

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the American Government/Civics Social Studies Course.

American Government/Civics - Unit Number 6- The Legislative Branch	
Elaborated Unit Focus	<p>This unit examines how rules and laws are created in the American Government. Through it, students will investigate the legislative process, the House of Representatives and the Senate, the function of committees and leadership, the role of lobbyists in the legislative process, and impeachment. The concept of distribution of power will be used to help students better understand differences between the House and the Senate.</p>
Connection to Connecting Theme/Enduring Understandings	<p>Rule of Law: The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.</p> <ul style="list-style-type: none"> • House of Representatives • Senate • Legislative Process • Impeachment Process <p>Distribution of Power: The student will understand that distribution of power in government is a product of existing laws and documents combined with contemporary values and beliefs.</p> <ul style="list-style-type: none"> • Powers of each legislative chamber <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <ul style="list-style-type: none"> • Leadership and committee positions • Lobbyists
GSE for Social Studies (standards and elements)	<p>SSCG8: Demonstrate knowledge of the legislative branch of government.</p> <ol style="list-style-type: none"> a. Cite the formal qualifications for representatives and senators listed in the Constitution. b. Describe the election process for representatives and senators and how the 17th Amendment impacted the election of senators. c. Compare the terms of office for each chamber of congress and explain the Founders' intent. d. Compare and contrast the powers of each chamber of Congress (e.g., power of the purse, 16th Amendments, treaties, etc...) e. Explain the steps in the legislative process. f. Explain the functions of various leadership positions and committees within the legislature. g. Analyze the positive and negative role lobbyists play in the legislative process. <p>SSCG9: Explain the impeachment and removal process and its use for federal officials as defined in the U.S. Constitution.</p>

<p>Connection to Literacy Standards for Social Studies (reading and/or writing)</p>	<p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. Compare similarities and differences 2. Organize items chronologically 5. Identify the main idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 7. Interpret timelines, charts, and tables 13. Translate dates into centuries, eras, or ages 15. Determine adequacy and/or relevancy of information 17. Interpret political cartoons. <p>Map and Globe Skills:</p> <ol style="list-style-type: none"> 4. Compare and contrast categories of natural, cultural, and political features found on maps 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.

Essential Questions and Related Supporting/Guiding Questions

Enduring Understanding 1 (Rule of Law)	<p>How does the structure and function of the legislative branch of government impact the rule of law in the United States?</p> <ul style="list-style-type: none"> • Why are there unique qualifications and terms for elected members of the House of Representatives and the Senate? • How is the legislative process structured in the United States? • How does the impeachment process in the United States protect the American democracy?
Enduring Understanding 2 (Distribution of Power)	<p>How is power distributed within the United States legislative branch?</p> <ul style="list-style-type: none"> • Why are certain powers reserved for the House of Representatives? • Why are certain powers reserved for the Senate? • How and why are the procedures for impeachment divided between the branches of government and the legislative chambers?
Enduring Understanding 3 (Individuals, Groups, and Institutions)	<p>How do individuals, groups, and institutions impact the legislative process in the United States?</p> <ul style="list-style-type: none"> • How and why are some individuals in both legislative chambers elevated to positions of leadership? • How are the committees in both legislative chambers crucial to the legislative process? • How do lobbyists impact the legislative process?

Sample Instructional Activities/Assessments

Concepts in American Government/Civics: Formal Qualifications for Senators and House of Representatives members

Using primary documents and online research, students will gain an understanding of the formal qualifications of Senators and House members.

ACTIVITY: Using primary documents, such as the Constitution and its Amendments, and online research, students will examine the differences in the formal qualifications for candidates running for office in the House of Representatives and the Senate. In addition, students will investigate why there are differences in the qualifications for each chamber. After researching the topic, students will create a chart that illustrates the differences in qualifications for the two offices.

Resources/Websites:

http://www.diffen.com/difference/House_of_Representatives_vs_Senate

<http://history.house.gov/Institution/Origins-Development/Constitutional-Qualifications/>

<https://www.loc.gov/>

GSE Standards and Elements	<p>SSCG8: Demonstrate knowledge of the legislative branch of government.</p> <ul style="list-style-type: none"> a. Cite the formal qualifications for representatives and senators listed in the Constitution.
Literacy Standards	<p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
Social Studies Matrices	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. Compare similarities and differences 2. Organize items chronologically 5. Identify the main idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 7. Interpret timelines, charts, and tables 13. Translate dates into centuries, eras, or ages 15. Determine adequacy and/or relevancy of information 17. Interpret political cartoons. <p>Map and Globe Skills:</p> <ol style="list-style-type: none"> 4. Compare and contrast categories of natural, cultural, and political features found on maps 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.
Enduring Understanding(s)	<p>Rule of Law</p>

Sample Instructional Activities/Assessments

Concepts in American Government/Civics: Election Process for Senators and Representatives

Using research, small group activities, and class discussions students will examine the differences between the constituencies of the Senate and House of Representatives, the differences in terms for both the Senate and the House, and the reasoning behind these differences.

