selection), to debate about a [Bill](#) to bring to Congress.

Explore **Each committee has a different Bill to discuss, and will be in charge of bringing the Bill back to Congress to vote on.*

Committees will:

- Read the Bill and discuss the meaning of the Bill.
- Formulate questions about the Bill to drive their discussion. *(Parent volunteers will probe fourth graders if needed).*
- Collaborate and discuss pros to support the Bill becoming a law; create a list on the anchor chart.
- Collaborate and discuss cons to disagree with the Bill becoming a law; create a list on the anchor chart.
- Divide their committee into two separate groups to present their pros and cons to the rest of Congress.

During this time the Governor and Lieutenant Governor are walking into each room to oversee the discussions. When collaboration has finished, all students will return to the Chamber (library) to listen to all the pros and cons for each Bill.
Return to Chamber (library):

Ideas are presented before the House. The Representatives debate the pros and cons of the Bill and then come back to present to all, reasons why the bill should or should not become a law. The House votes; majority is needed to pass the Bill. If it passes the House, it goes to the Governor. If the Governor signs it, it becomes a law. If he/she vetoes it, it must go back to the Senate and the House and pass by a 2/3 vote. The Judicial Branch may decide a law is unconstitutional. These are examples of the checks and balances of power in our government.

Create/Performance Task **Now that students have participated in debates, presentation of ideas, and voting on a Bill they will now apply their learning to create a product of their learning.*

An infographic is a visual representation of information that is meant to provide a reader with information quickly and clearly. Your job is to create an infographic to explain how a Bill becomes a Law. This creation is entirely up to you, but it needs to clearly demonstrate your understanding of how a Bill becomes a Law.

- Teacher will show examples of infographics made on Canva and Piktochart to discuss some of the features of an infographic.
 - *What text features are clearly represented? How did the author show his or her understanding of the topic? How could this infographic be more clear? What do you notice about colors used and readability? etc.*

Tech Tools: students will have choice in what tech tool they want to explore when they make the infographic. (Canva or Piktochart)

Share **Students will post their final infographic to Google Classroom for others to view. Students will be assigned one student to "peer-review" using a Google Form. Students will also choose another infographic to comment on.*

Peer Review (Google Form)

1. Is the infographic easy to read or understand? Explain your reasoning.
2. Do the images on the infographic support the written content? If so, give an example. If not, give a suggestion of how the infographic could be revised.

Teacher Assessment

- Content of student work and accuracy (rubric)
- Provide written feedback to infographic (i.e strengths, next steps)

