

**Washington State Legislature Mock Debate**

****6th-12th grade**

Hello, and welcome to the Mock Washington State Legislature! In this packet you will find a guide and materials for a five day mock committee, just like it is done at the Capitol.

In this Mock Hearing activity, students learn social studies content about state government and the legislative branch of our democracy. They also practice research, critical reading, and speaking skills. We have aligned the activity to Common Core standards in English/Language Arts for Literacy in Social Studies and Speaking & Listening. The assignments can easily be adjusted to emphasize additional reading or writing skills, so feel free to use this format as a guideline and adapt the activity, resources, and rubrics to meet your students’ needs.

We suggest giving students some background information about the Washington State Legislature. Helpful information can be found in our “How Bills Become Law” lesson. You can find the PowerPoint, lecture notes, and student worksheet at <http://leg.wa.gov/CivicEd/Pages/Teachers.aspx>. TVW, Washington’s public access television network covering government business, also has a short video overview of the process which provides good background for understanding what happens in a committee hearing: <http://www.teachwithtvw.org/how-a-bill-becomes-a-law-in-wa/>.

We hope you find the following guide helpful for your students in learning about our state’s lawmaking process.

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# Teacher Instructions and Schedule

**Preparation:** Introduce the legislative process in Washington State. Suggested resources include our How Bills Become Law presentation and handouts (<http://leg.wa.gov/CivicEd/Pages/Teachers.aspx>) and TVW’s short videos about Washington state government (<http://www.teachwithtvw.org/teach-with-tvw-modules/>).

**Day 1:** Have your students pick their bills. We have included several House and Senate Bills which vary in complexity and controversy. You can also adapt your own bills from real measures proposed in the Legislature on almost any topic (search for bills by keyword at <http://search.leg.wa.gov/search.aspx#document>). Approximately 14-16 students are needed per bill. So it may be best to split the class into two groups, covering different bills.

For each bill, you will need a committee chair, vice chair, ranking minority member, six committee members, a prime sponsor, and two or three “pro” lobbyists as well as two or three “against” lobbyists. Committee members are divided into two caucuses, the Republican caucus and the Democratic caucus. Currently, Republicans hold the majority in the Senate and Democrats hold the majority in the House. The chair and the prime sponsor will both belong to the majority party.

“Lobbyists” don’t necessarily have to be professional lobbyists. They can be interest groups or individuals. For each bill, your students should assist in brainstorming what kinds of people would be “for” and “against” their bill. The lobbyist roles should be determined before sign-up on Day 2. Hand out the “Mock Roles Brief Descriptions” for students to go over before Day 2. Students should come in on Day 2 prepared with a first and backup choice for their desired role.

**Day 2:** Use the lottery system to determine who will get to pick their roles first. We have included a “Mock Role Sign-up Sheet.” You will need to use one for each bill.

After roles are selected, hand out the “Detailed Role Instruction” sheets to each student. Go over each role thoroughly and explain what is expected of each person. They should learn what every role does, but pay special attention to their role.

Finally, have students research their bill either in class or for homework. A sample graphic organizer for research is provided in the resources section. All students, whether lobbyists or committee members, should find information to support their position on the bill, and prepare a short position statement the hearing. For an additional writing component, you may choose to have students write and turn in a formal statement using the Position Statement Guidelines in the resources section, or students can prepare a simpler bulleted list of talking points. The internet is a good resource for pro and con positions on almost any bill topic (try newspapers, interest groups, or the Legislature’s website). Encourage students to be aware of the biases of their sources and to look for counterarguments, as well as convincing facts, statistics, or stories supporting their position on the bill. It’s ok to have bias in trying to make a persuasive argument, but important to know when using a biased source like a lobbying group’s website.

**Day 3:** Continue researching and drafting statements or talking points for testimony (lobbyists) and questions and debate statements (committee members). The prime sponsor as well as the lobbyists should be trying to get members to support their position. They can assist members and leadership in writing amendments, if you choose to have students write their own. If students are writing amendments, provide the class with the amendment instructions and example. (Amendments are an optional part of the activity – younger grades or classes with less time can skip amendments altogether, or you may use the pre-written amendments included in the bill packages.) Students should still prepare arguments supporting their position on the bill to demonstrate their research and learning.

**Day 4:** Each caucus should hold meetings today to discuss their amendments and positions on their bill. Lobbyists and the prime sponsor should prepare their testimony for the hearing. Committee members should prepare questions for the lobbyists, as well as their own statements to discuss the bill during executive session. Questions can be friendly or challenging, but should always be civil. You may also want to practice the script for the committee as a class, so that everyone is comfortable with their roles on the day of the hearing.

**Day 5:** Mock Committee Hearing Day! Set up the classroom as shown on page 29. If you’ve chosen to cover two bills, choose which student committee goes first. Each bill usually takes 20-40 minutes to run, depending on how long lobbyists are allowed to speak and whether you are using amendments. Lobbyists and interest groups should be directed to sign in on the Committee Sign-in sheet. At the Legislature, nonpartisan committee staff conduct background bill research and assist the chair during hearings. For the sake of the exercise, the teacher will play “staff” in order to assist the students. “Staff” will bring up the Committee Sign-in Sheet to the chair before start of hearing so that the chair can call people to the stand to testify.