Activity: In small groups of 3 or 4, students will research the differences between term length and the size of the constituencies for Senators and House of Representatives members. Key points: House members have a 2-year term, Senators have a 6-year term, House members' constituencies consist only of those citizens in their respective districts, while the entire state is the constituency base for Senators. Each small group should come up with the reasoning behind term lengths and representation. After 20 minutes, each small group will share their findings with the rest of the class. The teacher should provide talking points to encourage a well-thought out discussion on these topics. Examples may include: pros and cons for the number of people in the constituency for the House versus the Senate, pros and cons of a 2-year term versus a 6-year term.

GSE Standards and Elements	<p>SSCG8: Demonstrate knowledge of the legislative branch of government.</p> <p>b. Describe the election process for representatives and senators and how the 17th Amendment impacted the election of senators.</p>
Literacy Standards	<p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
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Enduring Understanding(s)	<p>Rule of Law</p>

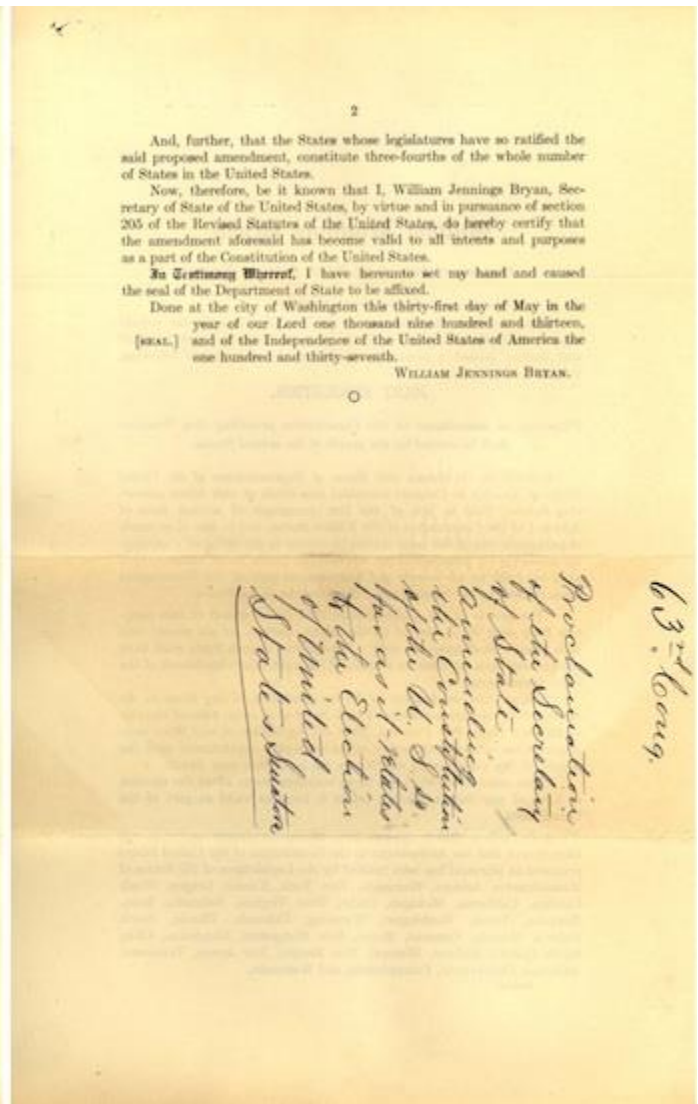
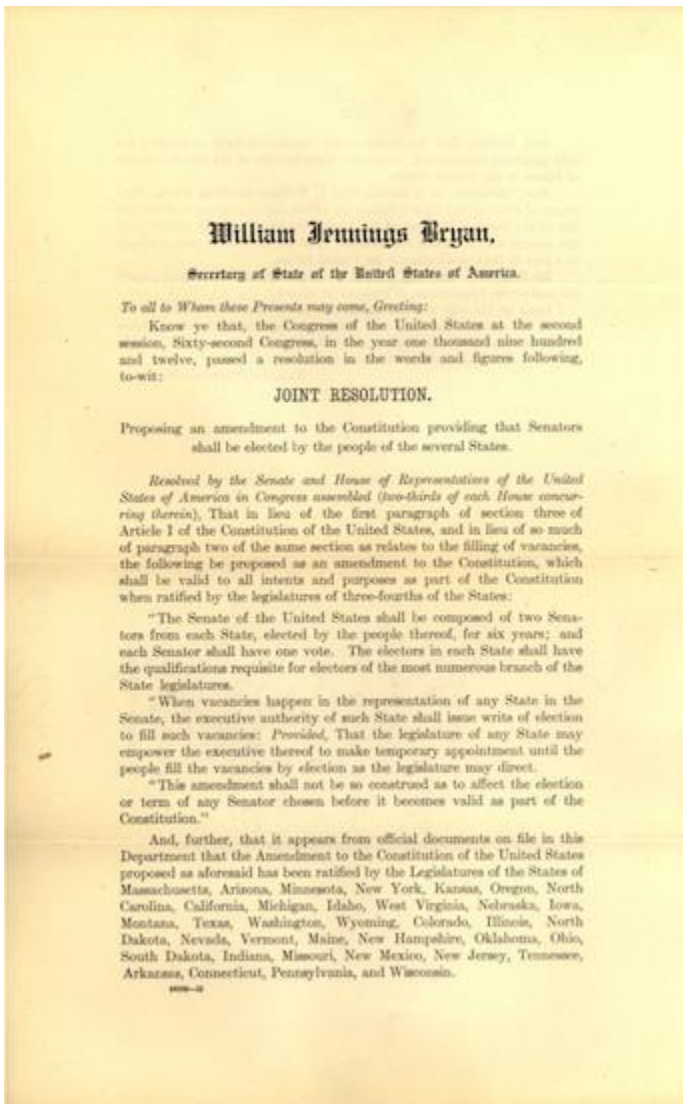
Sample Instructional Activities/Assessments

