

Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.

Criterion c: Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.

Articact: Chapter 12, Section 4

Name: Jeremy Schindler **Grade Level:** 11&12 **Subject:** Advanced Government **Date:** _____

I. District Content Standard: _____

A. Cognitive:

1. Students will explain how a bill is introduced in the Senate.
2. Students will compare the Senate's rules for debate with those in the House
3. Students will describe the role of conference committees in the legislative process.
4. Students will evaluate the actions the President can take after both houses have passed a bill.

B. Affective:

1.

C. Psychomotor

1.

2.

II. Materials (List):

- Textbook
- Pen or Pencil
- Power-point presentation
- **Legally blonde video**

III. Key Content:

- Vocabulary
 - filibuster- attempt to talk a bill to death
 - cloture- rule that can limit debate
 - veto- refusal to sign a bill
 - pocket veto- if Congress adjourns its session within 10 days of submitting a bill to the President they can choose to not sign it and the bill dies.

-Key Concepts

- How are bills introduced in the Senate
- Rules for debate within the Senate
- Role of Conference Committees
- Actions a President can take on a bill

IV. Places where Classroom Management may be a Concern:

- Students may not pay attention during the power-point so I will ask formative assessment questions throughout the power-point to check for understanding.

V. Teaching Strategies & Activities (with time considerations):

A. Introduction: (5 minutes)

- Today we are going to discuss what happens to a bill once it gets into the Senate.
- To review several key terms from yesterday:
 - What are the 5 recommendations a committee can give to the House for a bill? *Report the bill favorably, Refuse to report the bill, Report the bill in amended form, Report the bill with an unfavorable recommendation, Report a committee bill.*
 - What are the 4 types of votes that take place in the House? *Voice vote, Standing vote, Teller vote, Roll-call vote*

- New Learning: (20 minutes)

- Students will listen to a power-point presentation over the process of how a bill becomes a law.

B. Activity to Guided Practice

- Watch a few video clips from Legally Blonde 2: Red, White and Blue
- We will discuss how the bill gets passed in the movie.

C. Independent Practice

- Students will draw a political cartoon to represent or demonstrate one of their vocabulary words from the section that we covered in class.

D. Closure: (3 minutes)

- Tomorrow we will share our cartoons with the class and begin a project over analyzing current legislation.

VI. Post Assessment

- self
- student

VII. Reference(s):

- McClenaghan, 2007

Explanation: This artifact demonstrates my ability to teach vocabulary skills in a very creative way. The power-point presentation will highlight all of the vocabulary terms needed in this section. This will appeal to the linguistic and auditory learners. The independent practice activity will appeal to the visual learners of the classroom. It will allow them to be creative and express themselves in a very productive way.