

TITLE OF LESSON

American Government Unit 2 Lesson 31 – Model Congress Debrief
How does democracy work?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – History 12.2, 12.3, 12.4, 12.6, 12.8, 12.10

MATERIALS

Model Congress Binder – Teacher Created
Model Congress Statistics chart – Teacher Created
Model Congress Grade Sheet – Student Page
Envelopes (one per student)

LESSON OBJECTIVES

- To analyze the results of the Model Congress and outcomes of Bills
 - To use the Model Congress Statistics chart and journal entries to critique the process of democracy
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial complete homework assignments. Pass back graded work and have students place in the appropriate section of their binders.
 - 2) **Agenda** – Have students copy the goal, agenda, and homework onto the next clean page in a notebook
 - 3) Model Congress – As students are completing the above work pass around the Model Congress Binder. Ask students to find their Bills and remove them from the binder.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Model Congress Grades – While students are completing the warm-up activities, pass out the **Model Congress Grade Sheet** (student page) along with a blank envelope. Tell students to put all of the money and votes they received (if any) during the Model Congress into the envelope. They should put their name on the front of the envelope with the total amount of money and votes that are enclosed written next to their name. Next, explain that they need to complete the information located in Part I and Part II (except for the info on the newspaper and the extra credit) on the sheet and then attach ALL Bills and the envelope behind the **Model Congress Grade Sheet** and turn it in to the teacher. These grade sheets need to be completed and returned to students in Lesson 33. Both the Media student and Legislative Clerk can assist in compiling information about news stories and extra credit information for the teacher.
2. Model Congress Debrief – When students have completed their grade sheets and turned them in, have them take out their notebook to copy down some information on the Model Congress activity. On an overhead should be the following chart (covered):

Model Congress Statistics Chart

1. # of Bills introduced: _____
2. # of Bills passed through Committee: _____ # of Bills killed in Committee: _____
3. # of Bills passed on Floor Vote: _____
4. # of Bills passed through Committee of other house: _____
5. # of Bills passed on Floor Vote of other house: _____

6. # of Bills signed into law by President: _____

Show the above chart a line at a time and have students copy it into their notebook. Use the Daily Record poster as an illustration of each step on the chart. It should be obvious that the vast majority of Bills never make it past step two (simply because there isn't enough time). The key question to be asking the students, however, is WHICH Bills make it to steps 3, 4, 5 and 6. Most likely they are the Bills sponsored by the Lobbyists, Bills written by the party leaders and/or Bills written by the majority party. Why? Next, ask students to look back at their three journal entries about the fairness of the Model Congress (the first was about the party meetings and elections, the second was about the process of the committees, the third was about the process of the floor votes). Was the Model Congress activity fair? Take time with this question and challenge students on both sides of the issue to defend their positions using their experience and the statistics on the chart. This is going to be the main question on their test in the next lesson and it will also become part of their final unit exam. It is important here to have a thought-provoking discussion.

3. Study Guide Groups – With about 15 minutes left in class, have the students move into their study groups to share notes, review information, or quiz each other. Emphasize the importance of meeting with their group outside of class in order to adequately prepare for the exam.

HOMEWORK

1. Use study notes and meet with study group to prepare for the test.
 2. Continue service requirement work
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Action Plan
Persuasive Essay or Flash Argument: Why should government care...?
American Government Unit 1 Final Exam

Unit 2

Political Beliefs Project
Ideological Plan
GIP Question Sheet
Service Requirement Check-Ins