Concepts in American Government/Civics: the 17th Amendment

Using the text of the United States Constitution, students will define the 17th Amendment and provide an overview of the significance of the 17th Amendment to the current legislative process in American Government.

Activity: Students will research primary sources for the 17th Amendment; in addition, they will research the events that led up to the ratification of the 17th Amendment. They will write a 1-2 page essay describing the background and impact of the 17th Amendment.

GSE Standards and Elements	<p>SSCG8: Demonstrate knowledge of the legislative branch of government.</p> <p>b. Describe the election process for representatives and senators and how the 17th Amendment impacted the election of senators.</p>
Literacy Standards	<p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
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Enduring Understanding(s)	<p>Rule of Law</p>



<https://www.archives.gov/legislative/features/17th-amendment/notification.html>

Sample Instructional Activities/Assessments

Concepts in American Government/Civics: Virginia Plan, New Jersey Plan, Connecticut Compromise

Students will examine primary documents to discover the differences between the Virginia Plan and the New Jersey Plan from the Constitutional Convention of 1787 and how the Connecticut Compromise (Great Compromise) merged ideas from both plans to shape the current structure of the American legislative branch.

GSE Standards and Elements	<p>SSCG8: Demonstrate knowledge of the legislative branch of government.</p> <p>c. Compare the terms of office for each chamber of congress and explain the Founders' intent.</p>
Literacy Standards	<p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
Social Studies Matrices	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. Compare similarities and differences 2. Organize items chronologically 5. Identify the main idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 7. Interpret timelines, charts, and tables 13. Translate dates into centuries, eras, or ages 15. Determine adequacy and/or relevancy of information 17. Interpret political cartoons. <p>Map and Globe Skills:</p> <ol style="list-style-type: none"> 4. Compare and contrast categories of natural, cultural, and political features found on maps 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.
Enduring Understanding(s)	<p>Rule of Law</p>

Activity: First, students will use a map to locate Virginia, New Jersey, and Connecticut with specific focus on the size of each state.



Image taken from Online Atlas

Next, students will write a brief (1-2 paragraphs) response to the following questions:

- Explain how a compromise was reached relating to the representation of people and the representation of states in Congress.
- Explain how a 5-4-1 vote, like the one creating the Connecticut Compromise (Great Compromise), is an example of a compromise.

Then, have students compose a letter to the editor of a newspaper describing the Great Compromise from the point of view of a delegate. The letters should contain the following elements:

- Identification of the state the writer is from
- A description of the issue (small state vs. large state, national vs. federal union, north vs. south)
- Delegate's position on the issue
- The details of the compromise (consider how the state and delegate voted)
- An explanation of the advantages and disadvantages of the compromise from the delegate's perspective.

Students can use the following website to research biographical information on each delegate by state: www.teachingamericanhistory.org/convention/delegates/

Sample Instructional Activities/Assessments

Concepts in American Government/Civics: Power of the Purse

Using online technology, students will use research to explain the power of the purse and how it can be used in legislative negotiations.

GSE Standards and Elements	<p>SSCG8: Demonstrate knowledge of the legislative branch of government.</p> <p>d. Compare and contrast the powers of each chamber of Congress (e.g., power of the purse, 16th Amendments, treaties, etc...)</p>
Literacy Standards	<p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
Social Studies Matrices	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. Compare similarities and differences 2. Organize items chronologically 5. Identify the main idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 7. Interpret timelines, charts, and tables 13. Translate dates into centuries, eras, or ages 15. Determine adequacy and/or relevancy of information 17. Interpret political cartoons. <p>Map and Globe Skills:</p> <ol style="list-style-type: none"> 4. Compare and contrast categories of natural, cultural, and political features found on maps 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.
Enduring Understanding(s)	Distribution of Power

Students will research the power of the purse using online resources. Students will then write a written assessment of effectiveness and ethical considerations of using this legislative power during negotiations of policy.

Sample Instructional Activities/Assessments

Concepts in American Government/Civics: the 16th Amendment

Using research and primary resources, students will examine why the 16th Amendment was ratified. Students will pay particular attention to the events leading up to the 16th Amendment.

