

## LESSON PLAN

### "A BILL BECOMES A LAW"



#### RECOMMENDED GRADE LEVEL

High School



#### OVERVIEW

This activity is designed to familiarize students with the legislative process. It is also intended to introduce students to legislation currently in the U.S. House of Representatives.



#### CURRICULUM CONNECTION

- U.S. History, American Government, Social Studies
- U.S. House of Representatives, Legislative Process



#### OBJECTIVES

1. Students should be able to discuss the legislative process
2. Students should be able to identify current legislation
3. Students should be able to clearly express their opinions regarding current legislation



#### LESSON PLAN

##### Day One

1. To help introduce students to the upcoming activity, lead a brief discussion to assess the students' understanding of the legislative process:
  - a. How does a bill become a law? Who is involved?
  - b. Why do we have laws?
  - c. What makes a good law?
2. Ask students to read the content of the How a Bill Becomes a Law lesson for High School learners on <http://kids.clerk.house.gov> either independently or in groups. Encourage students to take notes and write down any unanswered questions they encounter.
3. Once students have completed the reading, answer and discuss the Comprehensive Questions and Critical Thinking Questions below as a group.
4. Choose one of the options listed under the category Main Exercise. Students can use the online resources listed at the end of the activity to complete the Main Exercise. Give the students class time to plan their exercises and ask them to complete any required research and writing for homework.

##### Day Two

5. Have students break into groups to discuss their assignment. Allow time for classmates to ask questions.



#### COMPREHENSION QUESTIONS

1. Where do ideas for laws come from?
2. What must happen before a bill can be introduced to the U.S. House of Representatives?

3. How is a bill introduced in the U.S. House of Representatives?
4. What happens to a bill while it is in committee?
5. What can happen to a bill if changes are made to its content while it is in committee?
6. How do members of the U.S. House of Representatives vote on bills?
7. Who must agree to a bill before it can become a law?
8. What can Congress do if a bill is vetoed by the President?



## CRITICAL THINKING QUESTIONS

1. Why is it important that both the U.S. House of Representatives and U.S. Senate agree to a bill before it is sent to the President? Why should the President have a say in which bills become laws? What is the significance of Congress's ability to override Presidential vetoes?
2. How would a Member's personal experiences effect the way he or she votes on legislation?



## MAIN EXERCISE

### **Option 1: If I were a Member...**

1. Assign the students a bill currently on the House floor. Information on current legislation is available at <http://thomas.loc.gov>.
2. Instruct the student to read the bill summary and research the content of the bill.
3. Students should come back to class prepared with a one- to-two page essay defending how they would vote on the legislation.

### **Option 2: Writing a Bill**

1. Break the class into small groups. Assign each group an issue to research and write into a bill.  
Some suggestions:
  - a. Making the official start time for high school students 10:00 am.
  - b. Requiring all students to wear uniforms to school.
  - c. Mandating all high school athletes maintain a 3.0 GPA to play sports.
2. Give students time in class to research their topic.
3. The groups should put together a one-to-two page document outlining why the bill would be beneficial.
4. Optional: Have students debate the content of their bills in class.



## ADDITIONAL ONLINE RESOURCES

Office of the Clerk  
<http://clerk.house.gov>

Library of Congress/THOMAS  
<http://thomas.loc.gov>