Before Your Capitol Visit Lesson Plan
Bill to a Law Vocabulary

Duration

Two 30-minute class periods; one class period for the attached Worksheet A1 and A2, one class period for the attached Worksheet B1 and B2.

Description/Objective

Students will learn about and practice the use of the words and phrases used in the process of developing an idea into a law.

Oregon Standards

4RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Oregon's Social Science Standards

Civics and Government
4.1. Investigate the organization and functions of Oregon government.

Oregon's English and Language Arts Standards

Knowledge of Language:
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    a. Choose words and phrases to convey ideas precisely.

Vocabulary Acquisition:
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
    a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

NCSS Standards

Theme X: Civic Ideals and Practices

Capitol History Gateway Messaging

Message 3. It is easy to get involved in Oregon's democracy.

Resources Included in this Document

1. Teacher Vocabulary Lesson Plan Worksheets
2. Glossary
3. Student handouts:
    "Bill to a Law" Vocabulary Worksheets A 1 & A 2 and Worksheets B1 & B2

Vocabulary Worksheet A-1

amendment	bill	committee	debate
goes to committee	hearing	law	legislator(s)
majority	sponsor	Representative	Senator
testify	vote	veto	

<u>Activities/Procedures</u>

1 Class discussion about activity:
Use Bill to a Law Vocabulary Worksheet A-1 included.
Worksheets A 1 & A 2 (30 minutes):
Read and discuss Vocabulary Worksheet A-1 to help students see and hear the vocabulary words and definitions.

2 Closing discussion about activity:
At the end of each lesson introduce and review by asking students to consider this statement:
Laws are made to help people in Oregon have a better life.

Ask students to think about*:*

a. ways that laws help them have a better life (i.e. safety-traffic signs, helmets, environment, clean air, bottle bill, etc.).
b. ideas that might be turned into a bill and considered as a law, making Oregon safer and better for its' citizens.
c. how to contact your legislator to talk about an idea for a bill.

Before Your Capitol Visit

Vocabulary Lesson: Bill to a Law Worksheet A-1

When a change is made to something it is called an *amendment.*

If someone has a great idea that could help other people, they may suggest or propose it to a person who works at the Capitol and makes laws. If legislators sponsor the idea, it becomes a *bill*.

A person who works at the Capitol to make laws is called a *legislator*, either as a representative or a senator.

A *committee* is a group of legislators who consider, discuss and analyze some idea or issue.

To discuss a question that often has more than one opinion is called a *debate*.

After a bill is assigned to a *committee* where legislators discuss and hear other points of view to help them decide if the bill's idea should try to be made into a law.

When the bill goes to committee the committee members hold a *hearing* to help them consider different points of views about the bill. People who have different points of view come to the hearings to share their thoughts.

A *law* is a rule that guides individuals and communities so they can live together easily. Legislatures make a law when a problem is identified that could be fixed with a new rule or law. For example, traffic laws set speed limits. Both individuals and communities benefit from having traffic slowed down in cities and sped up on highways. Without a law, drivers could drive 100 miles an hour in your neighborhood or 10 miles an hour on a highway. Both actions would be dangerous for the driver and for other cars, bikers, and walkers. So, we have laws that set speed limits and that fine people who don't obey the speed limit law.

People come together to try to discuss and consider all sides of the bill to help turn ideas into laws in a committee.

A legislator works at the Capitol to help turn ideas into laws.

If committee members decide to support the bill, it passes the committee and is sent to the House or Senate Chamber for debate and a vote. If it passes the House or Senate Chamber, it moves to the other chamber to go through the same process of committee hearings, debate and voting. Both chambers must agree on the same version of the final bill before it goes to the Governor. The Governor can veto a bill. The Legislature can override the veto with a two-thirds vote in each chamber.

Vocabulary Lesson: Bill to a Law Worksheet A-2

Name _____ Date _____

Vocabulary Word Bank			
law	**hearing**	**debate**	**committee**
legislator	**bill**	**amendment**	

Fill in the blank with the word from the word bank that best fits the meaning of the sentence.

My mom, Representative Garcia, works at the Capitol and helps make laws. Mom works as a _____. My neighbor thought it would be a good idea to turn in our empty cans for money to help recycling. He talked with my Mom about how his idea might be made into a _____ so everyone would recycle more. Mom said she would share the ideas with other legislators and sponsor a _____. The bill was assigned to a _____. A _____ was scheduled. Many people had differing views so a _____ was held so legislators could hear their different points of view. A few changes or _____ were made. After the majority of the committee voted yes, it was time for the legislators to _____ and vote on the bill in the House Chamber. The bill was approved and moved to the Senate Chamber going through the same process of committee hearings, debate and voting.