Activity: Students will use the text of the United States Constitution to read the exact wording of the 16th Amendment. They will then create a timeline of the events leading up to the ratification of the 16th Amendment based on online research. The timeline should include how revenues were collected prior to the 16th Amendment. The 16th Amendment was passed in 1913. However, during the Civil War, Americans paid an income tax, but the income tax was repealed after 10 years. After students complete their individual timelines, they should be placed in groups of 3 or 4. Students will share their timelines with group members. They are to come up with a final timeline, using information and input from all group members. The teacher should place sheets of butcher paper around the classroom, and each group will present their final product on their sheet of paper. After completing the final timeline, the class as a whole should enter into a discussion about the effects of the 16th Amendment and whether it is still an effective option for collecting revenue in the 21st century.

GSE Standards and Elements	<p>SSCG8: Demonstrate knowledge of the legislative branch of government.</p> <p>d. Compare and contrast the powers of each chamber of Congress (e.g., power of the purse, 16th Amendments, treaties, etc...)</p>
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. Compare similarities and differences 2. Organize items chronologically 5. Identify the main idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 7. Interpret timelines, charts, and tables 13. Translate dates into centuries, eras, or ages 15. Determine adequacy and/or relevancy of information 17. Interpret political cartoons. <p>Map and Globe Skills:</p> <ol style="list-style-type: none"> 4. Compare and contrast categories of natural, cultural, and political features found on maps 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.

Sample Instructional Activities/Assessments

Concepts in American Government/Civics: Steps in the Legislative Process

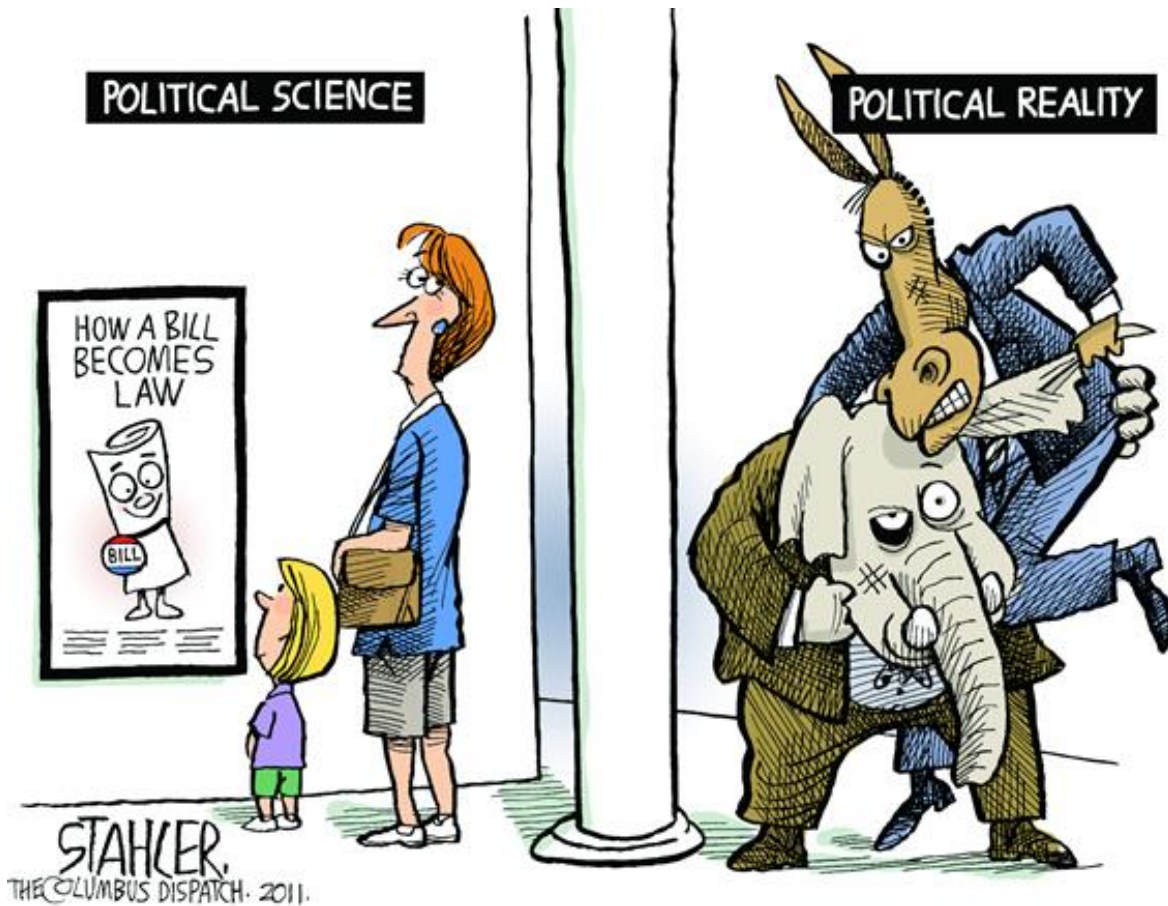
Using research tools, video clips, and online tools students will be able to label the steps in the legislative process in American Government.

Activity: First, students should watch the following video clip on “How a Bill Becomes a Law”, presented by Schoolhouse Rock.

