

TEACHING AMERICAN HISTORY PROJECT

Lesson Title – “Bill Me On Congress” from Lorna Gallagher

Grade -8

Length of class period – 3

Pacing: Day 1- Research

Day 2 – Pre Writing

Day 3 – Final Writing

Inquiry: – (What essential question are students answering, what problem are they solving, or what decision are they making?)

Students will identify the degree to which bills that are being proposed in our Congress today are needed in the United States.

Objectives: (What content and skills do you expect students to learn from this lesson?)

1. Students will understand the ideas that can be developed into laws in this country.
2. Students will decide on a particular bill that interests them
3. Students will take a side of pro or con on their particular bill

Materials: (What primary sources or local resources are the basis for this lesson?)

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(please attach)

1. Students need access to a computer
- 2.. The source of the information about the bills will be from the website:
<http://www.opencongress.org/bill/all>
- 3.. The students will have a rubric that they will follow for their essay (summary, opinion, format) see attached.

Activities: (What will you and your students do during the lesson to promote learning?)

1. The students will be using the website <http://www.opencongress.org/bill/all> website to research one of the over 2,000 bill currently being heard in Congress (House of Representative and or Senate). All bills are filed under the “Issues” tab at the top of the website

2. The students will have a rubric and instruction which are:

In at least one paragraph (more is always better), summarize the article that you chose. Include in a second paragraph (or more) where you reflect on the bill and voice your opinions.

3. MLA format is required

4. A print out of the bill is required to be attached to the essay.

How will you assess what student learned during this lesson?

The summary of the students with their pro or con stance, along with the print out of the bill will be the evidence to assess the student learning.

Connecticut Framework Performance Standards –

Assess primary and secondary sources, including Internet sources, to determine accuracy and validity.

Organize and cite evidence from primary and secondary sources to support conclusions in an essay.

Justify why people might have different points of view on a historical or contemporary issue.