Answer Key to Vocabulary Worksheet A-2

My mom, Representative Garcia, works at the Capitol and helps make laws. Mom works as **a *legislator.***

My neighbor thought it would be a good idea to turn in our empty cans for money to help recycling. He talked with my Mom about how his idea might be made into a ***law*** so everyone would recycle more. Mom said she would share the idea with other legislators and sponsor a ***bill***. The bill was assigned to a ***committee.*** *A* ***hearing*** was scheduled. Many people had differing views so a ***debate*** was held so legislators could hear their different points of view. A few changes or ***amendments*** were made. After the majority of the committee voted yes, it was time for the legislators to ***debate*** and vote on the bill in the House Chamber. The bill was approved and moved to the Senate Chamber going through the same process of committee hearings, debate and voting.

Vocabulary Lesson Plan Worksheet B1 and Answer Key to Worksheet B2

<u>Activities/Procedures</u>

1. Class discussion about activity:
   Bill to a Law Vocabulary Worksheet B (found at the end of the lesson description)
   Worksheets B1 & B 2 (30 mins) Read and discuss the worksheets B to help students see and hear the vocabulary words and definitions.

2. Closing discussion about activity:

   At the end of each lesson introduce and review by asking students to consider this statement-All laws are made to help people in Oregon have a better life.

   Ask students to:

   a. try to think of ways that laws help them have a better life (*i.e. safety-traffic signs, helmets; environment-clean air, bottle bill; etc.)*
   b. consider some ideas that might be turned into a bill and considered as a law that would make Oregon safer and better for its' citizens?
   c. find out who their legislators are.

Vocabulary Lesson: Bill to a Law Worksheet B 1

Veto is the power to cancel or postpone the decisions of the government. A governor can **veto** a law created by the legislature to cancel it out.

A **vote** is a formal opinion, either positive or negative, made by a voter or a legislator.

To **testify** about a bill, a person tells the legislative committee about important evidence for or against a bill.

In Oregon, there are 30 senators. A **senator** is a person elected to represent the people of their community to consider and create the laws of their state.

A person who is responsible for doing the work necessary for a bill to become a law is a **sponsor**.

In Oregon, there are 60 representatives. A **representative** is a person elected to represent the people of their community to consider and creates the laws of their state.

A bill may become a law if it gets a majority in both houses and is signed by the Governor. The **majority** is the number of voters or votes in agreement, that make up more than half of the total number.

Vocabulary Lesson Worksheet B-2

Name_____ Date_____

Vocabulary Word Bank			
veto	**votes**	**testify**	
senator	**sponsor**	**representative**	**majority**

Correctly fill in the blank with the word from the word bank that best fits the meaning of the sentence.

My mom, is one of 30 people in the Oregon State Senate who helps make laws for our state. She is a _____. She introduced me to another person who also works with people to turn bills into laws. That person is one of 60 people in the Oregon House of Representatives. He is a _____. One day I visited the Capitol to see how my Mom was doing the work needed to help a specific bill become a law. She was the _____ of the bill. She told me how several people had come to the Capitol to talk to a committee of legislators who were considering if the bill should become a law. Mom said these people came to _____ for or against the bill. The committee voted on the bill and the bill passed with a _____ of the votes. Mom said the bill goes through the same process on the House side including committee hearings, debate and voting. The bill passed both the Senate and House. Mom said the next step was for the Governor to sign or _____ the bill. She was happy the Governor signed the bill making it law.

Answer Key to Worksheet B-2

My mom, is one of 30 people in the Oregon State Senate who helps make laws for our state. She is a *senator*. She introduced me to another person who also works with people to turn bills into laws. That person is one of 60 people in the Oregon House of Representatives who help make laws. He is a *representative.* One day I visited the Capitol to see how my Mom was doing the work needed to help a specific bill become a law. She was the sponsor of the bill. She told me how several people had come to the Capitol to talk to a committee of legislators who were considering if the bill should become a law. Mom said these people came to testify for or against the bill. The committee voted on the bill and the bill passed with a majority of the votes. Mom said the bill goes through the same process on the House side including committee hearings, debate and voting. The bill passed both the Senate and House. Mom said the next step was for the Governor to sign or veto the bill. She was happy the Governor signed the bill making it law.