<https://www.youtube.com/watch?v=Otbml6WIQPo>

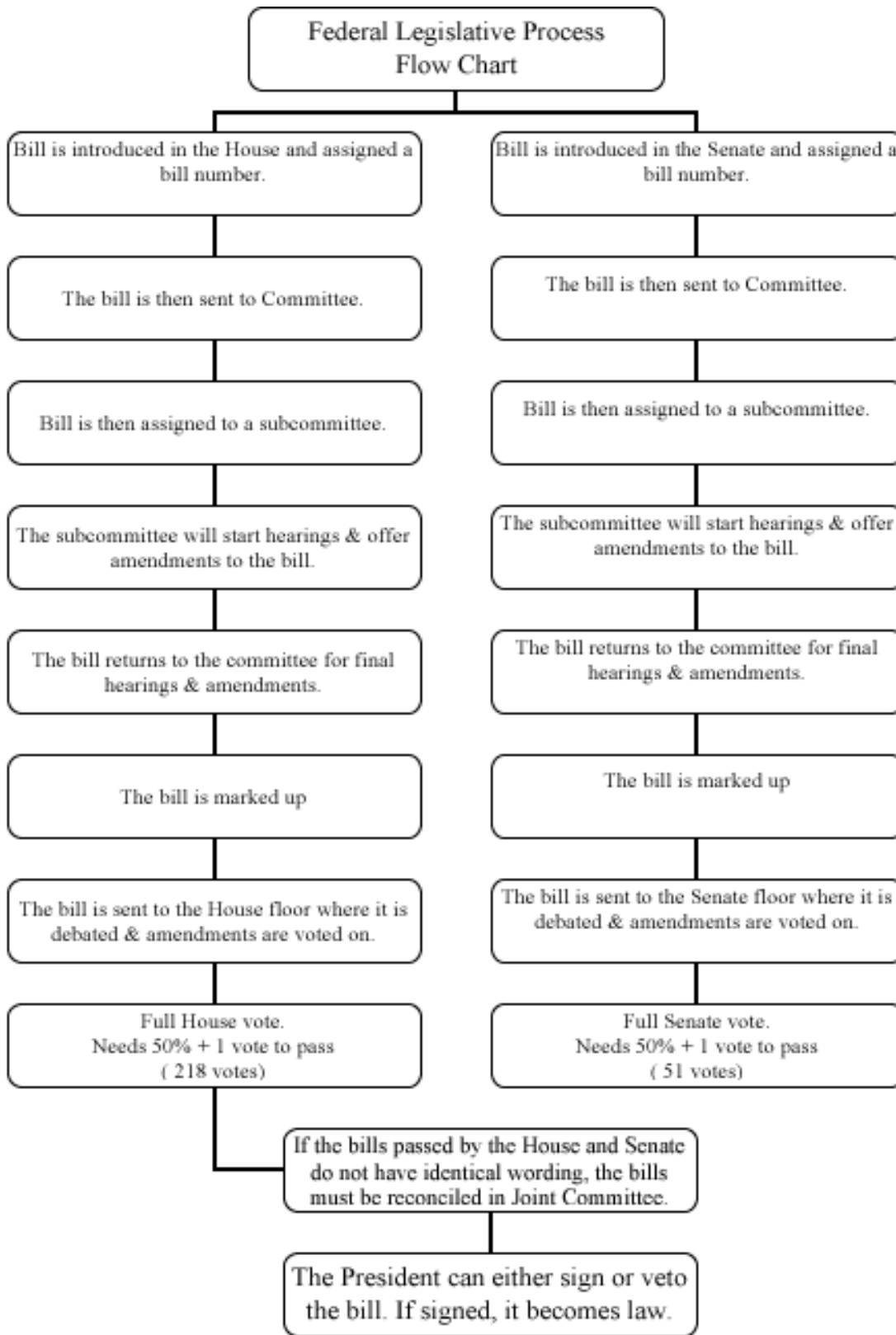
Next, students will interpret the meaning of the following political cartoon. Interpretations should include: in school, students are taught the process of how a bill becomes a law, and the process seems easy to follow with a step-by-step outline, but in real life, the legislative process often turns into heated discussions between the Democrats and the Republicans, which can lead to a standstill in the lawmaking process.

GSE Standards and Elements	<p>SSCG8: Demonstrate knowledge of the legislative branch of government.</p> <p>e. Explain the steps in the legislative process.</p>
Literacy Standards	<p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
Social Studies Matrices	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. Compare similarities and differences 2. Organize items chronologically 5. Identify the main idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 7. Interpret timelines, charts, and tables 13. Translate dates into centuries, eras, or ages 15. Determine adequacy and/or relevancy of information 17. Interpret political cartoons. <p>Map and Globe Skills:</p> <ol style="list-style-type: none"> 4. Compare and contrast categories of natural, cultural, and political features found on maps 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.
Enduring Understanding(s)	<p>Rule of Law</p>



<https://www.google.com/search?q=political+cartoon+on+legislative+qualifications>

Activity: Students will complete a graphic organizer to illustrate the legislative process, starting with the introduction of a bill until the bill reaches the President for consideration. Students may use the drawing tools in Microsoft Word to create the flow chart. They **MUST** include the process for both the House of Representatives and the Senate and illustrate how the two versions of the same bill come together in identical form before moving to the executive branch for consideration. Below is an example:



<https://www.montclair.edu/government-relations/legislative-process/>

Sample Instructional Activities/Assessments

Concepts in American Government/Civics: Congressional Leadership & Congressional Committees

Using online research in small groups, students will examine the various leadership roles in the House of Representatives and the Senate. Students will pay close attention to the purpose of having congressional committees to aid in the legislative process.

