

## D5 Class Activity -- The Constitution – Creating a Bill

(50 pts, Committee held D6)

### Situation:

You are a member of **Congress** (the total number of students in the class). You and three other members of Congress have decided that in order to solve a **problem** (of your choice) you are going to write up a **bill in class** and present it to the rest of Congress. Your bill must be **persuasive** since it must pass by a **majority vote** in the **House** & the **Senate** (aka the **Congress**). If all goes well & your bill passes & is signed by the president your bill will become law. See [mrwrightmerit.weebly.com](http://mrwrightmerit.weebly.com) for further details.

### Directions:

1. Get in a group of no more than **four students** (5 min), with at least **one student each** given the **following assignments** (all are expected to help research, stay busy, etc. no matter their assignment; help others in their roles as needed):
  - a. **Scribe:** Will write down notes etc., and ultimately the bill in its final form
  - b. **Committee Chair:** This person will vote on which bills go to Congress, leader of the group.
  - c. **Vice Chair:** Write down **outline** of bill ideas, **questions** for group, etc.
2. **Brainstorm / research** on **problems** in your **school, community, state, or nation** that you would like to see **resolved**. (15 min)
3. Write-up a **bill** that will solve the problem that your group has **identified** (see the **example bill** for ideas on what that should look like). (10 min)
4. **Present** your bill to the **committee (one person per group)**. (15 min for all bills)
5. **Answer questions** from students regarding your **bill**. (5 min)
6. The **committee** will decide if the whole **Congress** should see the bill or not. Then (if it passes), the class / Congress will **vote** on your **bill** (a **simple majority** will send it on to the president (teacher). Failure to get a **simple majority** will kill your bill. (5 min)
7. If the class **approves** your bill then the **president** (teacher) can either **approve** or **reject (veto)** your bill. (5 min)
8. If the president **approves** the bill it becomes law, if it is **vetoed** you will have **another opportunity** to argue your case to the class. (1 min)
9. The class will once again vote on your bill, if **2/3rds** of the class **votes** for your **bill** it will **override** the president's veto and **become law**. (10 min)
10. Once your bill has been made into **law** or **killed** turn in your hand written version of the bill. (1 min)

See the backside for the rubric:

## Bill Rubric:

Criteria	Accomplished 16-20%	Satisfactory 11-15%	Developing 6-10%	Beginning 0-5%	Score
<b>Written Bill Strength</b>	Ideas were expressed in a clear, organized & persuasive fashion. It was easy to figure out what the bill was about.	Ideas were expressed in a pretty clear & persuasive manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear nor persuasive. It took more than one reading / clarifications to figure out what the bill was about.	The bill seemed to be a collection of unrelated sentences. It was very difficult to figure out what the bill was about, not persuasive	
<b>Organization of Bill, Provisions, etc.</b>	Students explained the provisions of their bill in depth so that everyone in Congress understands what their bill will provide for the people. Followed the example bill format very well.	Students explained the provisions of their bill so that everyone in the Congress mostly understands what their bill will provide for the people. Mostly followed the example bill format.	Students attempted to explain the provisions of their bill; there seems to be some confusion in Congress understanding what their bill will provide for the people. Attempted to follow the example bill format.	The explanation of the students' bill does not adequately explain what the bill will provide to the people. Failed to follow the example bill format.	
<b>Committee Presentation</b>	Students obviously researched many reasons for the passage of this legislation / bill and are able to articulately argue those reasons, answer questions, etc. in front of the committee.	Students have researched some reasons for the passage of this legislation / bill and are able to argue those reasons, answer questions, etc. in front of the committee	Students have attempted researching a few reasons for the passage of this legislation, but could have been better prepared. They could have been better prepared for the presentation to the committee.	Students failed to adequately research information about the importance of passing this legislation. Did not do well in front of the committee.	
<b>Title &amp; Creativity</b>	Students creatively named bill something that will persuade people that it needs to be passed. The student's personality/voice comes through, yet is also a convincing imitation of a real Congress bill.	Students named bill something that should persuade people that it needs to be passed. The student's personality comes through in some parts of the letter, and attempts to imitate a Congress bill.	Students attempted to name bill something that will persuade people that it needs to be passed. Student has copied some info straight from the source material. There is little evidence of creativity, but the student has done the assignment.	The name of the bill does not adequately describe its purpose and is not persuasive. Student has not made much attempt to meet the requirements of the assignment.	
<b>Voting Process</b>	The bill overall did well, and ultimately became a law (either overriding a veto or getting a majority the first time)	The bill had potential, but for one reason or another failed to become law	Bill needed some work, and never made it out of committee	Bill needs some major revamping before it would seriously be considered for law.	

**Comments:**

**Total Score:**