

Lesson Plan: Bills and Committees

Student Teacher: Richard A. Say

Date: Wednesday, March 4

Grade level: 8

Subject: Civics

Supervisor: Kopetsky, Yocum

Preliminary Planning

PA Standards: 5.1.9 C Analyze the principles and ideals that shape government
5.1.9 E Analyze the basic documents shaping the government of the United States

5.3.9 A Explain the structure, organization and operation of the national government

5.3.9 B Compare the responsibilities and powers of the three branches of government

Pre-assessment: Homework assignment

Objectives:

ASWBT

Explain the difference between public and private bills

Describe how people and special interests affect the passage of laws

Analyze how bills are introduced

Describe the roles committees play

Individual modification:

I will give a copy of all handouts and notes to the resource room instructor ahead of time. I will outline the key information on all documents. During the group activities I will group of students with mixed abilities with a good inclusive leader. The questions they will have to answer will be appropriate for the group.

At the beginning of class I will review an outline of the lesson activities and list them on the board. I will also record the homework on the homework hotline.

Materials:

Textbook reading pages 197-198;

Power point slides 24 – 26

How a bill become a law handout

Learning Sequence

INTO
Introduction/Motivation/Focus Attention

time:
5 Min

Review key terms on page 197

THROUGH time:
Learning activities (Input modeling, checking for understanding, guided practice, Independent practice):

Jigsaw; Real world civics, pg 197, Bills Congress considers—such as taxation, along with bills—special purpose; From Bill to a Law—H.R. 1 in the House, Committee Action

BEYOND time:
5min

Closure (review, check for understanding, Summarize, Future forecast, transition)
Work with graphic organizer

- Public and private bills are introduced before congress
- People and special interests can affect the passage of laws
- Bills are introduced are introduced in either the House or Senate
- Committees have power of life or death over a bill

POST INSTRUCTIONAL PLANNING

1. What levels of thinking (Bloom) did your lesson incorporate?

Knowledge, Comprehension, Analysis, Evaluation

2. How did you evaluate your student's performance?

By determining their level of involvement in the jigsaw activity.

3. In what ways have you included safeguards that all children will learn including second language learners and special needs students?

I had an aide in the room for the learning support students. Handouts were available in Spanish.

4. Total participation techniques: How did you make sure all students were engaged in your lesson?

By working with the aide and moving around the room changing my teaching styles.

5. Describe the instructional modes that you used in each of your activities (VAKT)
Power point, group activity, teacher led discussion and question and answer

6. Describe the changes I would make if I taught this lesson again.
I would have allowed more time for the jigsaw and gone over the power point material a little slower.