GSE Standards and Elements	<p>SSCG8: Demonstrate knowledge of the legislative branch of government.</p> <p>f. Explain the functions of various leadership positions and committees within the legislature.</p>
Literacy Standards	<p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
Social Studies Matrices	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. Compare similarities and differences 2. Organize items chronologically 5. Identify the main idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 7. Interpret timelines, charts, and tables 13. Translate dates into centuries, eras, or ages 15. Determine adequacy and/or relevancy of information 17. Interpret political cartoons. <p>Map and Globe Skills:</p> <ol style="list-style-type: none"> 4. Compare and contrast categories of natural, cultural, and political features found on maps 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.
Enduring Understanding(s)	<p>Individuals, Groups, and Institutions</p>

Activity #1: In small groups, students will create a chart listing the standing committees for the Senate and the House of Representatives. The chart should look similar to the following illustration:

Standing Committees of Congress

HOUSE COMMITTEES	SENATE COMMITTEES
Agriculture	Agriculture, Nutrition, and Forestry
Appropriations	Appropriations
Armed Services	Armed Services
Banking and Financial Service	Banking, Housing, and Urban Affairs
Budget	Budget
Commerce	Commerce, Science, and Transportation
Education and the Workforce	Energy and Natural Resources
Government Reform	Environment and Public Works
House Administration	Finance
International Relations	Foreign Relations
Judiciary	Governmental Affairs
Resources	Health, Education, Labor, and Pensions
Rules	Indian Affairs
Science	Judiciary
Small Business	Rules and Administration
Standards of Official Conduct	Small Business
Transportation and Infrastructure	Veterans Affairs
Veterans Affairs	
Ways and Means	

<http://www.ushistory.org/gov/6c.asp>

After each group completes the chart, each student will choose one of the committees listed. The student will research their chosen committee and create a Power Point or Prezi presentations (6 to 8 slides) about their particular committee.

Information in the presentation should include: purpose, topics they typically deal with, examples of bills that would be considered by the committee.

If possible, each student should choose a different committee. Students will present their committee to the rest of the class at completion of the activity.

Activity #2: Students will interpret the following political cartoon:



Paul Combs – Tribune Content Agency

Student interpretations should address the recent lack of compromise between political parties and the House of Representatives and Senate, which has resulted in delays in the legislative process.

Activity #3: This activity is focused on committee leadership. The following link will open up a number of activities and online resources for students to use. Students will actually research their own House Representative for their district and the two Senators for the State of Georgia.

<https://edsitement.neh.gov/lesson-plan/congressional-committees-and-legislative-process#sect-activities>

Sample Instructional Activities/Assessments

Concepts in American Government/Civics: The Role of Lobbyists

Using online research, students will examine the role of lobbyists in the legislative process.

GSE Standards and Elements	<p>SSCG8: Demonstrate knowledge of the legislative branch of government.</p> <p>g. Analyze the positive and negative role lobbyists play in the legislative process.</p>
Literacy Standards	<p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
Social Studies Matrices	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. Compare similarities and differences 2. Organize items chronologically 5. Identify the main idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 7. Interpret timelines, charts, and tables 13. Translate dates into centuries, eras, or ages 15. Determine adequacy and/or relevancy of information 17. Interpret political cartoons. <p>Map and Globe Skills:</p> <ol style="list-style-type: none"> 4. Compare and contrast categories of natural, cultural, and political features found on maps 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.
Enduring Understanding(s)	<p>Individuals, Groups, and Institutions</p>

Activity: Students will engage in a simulation where they will have the opportunity to work in the roles of members of Congress and as lobbyists. Each day will focus on a separate fictitious vote.

Day One: The opening vote – the teacher reads aloud the scenario for the day – **THE SENATE IS VOTING ON A BILL TO ALLOW ENERGY COMPANIES TO DRILL FOR OIL ON LAND SET ASIDE AS A WILDLIFE PRESERVE.** Students are asked to imagine how they would vote on the bill if they were Senators when it came to the floor for a vote. The students should not discuss their yea or nay opinion with classmates.

The class is split into six groups. Three of these groups take on the role of Senators. Three of the groups take on the role of lobbyists.

1. The Senators take a seat in the center of the classroom. On a blank sheet of paper, these students are to write an initial vote of yea or nay and then have ten minutes to explain in a paragraph about why they feel this way. This first vote is not final.
2. Simultaneously, the three lobbyist groups each take a separate corner of the classroom. Each lobbyist team is assigned an interest group and is given a card with a set of corresponding talking points. While the Senators write, the lobbyists have a chance to meet quietly with their group to build arguments from their talking points.
3. Some teachers may choose to devote additional class time – extending the total lesson to three or four days – to conduct web-based research to help the Senate teams better define their opinions and help the lobbyists fine-tune their arguments.
4. Each Senate group is assigned to a lobbying center in one of the room’s corners. Lobbyists have six minutes to talk to the Senators – to try to sway their vote.
5. When the time has passed, the lobbyists stay in place as the Senate groups rotate into a new center. Another six-minute session begins.
6. After the Senators have visited all three lobbying centers, all students return to their seats. At the bottom of their page, Senators record their final vote.
7. As students answer discussion questions in their teams, the teacher tallies and reports the voting.
8. Students answer discussion questions as a class.