If necessary, hand out copies of each amendment to committee members beforehand. In addition, everyone should get a script to follow. The hearing starts with the public hearing and then moves into executive session, where the committee will vote on any amendments. At the very end, they will vote on the bill in general. During the executive session, the chair may call a meeting with their caucus at any time to discuss strategy or get people on the same page.

**Reflection:** Students should engage in structured reflection about the experience. Written reflections (in-class or homework assignments) and in-class discussions or Socratic seminars both work well to help students analyze the experience for an understanding of the democratic process as well as the skills involved. Suggested prompts for reflection activities include:

Skill Reflections (critical reading, argument, writing, and speaking)

* How did you select the evidence and arguments you used to support your position? What bias did you notice or look for in your research?
* How did you use rhetorical devices or persuasive language during the hearing? Why did you select that approach?
* Think of a speaker who argued against your position on the bill. What arguments and evidence did they use? Did you expect them to take that approach?
* Which speaker did you find most persuasive? What evidence or rhetorical devices did they use that persuaded you?
* Which speaker did you most disagree with? How did their statement fail to persuade you?
* Did you change your mind about the bill after listening to all of the testimony and debate? Why or why not?
* What recommendations would you make to lobbyists who want to make their testimony as effective as possible?

Content Reflections (legislative process, debate, compromise, policy ideas)

* Who supported the bill and why? Who opposed it and why? How did different people try to meet their needs and goals during the hearing?
* The outcome of a bill hearing doesn’t always please everyone. What would have been your ideal outcome? How did you try to accomplish it? Were you as successful as you wanted to be? Why or why not?
* Did you compromise to get your goals partially met? Why or why not?
* Should people have compromised more during this hearing? What would you have suggested?
* Do you (outside of your assigned role!) think this was a good bill? Could it be improved?
* Did anyone take a political risk with their stance on this bill? Explain.
* If you were a legislator, what is the most important question you would want to know before deciding whether or not to vote for this bill?
* What roadblocks did this bill face? In a real legislative setting, how could lawmakers and lobbyists work to overcome them?

Sample assessment rubrics aligned to Common Core standards for grades 6-12 are included in the resources section. The rubrics are intended to be used for student self-evaluation as well as teacher evaluation of the research, writing, and speaking and listening skills students worked on during this activity. The schedule template on the following page also suggests daily reflections or checks for understanding.

## One-Week Sample Schedule

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| Introduce How Bills Become Law and the committee processSelect billsIntroduce committee roles | Select committee rolesStudy the bill, determine your position, and conduct research to support your position  | Select or write amendments and practice supporting arguments (committee members)Write and practice testimony (lobbyists and prime sponsor) | Caucus meetings to discuss positions and amendments (committee members)Practice testimony (lobbyists and prime sponsor)Practice scripts (committee leadership)Turn in and copy final amendments and any lobbyist handouts | Hearing!Public HearingBrief CaucusExecutive Session |
| *Check for understanding:*Define committee hearing and the role of at least one person (senator, representative, lobbyist, prime sponsor) who is involved.What role would you like for our hearing? Why? | *Check for understanding:*Your role’s position on the bill in one sentenceOne source you have found to support your argumentTurn in research graphic organizer | *Check for understanding:*Turn in draft of your position statement or bullet pointsIdentify at least one rhetorical technique you plan to useWhat is your goal for the hearing? | *Check for understanding:*Turn in final position statement or bullet pointsWhat do you expect the outcome of the hearing to be? | *Check for understanding:*Are you happy with the outcome of the hearing? Why or why not?What was challenging about your role?What is one question you have about committees or the legislative process in general? |

