

Social Studies
Let's Pass Law

Grade: 2		Subject: Social Studies	
Materials: Class Bill Idea First Five Ammendments		Technology Needed: "I'm Just a Bill" YouTube video	
Instructional Strategies: X Direct instruction X Peer teaching/collaboration/ □ Guided practice cooperative learning □ Socratic Seminar □ Visuals/Graphic organizers □ Learning Centers □ PBL □ Lecture X Discussion/Debate X Technology integration □ Modeling □ Other (list)		Guided Practices and Concrete Application: X Large group activity □ Hands-on □ Independent activity X Technology integration X Pairing/collaboration □ Imitation/Repeat/Mimic □ Simulations/Scenarios □ Other (list) Explain:	
Standard(s) 2.4.1 Identify roles and responsibilities of leaders in the home, school, and community (e.g., parents, teachers, principal, mayor, governor, president)		Differentiation Below Proficiency: Those students that do not perform at proficiency will be allowed extra one-on-one time with teacher during the group breakout so they are able to get caught up Above Proficiency: Those students above proficiency, will be asked to be in charge of their group Approaching/Emerging Proficiency: Will be expected to participate fully in the deciding of a class law in their group Modalities/Learning Preferences: This lesson combines lecture and hands on and group work so that learning preferences are met	
Objective(s) By the end of day 2 of both lessons, students will have worked together as a class government to implement a class law while acting as members of a government. Bloom's Taxonomy Cognitive Level: Level 3: Apply			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will begin in a normal classroom grouping. They will later be transitioned to two different groups on both sides of the room. They will be told which group they are in before they will be allowed to move on day 1. On day 2 they will be asked to regroup with their groups from the day before and continue where they left off.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to work as a team. They will keep an inside voice at all times.	
Minutes	Procedures		
	Set-up/Prep: Students will begin seated in their desk pods.		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Students will be asked if they know what a government is and how it pertains to them. After a discussion of it, the teacher will write the words "congress" "supreme court" "house of representatives" "senate" on the board. The students will be asked to talk amongst their pods and reason through the words they have heard and haven't heard to come up with definitions for them.		
15	Explain: (concepts, procedures, vocabulary, etc.) Each pod will be given a chance to share what they defined and why they chose those word(s). Once all the groups have given their definitions, the remaining definitions will be added and any that need fixing will be fixed. The students will then be asked to name off any laws that they have heard of before. Upon ample guided discussion of these laws, the teacher will prompt the students by asking them how they think a law becomes a law. They will be asked to return to their podmates and discuss with them how they think this process happens. Once called back to large group, the teacher will ask for what each pod discussed. When enough answers have been presented, the "I'm Just a Bill" video will be played using the smart board.		
15	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Once the video ends, the teacher will explain to the students that they will be acting like a mini government. The class will be split into a house of representatives and senate. Those students on the senate side will be handed a list of 5 bills to vote on. They will be expected to come to a conclusion on a bill that will then be passed to the House. While the house is waiting for a bill to be handed to them, they will be handed a list of the first 5 amendments and discuss them amongst themselves. Such questions as "how would we change this law?" and "do you agree with this law? Why or why not?" will be asked. When the senate has voted on a bill, they will hand it off to the House to further vote on. The house will hand their list of amendments off to the senate to look over and		

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	<p>discuss. When the house approves the bill, it will be handed to the teacher to sign and place somewhere in the classroom that it will be visible. This is a two day lesson so not all of this is expected to be completed on day 1.</p>	
<p style="text-align: center;">5</p>	<p>Review (wrap up and transition to next activity): The teacher will call all the students back to their desk. The senate will give a brief explanation as to why they chose that bill and the process behind selecting it. The House will then discuss what they talked about regarding the list of amendments. The class will be reminded of the class law.</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. The students will be asked questions regarding the nature of each law and their thoughts regarding them as they are participating in small group.</p> <p>Consideration for Back-up Plan: Students will be asked to write a definition for congress on a piece of paper</p>		<p>Summative Assessment (linked back to objectives) End of lesson: Through use of groupwork, the class as a whole will have voted and passed a class law to show they have gained an understanding of how a bill becomes a law. The students will also be handed a piece of blank white paper and they will be asked to define the role of the group that they were in and how that effects bill passing in the government.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): If I were asked to pick my favorite lesson that I have taught this far, it would have to be this one. I was most excited about going in to teaching this lesson and I think that that really helped me. This might have been the lesson where I felt as if everything I have been taught over these past 3 years at Mary finally all came together. The students were so excited to learn about the government too. I think that really helped my lesson. However, the good thing was that while they were excited, they did not let that get to them. They were amazing about following my directions, keeping an inside voice, and working in a group. I had mentally prepared myself to have to redirect the groups so they would stay on task but they were so excited about getting to have a say in a rule of the classroom that it kept them on task. This worked very well in my advantage. As the senate voted on the laws and passed them over to the house, the house had a chance to veto the law and send it back. They did use this power once and I really enjoyed listening to them explain their reasoning to each other about it. This was a perfect form of formative assessment that I didn't even count on. I can add that to this lesson for the future when I teach it again. I was also able to combine this lesson with a bit on English as well. Before we learned about the government, I had the class open to the table of context and glossary in their social studies book and we discussed the importance of both. This was a great way for me to finally put into practice the reality that all subjects are related and can be taught as joint lessons. If I had to modify or change anything in this lesson, I would add extra time to the end of the lesson and have the students write down the three branches of government on a piece of paper to be turned in before moving on to the next thing. While it was very obvious for me as the teacher to gauge that they understood the content, but it is always nice to have a real copy of it to prove that the understood everything.</p>		

Class Bills

1. Upon walking into the classroom every morning, each student must give themselves a high five.
2. Before leaving for the end of the day, each student must give another student a handshake and wish them a good evening.
3. Every time a student walks to gym, they must walk with their hands on their hips.
4. Before handing in their math work, students must write one good thing that they either noticed, heard, or had happened to them today.
5. When heading to the cafeteria, students must line up in height order from tallest to shortest.

First 5 Amendments

The First Amendment - states that Congress shall make no law preventing the establishment of religion or prohibiting its free exercise. Also protected are freedom of speech, freedom of the press, freedom of assembly, and the right to petition the Government for a redress of grievances.

The Second Amendment - protects citizen's right to bear arms.

The Third Amendment - prevents the government from placing troops in private homes. This was a real problem during the American Revolutionary War.

The Fourth Amendment - this amendment prevents the government from unreasonable search and seizure of the property of US citizens. It requires the government to have a warrant that was issued by a judge and based on probable cause.

The Fifth Amendment - The Fifth Amendment is famous for people saying "I'll take the Fifth". This gives people the right to choose not to testify in court if they feel their own testimony will incriminate themselves.