Day Two:

1. Repeat the exercise, switching the students’ roles. Those who were lobbyists are now Senators. Those who were Senators are now lobbyists.
2. In place of the day one drilling vote, use instead the prompt from the day two talking points, which is below: **THE NATION’S SEMI-AUTOMATIC WEAPON BAN HAS EXPIRED, MAKING IT LEGAL TO SELL AND PURCHASE SEMI-AUTOMATIC WEAPONS. THE SENATE IS VOTING ON A BILL TO PUT THE BAN BACK IN PLACE.**

Conclusion and Reflection: As homework or as an in-class writing assignment, students write to compare and contrast their experience as a lobbyist and as a Senator.

Below are the cards that each group will receive based on their role in the simulation:

ISSUE: THE SENATE IS VOTING ON A BILL TO ALLOW ENERGY COMPANIES DRILL FOR OIL ON LAND SET ASIDE AS WILDLIFE PRESERVES

LOBBYING GROUP ONE - BIG ENERGY

1. Lobbying on behalf of a large energy company, you want the bill to pass in order to have the money generated by drilling.
2. Tell the Senators that in today's complex world, a variety of energy sources must be explored to meet the needs of Americans.
3. Remind the Senators that 95% of American industry runs on oil energy.

WHAT ELSE CAN BUILD YOUR ARGUMENT?

LOBBYING GROUP TWO - UNION REPRESENTATIVES

1. Lobbying on behalf of workers, you want the bill to pass to create more jobs.
2. Tell the Senators about drastic national unemployment rates.
3. Tell the Senators about the skilled workers who are trained and ready for this work.

WHAT ELSE CAN BUILD YOUR ARGUMENT?

LOBBYING GROUP THREE -ENVIRONMENTALISTS

1. Lobbying on behalf of environmental groups and planet earth, you do not want this bill to pass.
2. With your opponents, you argue about the Earth's limited resources - resources that are being depleted so quickly that they will not exist for future generations.
3. You tell your opponents about the irreversible damage being done to neutral animal habitats - damage that could result in the endangerment and extinction of many animal species.

WHAT ELSE CAN BUILD YOUR ARGUMENT?

LOBBYING THE REPRESENTATIVE - DAY TWO TALKING POINTS

ISSUE: THE NATION'S SEMI-AUTOMATIC WEAPON BAN HAS EXPIRED, MAKING IT LEGAL TO SELL AND PURCHASE SEMI-AUTOMATIC WEAPONS. THE SENATE IS VOTING ON A BILL TO PUT THE BAN BACK IN PLACE.

LOBBYING GROUP ONE - THE NATIONAL RIFLE ASSOC.

1. Lobbying for gun owners across America, you do not want the bill to pass. The responsible gun owners of the NRA believe they have the right to buy semi-automatic weapons.
2. Tell the Senators that law-abiding citizens have the constitutional right to bear arms to be able to protect themselves and their families.
3. Remind the Senators that hunting is popular recreation and necessary for animal population control; this bill could be a first step towards banning all hunting rifles.

WHAT ELSE CAN BUILD YOUR ARGUMENT?

LOBBYING GROUP TWO - THE BRADY CENTER TO PREVENT GUN VIOLENCE

1. Lobbying for stronger gun control laws, you very much want the bill to pass.
2. Convince the Senators that if this bill passes, a step is taken to lessen gun violence. Semi-automatic weapons are designed to maximize lethal effects through rapid rate of fire. Remind the Senators about the lives lost to gun violence.
3. Remind the Senators about the importance of keeping these guns out of the hands of young gang members. When the ban was in place, it reduced gang violence and the overall use of assault weapons in crimes.

WHAT ELSE CAN BUILD YOUR ARGUMENT?

**LOBBYING GROUP THREE - THE INTERNATIONAL BROTHERHOOD
OF POLICE OFFICERS**

1. Lobbying for the safety of police officers, you want the bill to pass.
2. Tell the Senators about the lives of police officers lost to these guns.
3. Remind the Senators that in recent tragic mass shootings, these weapons made much higher death tolls possible.

WHAT ELSE CAN BUILD YOUR ARGUMENT?

DISCUSSION QUESTIONS FOR THE LOBBYIST TEAMS

1. Do you think you were able to effectively change the way your classmates voted?
Why or why not?
2. What was your most effective argument? Why was it effective?
3. What was your weakest argument? How could you have made it stronger?
4. Is there anything other than arguing that you did to try to persuade the Senators? Did it work?
5. If you were to participate in this activity again, what would you do differently in your role as a lobbyist?

DISCUSSION QUESTIONS FOR THE SENATORS?