## Common Core Standards Addressed

|  |  |  |  |
| --- | --- | --- | --- |
|  | **6th-8th Grade** | **9th-10th Grade** | **11th-12th Grade** |
| **Literacy in History/Social Studies** | [CCSS.ELA-Literacy.RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/)Cite specific textual evidence to support analysis of primary and secondary sources.[CCSS.ELA-Literacy.RH.6-8.3](http://www.corestandards.org/ELA-Literacy/RH/6-8/3/)Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).[CCSS.ELA-Literacy.RH.6-8.4](http://www.corestandards.org/ELA-Literacy/RH/6-8/4/)Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.[CCSS.ELA-Literacy.RH.6-8.6](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/)Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).[CCSS.ELA-Literacy.RH.6-8.8](http://www.corestandards.org/ELA-Literacy/RH/6-8/8/)Distinguish among fact, opinion, and reasoned judgment in a text. | [CCSS.ELA-Literacy.RH.9-10.1](http://www.corestandards.org/ELA-Literacy/RH/9-10/1/)Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.[CCSS.ELA-Literacy.RH.9-10.4](http://www.corestandards.org/ELA-Literacy/RH/9-10/4/)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.[CCSS.ELA-Literacy.RH.9-10.5](http://www.corestandards.org/ELA-Literacy/RH/9-10/5/)Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.[CCSS.ELA-Literacy.RH.9-10.6](http://www.corestandards.org/ELA-Literacy/RH/9-10/6/)Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.[CCSS.ELA-Literacy.RH.9-10.8](http://www.corestandards.org/ELA-Literacy/RH/9-10/8/)Assess the extent to which the reasoning and evidence in a text support the author's claims.[CCSS.ELA-Literacy.RH.9-10.9](http://www.corestandards.org/ELA-Literacy/RH/9-10/9/)Compare and contrast treatments of the same topic in several primary and secondary sources. | [CCSS.ELA-Literacy.RH.11-12.1](http://www.corestandards.org/ELA-Literacy/RH/11-12/1/)Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.[CCSS.ELA-Literacy.RH.11-12.3](http://www.corestandards.org/ELA-Literacy/RH/11-12/3/)Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.[CCSS.ELA-Literacy.RH.11-12.4](http://www.corestandards.org/ELA-Literacy/RH/11-12/4/)Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).[CCSS.ELA-Literacy.RH.11-12.6](http://www.corestandards.org/ELA-Literacy/RH/11-12/6/)Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.[CCSS.ELA-Literacy.RH.11-12.7](http://www.corestandards.org/ELA-Literacy/RH/11-12/7/)Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.[CCSS.ELA-Literacy.RH.11-12.8](http://www.corestandards.org/ELA-Literacy/RH/11-12/8/)Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. [CCSS.ELA-Literacy.RH.11-12.9](http://www.corestandards.org/ELA-Literacy/RH/11-12/9/)Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| **Speaking & Listening (Grade 6 standards are given; corresponding standards apply for grades 7 and 8)** | [CCSS.ELA-Literacy.SL.6.1.a](http://www.corestandards.org/ELA-Literacy/SL/6/1/a/)Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.[CCSS.ELA-Literacy.SL.6.1.b](http://www.corestandards.org/ELA-Literacy/SL/6/1/b/)Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.[CCSS.ELA-Literacy.SL.6.1.c](http://www.corestandards.org/ELA-Literacy/SL/6/1/c/)Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.[CCSS.ELA-Literacy.SL.6.2](http://www.corestandards.org/ELA-Literacy/SL/6/2/)Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.[CCSS.ELA-Literacy.SL.6.3](http://www.corestandards.org/ELA-Literacy/SL/6/3/)Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.[CCSS.ELA-Literacy.SL.6.4](http://www.corestandards.org/ELA-Literacy/SL/6/4/)Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.[CCSS.ELA-Literacy.SL.6.6](http://www.corestandards.org/ELA-Literacy/SL/6/6/)Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  | [CCSS.ELA-Literacy.SL.9-10.1.a](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/a/)Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.[CCSS.ELA-Literacy.SL.9-10.1.b](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/b/)Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.[CCSS.ELA-Literacy.SL.9-10.1.d](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/d/)Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.[CCSS.ELA-Literacy.SL.9-10.3](http://www.corestandards.org/ELA-Literacy/SL/9-10/3/)Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.[CCSS.ELA-Literacy.SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4/)Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.[CCSS.ELA-Literacy.SL.9-10.6](http://www.corestandards.org/ELA-Literacy/SL/9-10/6/)Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | [CCSS.ELA-Literacy.SL.11-12.1.a](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/a/)Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.[CCSS.ELA-Literacy.SL.11-12.1.b](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/b/)Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.[CCSS.ELA-Literacy.SL.11-12.1.d](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/d/)Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.[CCSS.ELA-Literacy.SL.11-12.3](http://www.corestandards.org/ELA-Literacy/SL/11-12/3/)Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.[CCSS.ELA-Literacy.SL.11-12.4](http://www.corestandards.org/ELA-Literacy/SL/11-12/4/)Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.[CCSS.ELA-Literacy.SL.11-12.6](http://www.corestandards.org/ELA-Literacy/SL/11-12/6/)Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.  |

# Resources

## Mock Roles

**Committee Chair (1 per bill)**

 Run committee hearing and maintain decorum

 Lead caucus meeting

 Propose an amendment

 Keep committee on the same page

 May consult with the ranking minority member

**Leadership Roles**

**Committee vice Chair (1 per bill)**

 Run committee and caucus in Chair’s absence.

 Assist Chair during committee hearing and caucus meetings

 Propose an amendment

 Prepare questions for interest groups/ prime sponsor at committee hearing

**Ranking Minority Member (1 per bill)**

 Lead caucus meetings

 Propose an amendment

 Keep members on the same page

 Prepare questions for interest groups/ prime sponsor at committee hearing

**Member (6 per bill, 3 per party)**

 Propose at least one amendment

 Prepare questions for interest groups/ prime sponsor at committee hearing

**Prime Sponsor**

 Must thoroughly understand bill and all the proposed amendments

 Prepare a four minute testimony and answers to potential questions

 Convince members to support your bill

**Interest Groups/ Lobbyists (4-6 per bill, 2-3 per side)**

 Determine your view on the bill and prepare a three minute testimony

 Research position and bill and understand proposed amendments

 May suggest amendments to committee members or leadership

 Convince members to support your position on the bill

## Bill 101

A **bill** is any proposed change to the Revised Code of Washington. The Revised Code of Washington (RCW) is the collection of all of the laws that govern our state. (The RCWs are different from the Washington Constitution, in that the Code is constantly changing and is much easier to change than the state constitution.) A bill can create a new law, modify a current law, or eliminate an existing law. Ideas for bills can come from many sources: citizens, state agencies, the Governor’s Office, or advocacy groups. To become a law through the legislative process, every bill must be sponsored by a legislator (Senator or Representative).

