

Standard: New York Next Generation ELA Standards

5th Grade Reading Standard (Literary and Informational Text)

5R3: In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)

Learning Objective: After reading an informational text at the appropriate grade level, students will identify the process of how a Bill becomes a Law within the United States Government.

How a Bill Becomes a Law



Today in class we learned the process of how a Bill becomes a Law. We focused on how in order for this to happen, the Legislative Branch and the Executive Branch must interact and work together. They each have their own jobs in this process to ensure that the laws we have are fair and just. This system involves checks and balances so that each branch does not over power another and the needs of the

American people are met best. In the following exercises, demonstrate your understanding of the process of “How a Bill Becomes a Law” and the duties of each individual branch.



Using an iPad, tablet, or phone, scan the QR code, which contains an audio file of the process of “How a Bill Becomes a Law.” Listen carefully, but keep in mind, you may listen to the audio file as many times as you wish.

Using the information provided in the file put the steps in the appropriate sequence. (Number them 1-5)

- _____ Presidential Action
- _____ The Bill Goes to Committee
- _____ The Bill is Introduced
- _____ Every Law Starts with An Idea
- _____ Congress Debates and Votes

For this task, use an iPad, tablet, or phone to scan the QR codes to view the images/political cartoons. Then based on what you see, try to analyze the images and answer the questions as best as you can to demonstrate your understanding of the powers of The Executive Branch and Legislative Branch in this process.



QR 1



QR 2



QR 3

- 1) Once both the Senate and The House of Representatives approve a bill, who needs to approve the bill in order for it to officially become a law? (QR 1)

- 2) In this image, what action is President Truman enacting? (QR 2)

- 3) If the President vetoes a bill and congress disagrees with this decision, what can they do? (QR 3)

For the final task, use an iPad, tablet, or phone to scan the QR codes to reveal the PDF file for inspiration and hints for how to proceed with the following activity.



Imagine we have our own "In-class Government." It is your job to propose a Bill regarding something that you would like to be changed within our classroom and be made a "law." On a separate sheet of paper, write what you would like to be changed in our classroom, why you think it should be changed, and how you think the situation may be changed/improved. Assume that you and your classmates have agreed upon this proposal. Then, I will then review your proposal as the "Executive Branch" might and either "pass" or "veto" your bill. Be creative and have fun!

References:

Standard: <http://www.nysed.gov/common/nysed/files/nys-next-generation-ela-standards.pdf>

PDF: https://drive.google.com/file/d/0Bw_xSTn-VVfjbm1sN0FQZ0xXcXM/view?usp=sharing

Images: <https://catalog.archives.gov/id/6011590>, <https://catalog.archives.gov/id/6012355>, <https://catalog.archives.gov/id/6011611> <https://pixabay.com/en/capitol-washington-political-32309/> <https://pixabay.com/en/diploma-parchment-graduation-scroll-152024/>

Audio: <https://vocaroo.com/i/s1BwhXYZYKFL>