1. Did your vote change from beginning to end?
2. Which of the lobbyist groups made the most compelling arguments? Was there a single point that tipped the scale?
3. Which arguments had the least effect on your decision? Why?
4. Is there anything other than arguing effectively that anyone did to try to persuade you? Did it work?
5. If you were to participate in this activity again, what would you do differently in your role as a Senator?

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Sample Instructional Activities/Assessments

Concepts in American Government/Civics: Impeachment

Using primary documents and online research, students will examine the impeachment process and the conditions that warrant charges of impeachment and removal from office.

GSE Standards and Elements	SSCG9: Explain the impeachment and removal process and its use for federal officials as defined in the U.S. Constitution.
Literacy Standards	<p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
Social Studies Matrices	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. Compare similarities and differences 2. Organize items chronologically 5. Identify the main idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 7. Interpret timelines, charts, and tables 13. Translate dates into centuries, eras, or ages 15. Determine adequacy and/or relevancy of information 17. Interpret political cartoons. <p>Map and Globe Skills:</p> <ol style="list-style-type: none"> 4. Compare and contrast categories of natural, cultural, and political features found on maps 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.
Enduring Understanding(s)	Rule of Law

Activity #1: Students will read the text of the 25th Amendment to the United States Constitution, which outlines the terms for presidential succession and the impeachment process. They will then read the primary source below. Based on the readings, students will answer the questions and discuss whether they think President Andrew Johnson should have been impeached. You may ask students to take turns reading excerpts from the document below:

The Impeachment of President Andrew Johnson

William H. Crook served as a body guard for President Andrew Johnson and witnessed the decisive vote in the Senate that Saturday morning in May:

"On May 16th the vote was taken.

Everyone who by any possible means could get a ticket of admission to the Senate chamber produced it early that morning at the Capitol. The floor and galleries were crowded.

The journal was read: the House of Representatives was notified that the Senate, 'sitting for the trial of the President upon the articles of impeachment,' was ready to receive the other House in the Senate chamber. The question of voting first upon the eleventh article was decided.

While the clerk was reading the legal statement of those crimes of which, in the opinion of the House of Representatives, the President was guilty, some people fidgeted and some sat with their hands tensely clasped together. At the end, the Chief-Justice directed that the roll be called. The clerk called out:

'Mr. Anthony.' Mr. Anthony rose.

'Mr. Anthony'-the Chief-Justice fastened his eyes upon the Senator - 'how say you? Is the respondent, Andrew Johnson, President of the United States, guilty or not guilty of a high misdemeanor as charged in this article?'

'Guilty,' answered Mr. Anthony.

A sigh went round the assemblage. Yet Mr. Anthony's vote was not in doubt. A two-thirds vote of thirty-six to eighteen was necessary to convict. Thirty-four of the Senators were pledged to vote against the President. Mr. Fowler, of Tennessee, it was known, would probably vote for acquittal, although there was some doubt. Senator Ross was the sphinx; no one knew his position.

The same form was maintained with each Senator in turn. When Fowler's name was reached, every one leaned forward to catch the word.

'Not guilty,' said Senator Fowler.

The tension grew. There was a weary number of names before that of Ross was reached. When the clerk called it, and Ross stood forth, the crowd held its breath.



Library Of Congress

The Senate sits as a Court Of Impeachment during the trial of President Johnson



'Not guilty,' called the Senator from Kansas.

It was like the babbling over of a caldron. The Radical Senators, who had been laboring with Ross only a short time before, turned to him in rage; all over the house people began to stir. The rest of the roll-call was listened to with lessened interest, although there was still the chance for a surprise. When it was over, and the result - thirty-five to nineteen - was announced, there was a wild outburst, chiefly groans of anger and disappointment, for the friends of the President were in the minority.

"As chaos engulfed the Senate chamber, Crook rushed to inform the President of the vote:

I ran all the way from the Capitol to the White House. I was young and strong in those days, and I made good time. When I burst into the library, where the President sat with Secretary Welles and two other men whom I cannot remember, they were quietly talking. Mr. Johnson was seated at a little table on which luncheon had been spread in the rounding southern end of the room. There were no signs of excitement.

'Mr. President,' I shouted, too crazy with delight to restrain myself, 'you are acquitted!'

All rose. I made my way to the President and got hold of his hand. The other men surrounded him, and began to shake his hand. The President responded to their congratulations calmly enough for a moment, and then I saw that tears were rolling down his face. I stared at him; and yet I felt I ought to turn my eyes away.

It was all over in a moment, and Mr. Johnson was ordering some whiskey from the cellar. When it came, he himself poured it into glasses for us, and we all stood up and drank a silent toast. There were some sandwiches on the table; we ate some and then we felt better. In a few minutes came a message of congratulation from Secretary Seward to 'my dear friend.' By that time the room was full of people, and I slipped away."

1. What was Johnson accused of that led to his impeachment? _____

2. What number of votes was required to convict Johnson? _____
3. How many votes were pledged against Johnson before the impeachment proceedings began? _____
4. By what margin was Johnson acquitted? _____
5. How did Johnson celebrate his victory? _____
6. What was the downside of Johnson's acquittal? _____