Each bill has a **prime sponsor**, the legislator who proposed the legislation. The prime sponsor’s name is the first one on the bill. The names listed after the first name are all called “co-sponsors.” Only legislators can sponsor bills.

In Washington, after a bill has been drafted and officially submitted to the Legislature for consideration, it is assigned to a **committee**. Committees are smaller groups of Senators or Representatives who specialize in bills on a particular topic area, such as Health Care, Education, Agriculture, or Law and Justice. Each committee has a **chair**, the legislator who is in charge of deciding which of the many bills assigned to that committee will get a **public hearing** in which lawmakers, **lobbyists** (paid or volunteer advocates for a cause, business, or organization), and citizens can express their opinions. After the public hearing, the bills are voted on (and sometimes **amended**, or changed) by the committee members. Only bills which pass out of committee with a majority of votes can go on to the next step in the process of becoming a law.

There are two different abbreviations for bills sponsored by the Senate or the House of Representatives.

HB- The abbreviation for House Bill. These bills are all numbered 1000- 3999 and sponsored by a Representative.

Example: HB 2123

SB- The abbreviation for Senate Bill. These are numbered 5000-7999 and sponsored by a Senator.

Example: SB 5714

This is the committee that this bill has been assigned to based on its content.

These are the bill sponsors. The first name is the **“Prime Sponsor,”** the others are the **“co-sponsors.”**

**SENATE BILL 5050**

**State of Washington 64th Legislature 2015 Regular Session**

**By** Senators Underwood, Mitchell, Blythe, Mendoza, Kern, Haas, Holborn.

Read first time 1/14/2015.Referred to Committee on Transportation

The Bill Title always starts with “An act relating to \_\_\_\_\_\_\_\_\_\_\_\_\_.” It gives a very basic summary of what the bill will address. In Washington, bills must have just one subject, which is reflected in the title.

AN ACT relating to elderly drivers.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

SECTION 1. The legislature finds that the accident and fatality rate for elderly drivers is very high. A recent report showed that drivers over the age of 65 cause more traffic accidents than any other group except teenagers. In 2003 a 90-year-old man in Santa Monica, California, plowed his car through a farmer’s market, killing 10 and injuring more than 60 people, when he mistook the gas pedal for the brake. Many of these accidents are due to several medical or physical impairments that come with advancing age. Health problems include impaired vision due to cataracts and glaucoma, hearing loss, and mild forms of dementia. Medications often have side effects that affect judgments while driving. Predictions are that by 2030, the elderly will comprise nearly 25 percent of the total people driving and they will be involved in nearly 25 percent of fatal vehicular accidents.

The bill will outline a problem and why the legislature is trying to solve it. problem.

SECTION 2. In order to make roads and highways safer, the Legislature will require all senior citizens over the age of 70 to take a physical driving test every two years to renew their license. Currently drivers pay an average of $75 per year for license tabs. In 2011 there were over 8.3 million cars registered in the state. The cost of adding more license examiners to do the increased testing will come from a $1 increase in license tabs on registered automobiles in the state. The increase should bring in more than $8 million per year. Drivers who do not pass the test the first time may retake the test after enrolling and passing a defensive driving class, such as those offered by AARP. Seniors will pay for the second test. Twenty-six states impose stricter requirements for older drivers and Washington should join those states.

The bill may also outline what the new law will be, what it will cost, the penalties for disobeying it, and potential forms of new funding.

Page number

Abbreviation for Senate Bill and the bill number.

1

SB 5050

## Amendment Instructions

Any committee member may propose an amendment, or change, to the bill. Lobbyists, interest groups, and the prime sponsor can assist in writing amendments. At the committee hearing, members will discuss amendments and vote on them before voting on the final bill.

Below is an example of an amendment. Direct the students to be specific. They should indicate exactly which lines and pages their amendment changes. Use the word “strike” to eliminate or change words. To add new language to the bill, use “insert after the words\_\_\_\_\_”.

Each amendment should have an “effect statement,” a short, non-biased statement of what the amendment does. Effect statements do NOT explain the reason why the amendment is necessary or a good idea. They simply state in plain language the change being made.

An alternative format is to present the amendment within the text of the original bill. “Strikes” ~~look like this~~ when put into an original bill. New inserted information looks like this.

Assign a number to each amendment so that they can be read at the hearing.

# Example – Amendment as standalone document

SB 5050 – AMENDMENT 001

By: Senator Underwood

On page 1, after the word “the age of”, strike “70”, and insert “99.”

EFFECT: This amendment would change the age of senior citizens required to take driving tests every two years from age 70 to age 99.

# Example – Amendment in bill text

**SENATE BILL 5050**

**State of Washington 64th Legislature 2015 Regular Session**

By Senators Underwood, Mitchell, Blythe, Mendoza, Kern, Haas, Holbern.

Read first time 1/14/2015.Referred to Committee on Transportation

AN ACT relating to elderly drivers.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

SECTION 1…..

