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Election process  
Voter's Pamphlet exercise

Introduction: Students will read a current events article on a local government issue. Students will outline the individual responsible as well as the cause and effect of the individual's decisions.

Lesson: Using this information, students will write a pro/con column of what they believe regarding this issue AND what they would do if they were in charge of the city government. Students will then log on to [www.secstate.wa.gov](http://www.secstate.wa.gov) to register to vote. \*\*They'll actually do this on a separate piece of paper but I want them to see the actual site.

Assessment: Students will be evaluated on their completed voter's registration.

How a Bill Becomes a Law

Essential Vocabulary: Congress, Senate, House of Representatives, amendment, veto and Governor

Materials needed: "How a Bill becomes a law" handout, "I'm just a bill" video and mock bill handout

Introduction: Students will watch "I'm just a bill" video

Lesson: Students will work in groups: 1. Lobbyist, 2. Pro House of Reps, 3. Con House of Reps, 4. Pro Senator, 5. Con Senator, 6. Governor

Students will read over a proposed bill and will write a 1 paragraph summary of what their "roles" opinion of the bill; using a minimum of three supporting facts.

Students will then be given time to prepare a 2 minute speech on their stance. \*\*Governor will use this time to make a campaign commercial type speech.

Assessment: Students will use the presentations as well as their classroom notes to diagram the bill process.

Budget Process

Essential Vocabulary: revenue, appropriation, biennium, capital budget, State general fund

Introduction: Students will list out items (10) that they believe their parents pay for on a monthly basis.

Teacher will write these items on the white board \*assisting when needed to write appropriately.

Lesson: Students will use "How big is the State budget?" handout to outline the three different types of budgets: operating, transportation and capital.

Class will brainstorm different ways the State generates the funds for these budgets. Reviewing the handout "Where does this money come from?" class will evaluate how close/correct they were.

Assessment: Students will design a potential budget using the online budget program. Students will print out their final budget with explanations to their decisions in a 3 paragraph essay.