SECTION 2: In order to make roads and highways safer, the Legislature will require all senior citizens over the age of ~~70~~ 99 to take a physical driving test every two years to renew their license.

## Sign-Up Sheet

**Bill:**

**Committee**:

**Chair:**

**COMMITTEE MEMBERS**

**Majority Party**  **Minority Party**

*Committee Chair Ranking Minority Member*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Committee Vice Chair Committee Members*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Committee Members \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**PRIME SPONSOR** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**LOBBYISTS**

**Pro:**

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Con:**

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Detailed Role Descriptions

**LEADERSHIP**

**CHAIR, VICE CHAIR, RANKING MINORITY MEMBER**

**CHAIR:** The committee chair is appointed to preside over committee meetings and is almost always held by a member of the majority party. The chair is responsible for determining committee agendas, deciding whether to bring bills up for a vote, order of testimony, and other matters (see script). Often the chair involves the ranking minority member and vice chair in these decisions.

**VICE CHAIR:** The vice chair of a committee is appointed to preside over committee meetings in the absence of the chair and is almost always held by a member of the majority party. Traditionally the vice chair is responsible for proposing motions in a committee hearing (see script) and keeping track of time for the chair.

**RANKING MINORITY MEMBER:** The ranking minority member has the highest rank on a committee on the minority side. They are responsible for coordinating decisions and voting with the other minority members, and can be invited to help the chair and vice chair decide committee agendas.

**Before the hearing:**

* All leadership will need to study the bill and also research your position. Like all committee members, you need to determine your views on the bill, what amendments you want to propose (OPTIONAL), and how you will work with other members to gain support for your position. You will need to communicate with members from your own party and with leadership from the opposite party.
* The chair may call one caucus meeting before executive session to discuss strategy and proposed amendments with the majority party. (The ranking member presides over the caucus meeting of the minority party.)
* All leadership should be prepared for interest groups and other members to lobby you on the bill and amendments.

**Beginning the hearing:**

* The chair will call the meeting to order and will announce the agenda and any procedures for the meeting.
* The chair will ask staff to summarize the bill and respond to questions.

**During testimony:**

* The chair will call on the prime sponsor first, as a courtesy.
* Each interest group/individual will be called on to testify. Each has two minutes to testify.
* The chair will close the public hearing.

**Caucus (OPTIONAL):**

* Caucus is an informal discussion with other members of your party. If your committee has time for a caucus after hearing testimony, the chair and vice chair lead the discussion among the majority party members, and the ranking member leads the discussion with minority party members.
* During caucus, find out how each member of your party plans to vote on any amendments and the bill.
* If your members disagree, you may try to persuade them to support the “party line” or strategize about how to come up with a compromise. However, each member ultimately gets to decide how he or she will vote.

**Executive Session:**

* The chair will announce the executive session. The chair may choose to have a brief caucus meeting.
* The vice chair will move the bill and another member will second.
* The chair will announce that amendments will be considered and ask staff to briefly explain the amendments. Each member will move the amendment(s) that they sponsor and speak to it briefly. The chair will recognize any comments from other members on each amendment.
* Committee members will vote on amendments.
* The chair will adjourn the meeting.

**Other:**

* The chair will recognize members before they speak.
* The teacher, playing the role of committee staff, will be available at each hearing to help with timing the witnesses and parliamentary questions.
* Committee members must ask the chair permission to speak and wait to be recognized. After being recognized, the questioner or commenter should say, “Thank you, Mister/Madam Chair.”
* Chairs/Vice Chairs, please watch the time.
* Decorum is extremely important! Committee members and those testifying should act politely. If anyone starts to argue, it’s the chair’s responsibility to control the discussion (by gaveling gently and reminding participants to keep their remarks civil and to the point).

**COMMITTEE MEMBERS**

**Before the hearing**:

* You will need to determine your views on the bill, how you will testify, what amendments you want to propose/support (if any), and how you will lobby other members to gain support for your position.
* You will need to study the bill and also research your position.
* OPTIONAL: You are responsible for writing one amendment. You may collaborate with lobbyists or other members to produce amendments.
* Be prepared for interest groups to lobby you.
* You are responsible for developing questions for the interest groups. Your questions may be friendly or not so friendly, depending on the interest group and your purpose, but remember that you must be polite. You may also ask clarifying questions.

**During the hearing:**

* Raise your hand and be recognized by the chair before asking a question.
* Address the chair as Mister Chair or Madam Chair. Address other members as Representative \_\_\_\_\_ or Senator \_\_\_\_\_\_\_.

**Caucus (OPTIONAL):**

* Caucus is an informal discussion with other members of your party. If your committee has time for a caucus after hearing testimony, the chair and vice chair lead the discussion among the majority party members, and the ranking member leads the discussion with minority party members.
* During caucus, you may candidly offer your opinion and how you plan to vote on the bill and any amendments. You may also try to persuade other members of your party to vote with you. However, each member ultimately gets to decide how he or she will vote.

**During Executive Session:**

* Deliver a short statement expressing your position on the bill.
* OPTIONAL: Be prepared to move and second amendments. Committee staff will introduce each amendment, and the chair may then recognize the member who sponsored the amendment to speak briefly about why you think other members should support it.
* Be prepared to vote on amendments and the bill.

**PRIME SPONSOR MEMBER**

**Before the hearing:**

* You will need to determine how you will testify and how you will lobby members to gain support for your bill.
* You will need to develop arguments to support your position and rebut your critics.
* You must also be prepared to answer questions from committee members, including questions as to whether certain amendments would be acceptable to you as sponsor.
* If you decide to prepare written materials for the hearing, bring 15 copies to the hearing and give them to committee staff (the teacher).

**During the hearing:**

* Sign in to testify.
* You will have \_\_ minutes to speak. As prime sponsor, you will be called to testify first.
* Address the chair as Mister Chair or Madam Chair. Address other members as Representative \_\_\_\_\_ or Senator\_\_\_\_\_\_\_.
* You should be prepared to tactfully defend your position against hostile questions and to address whether you support or oppose amendments.
* Stay at the table until excused by the chair.

**INTEREST GROUPS / INDIVIDUALS**

Interest group members represent the views of a particular group (Parent Teacher Association, Environmental Protection Agency, Walmart etc.) or an individual (e.g., parent, doctor, concerned citizen). You may choose to work with other interest groups with similar positions on the bill.

**Before the hearing:**

* You will need to determine the group or individual’s views on the bill, how you will testify, and how you will lobby members to gain support for your position.
* You will need to study the bill and also research your position. You will need to be prepared to answer difficult questions from members who may or may not agree with your position.
* You may work with a committee member or leadership on amendments.
* If you decide to prepare written materials for the hearing, bring 15 copies for all the members to the hearing.

**During the hearing:**

* Sign in to testify.
* You will have \_\_ minutes to speak. When you are called to testify, introduce yourself and indicate on whose behalf you are speaking.
* Address the chair as Mister Chair or Madam Chair. Address other members as Representative \_\_\_\_\_ or Senator\_\_\_\_\_\_\_. You should be prepared to tactfully defend your position against hostile questions.
* Stay at the table until excused by the chair.

## Bill Issue Research Graphic Organizer

**My role:**

**My position:**

|  |  |
| --- | --- |
| **Source:**  | **Author:** **Date published:** **Format (website, video, book):**  |
| **What claims does this source make about the issue?** | **What specific evidence in the text supports the claim?**  |
| **I can use this in my statement to:**  |

##

## Bill Issue Research Graphic Organizer- EXAMPLE

**My role:** Pediatrician

**My position:** I support banning energy drinks for kids

|  |  |
| --- | --- |
| **Source:** Daily Mail article “Energy Drinks Pose Heart Risk to Teenagers”http://www.dailymail.co.uk/news/article-3023881/Energy-drinks-pose-heart-risk-teenagers-Youngsters-told-just-one-day-trigger-sudden-heart-attacks-high-levels-caffeine.html | **Author:** Jenny Hope**Date published:** April 3, 2015 **Format (website, video, book):** Online newspaper article |
| **What claims does this source make about the issue?**Energy drinks can cause heart problems in teenagers | **What specific evidence in the text supports the claim?** “Cardiologists in Madrid said the drinks, which contain large amounts of caffeine, may trigger sudden heart attacks and erratic heartbeats in young, apparently healthy, people.”“But a healthy boy of 13 who consumed energy drinks during a football training session suffered an erratic and fast heartbeat known as atrial fibrillation (AF) – a condition uncommon in those without structural heart disease.” |
| **I can use this in my statement to:** Support my position that energy drinks should be banned for teenagers. Tell a story about the 13-year-old boy who almost died of a heart condition after drinking energy drinks. |

## Mock Committee Hearing Position Statements

Requirements:

1. Research the bill issue and decide what position to take on it (for, against, concerned, or for with amendments). Your position should be appropriate for your assigned role.
2. Turn in a one-paragraph statement about your position on the bill, following the guidelines below.
3. Turn in a bibliography of sources you used.
4. Deliver your statement verbally during the hearing (should be 1-2 minutes long). Practice is key to a persuasive statement! The prime sponsor, lobbyists, and citizen roles will give their statements during the public testimony part of the hearing, and committee members may choose to give a position statement on the bill OR on an amendment during the executive session.
5. Be prepared to answer questions from committee members. You may want to have a back-up sheet of facts, evidence, or stories to use in addition to your written statement.

Guidelines for Bill Position Statement *(Prime sponsor and lobbyists/citizens during public testimony, and committee members during executive session debate)*

* Begin by acknowledging the committee chair (“Thank you, Mr./Madam Chair.”)
* Public testimony: introduce yourself by name (and organization, if you represent one)
* State your position on the bill (the “topic sentence” or “thesis” of your statement). Examples:
	+ Prime sponsor: “I have proposed this bill because…”
	+ “I am testifying in support of this bill, because…”
	+ “My organization is opposed to this bill because…”
	+ “I am concerned that this bill does not do enough to…”
	+ “I support passing this bill with Senator Smith’s amendment, because…”
* Support your position with evidence from your research.\* This could include:
	+ Studies or data about the issue
	+ News reports
	+ Expert opinions
* Support your position with persuasive techniques. This could include:
	+ Loaded language\*
	+ Emotional appeals\*
	+ A story about someone affected by the issue (you may be creative but realistic)
	+ Drawing likely conclusions about the consequences of passing or not passing the bill based on evidence from your research
	+ Simple graphics or visuals

Guidelines for Amendment Position Statements *(committee members proposing amendments during executive session)*

* Begin by acknowledging the committee chair (“Thank you, Mr./Madam Chair.”)
* Summarize your amendment and why you are proposing it (the “topic sentence” or “thesis” of your statement). Examples:
	+ “My amendment addresses the needs of this important group, which is not covered in the original bill.”
	+ “My amendment will make the bill more effective by…”
	+ “I have proposed this amendment because the original bill would have harmful consequences for…”
* Support your position with evidence from your research.\* This could include:
	+ Studies or data about the issue
	+ News reports
	+ Expert opinions
* Support your position with persuasive techniques. This could include:
	+ Loaded language\*
	+ Emotional appeals\*
	+ A story about someone affected by the issue (you may be creative but realistic)
	+ Drawing likely conclusions based on evidence about the consequences of passing the bill without your amendment.

*\*Remember, you may express disagreement, but you must be respectful of others’ intentions and opinions.*

## Committee Script

## Sign-In

At the beginning of the hearing, the teacher (“staff”) should have lobbyists and interest groups sign in to testify. Bring the sign-in sheet to the Chair to call on lobbyists and interest groups for testimony. Committee members should take their seats with their nameplates.

Chair: ***“The hearing of the House/Senate \_\_\_\_\_\_\_\_\_\_\_\_ Committee is now called to order. Today we will hear House/Senate Bill \_\_\_\_\_\_\_\_\_\_, relating to\_\_\_\_\_\_\_\_\_\_. I will now ask committee staff to summarize the bill.”***

Teacher: (Summarizes Bill).

Chair: ***“Great thank you. Does anyone have any questions?”*** (Calls on members that have questions, remember to refer to them as Representative or Senator)

Committee Members: (raise hands to ask questions, wait for Chair to call on you)

## Public Hearing - Testimony

Chair: ***“If we have no more questions, will the Prime Sponsor, Representative/ Senator\_\_\_\_\_\_\_\_\_\_\_, please come up to testify.”***

Prime Sponsor: (present bill, advocate for why they should vote for it)

Chair: ***“Thank you. Does anyone have any questions?”*** (Calls on members that have questions, remember to refer to them as Representative or Senator)

Prime Sponsor: (Answer questions, do not leave until you are excused).

Chair: ***“Thank you for your testimony Representative/Senator\_\_\_\_\_\_\_\_\_\_.”*** (Prime sponsor leaves)

***“We will now open public testimony, each individual will have 3 minutes to testify. I will open it up to questions when you are finished.”*** (Call each interest group up by going down the sign in sheet.)

***“\_\_\_\_\_\_\_, will be testifying for/against bill \_\_\_\_\_\_\_. \_\_\_\_\_\_, will you please come up to testify? Please state your name and who you represent for the record.”***

(They will each have 3 minutes to testify. You will want to try to stick to the time, as you will have about 30 minutes to get through all of the groups and have time for questions. Politely ask people to “wrap it up” as they near the end of their 3 minutes.)

Interest Groups/ Lobbyists**: *“Hello I am \_\_\_\_\_\_\_, with the, \_\_\_\_\_\_\_\_\_\_\_, and I will be testifying for/against the bill.”*** (2-3 minute speech advocating your position)

Chair: ***“Are there any questions?”***(Calls on members that have questions, remember to refer to them as Representative or Senator)

Lobbyist/Interest Group: (Answer questions, do not leave until you are excused).

Chair: ***“Thank you for your testimony \_\_\_\_\_\_\_\_\_\_.”*** (Lobbyist/Interest Group leaves. Repeat until everyone on the sign-in sheet has testified. After that, close the public hearing.) ***“The public hearing for House/Senate Bill \_\_\_\_\_\_\_\_ is now closed.”***

## Caucus (optional)

At this point, if time permits, the Chair may call a brief caucus meeting, for members of each party to discuss privately how they plan to vote on the bill and any amendments. The Chair and Vice Chair lead the majority caucus and the Ranking Member leads the minority caucus meeting. Five minutes is usually plenty of time.

## Executive Session

Chair: ***“We will now move into executive session.”***

**[IF USING AMENDMENTS:**

Chair: ***“Any amendments will now be heard. I will ask staff to read the amendments.”***

Teacher: (Reads each amendment in order.)

Sponsoring Member: ***Mr./Madam Chair, I move the adoption of amendment \_\_\_\_.*** (OR, if they wish not to vote on the amendment, they may say ***“I withdraw my amendment.”*** Discussion then turns to the next amendment in line.)

Any Member:***“I second.”***

Chair: (If there is extra time, the chair may allow brief debate by calling on members who wish to speak, starting with the amendment sponsor.) ***“All in favor of amendment number\_\_\_\_\_\_\_\_\_, say aye.”***

Committee Members: (If in favor say ***“Aye.”****)*

Chair: ***“All opposed, say nay.”***

Committee Members: (If opposed say ***“Nay.”****)*

Chair: (Depending on which had more votes)***“The ayes [or nays] have it. The amendment is adopted [or not adopted].*** (Bang gavel.)

*If it is unclear whether ayes or nays had the majority of votes, the chair may ask for a roll call:*

Chair: ***“Staff, please call the roll.”***

Teacher: (Calls out the name of each committee member and record ayes and nays on the Roll Call sheet) ***“Mr./Madam Chair, \_\_ ayes, \_\_ nays.”***

Chair:(If a majority of ayes) ***“The amendment is adopted.”***(If a majority of nays) ***“The amendment is not adopted.”*** (Bang gavel.)

**REPEAT WITH ALL AMENDMENTS]**

Vice Chair: (After all amendments are voted on, or if not offering amendments) ***“I move that House/Senate Bill \_\_\_\_\_\_ be passed out of committee [as amended].”***

Any Member:***“I second.”***

Chair: ***“It has been moved and seconded that House/Senate Bill \_\_\_\_\_\_ be passed out of committee with a do pass recommendation. Staff will call the roll.”***

Teacher: (Calls out the name of each committee member and record ayes and nays on the Roll Call sheet) ***“Mr./Madam Chair, \_\_ ayes, \_\_ nays.”***

Chair:(If a majority of ayes) ***“The motion carries. House/Senate Bill \_\_\_\_\_ is voted out of committee with a do pass recommendation.”***(If a majority of nays) ***“The motion fails.”***

Chair: ***“That concludes today’s committee hearing on House/Senate Bill \_\_\_\_\_\_\_.”*** (Bang gavel to close hearing.)

## Committee Sign- in Sheet

**Date: Committee:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Name** | **Organization** | **Bill #** | **For/ Against** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
| 11 |  |  |  |  |
| 12 |  |  |  |  |

Roll Call Sheet(for teacher/staff use)

Have a copy of the roll call sheet labeled with each amendment number. Fill in the names of committee members in the following order: chair, vice chair, ranking member, and remaining members in alphabetical order.

|  |  |  |
| --- | --- | --- |
| **HB \_\_\_\_\_\_ [AMENDMENT \_\_\_]** |  Aye | Nay |
| Chair |  |   |
| Vice Chair |  |   |
| Ranking Member |  |   |
|  |  |   |
|  |  |   |
|  |  |   |
|  |  |   |
|  |  |   |
|  |  |  |

## Classroom Setup for Hearing

**Additional supplies:** gavel for the chair, sign-in sheet, roll call sheet, and scripts for every participant to follow along

Chair

Testimony table (seats 1, 2, or 3)

Staff table

Chair

Seats for public (the rest of the class) and lobbyists not currently testifying

Committee dais (can be arranged in several rows; make sure everyone can see the testimony table)

# 6th-8th Grade Rubric

*In my written position statement, I…*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Component** | **Beginning** | **Emerging** | **Proficient** | **Above 6-8** |
| **RH.6-8.1**Cite specific textual evidence to support analysis of primary and secondary sources. | Completed research graphic organizer analyzing my sources |  |  |  |  |
| **RH.6-8.2**Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. | Had a topic sentence that summarized my position  |  |  |  |  |
| **RH.6-8.4**Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies | Correctly used vocabulary about the bill process and bill topic  |  |  |  |  |
| **RH.6-8.6**Identify aspects of a text that reveal an author’s point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts). | Selected evidence from my research that supported my positionUsed vocabulary and language to express my position |  |  |  |  |
| **RH.6-8.8**Distinguish among fact, opinion, and reasoned judgment in a text. | Supported my opinion statements with facts and evidence |  |  |  |  |

*In my testimony/amendment proposal and contributions to the hearing discussion, I…*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Component** | **Beginning** | **Emerging** | **Proficient** | **Above 6-8** |
| **SL.6-8.1.A**Come to discussion prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | Came to the hearing with my prepared statement and research notesReferred to facts from my research in questions or discussion |  |  |  |  |
| **SL.6-8.1.B**Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. | Followed the hearing script and guidelines for my roleUsed polite, respectful language Followed time limits |  |  |  |  |
| **SL.6-8.3**Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | Asked questions about the claims of other speakers |  |  |  |  |
| **SL.6-8.4**Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | Clearly stated my positionUsed evidence from my research to support my positionUsed appropriate eye contact, volume, and pronunciation |  |  |  |  |
| **SL.6-8.6**Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | Addressed my remarks to the chairUsed professional vocabulary and formal speech (no slang) |  |  |  |  |

*In my final reflection, I…*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Component** | **Beginning** | **Emerging** | **Proficient** | **Above 6-8** |
| **RH.6-8.3**Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). | Correctly used vocabulary to summarize the hearing process and our bill |  |  |  |  |
| **RH.6-8.6**Identify aspects of a text that reveal an author’s point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts). | Gave a specific example of how I or another student used language or evidence to support their position |  |  |  |  |
| **RH.6-8.8**Distinguish among fact, opinion, and reasoned judgment in a text. | Gave a specific example of opinion statements or fact statements used during the hearing  |  |  |  |  |
| **SL.6-8.3**Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | Gave a specific example of a supported or an unsupported claim made during the hearing  |  |  |  |  |

# 9th-10th Grade Rubric

*In my written statement, I…*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Component** | **Beginning** | **Emerging** | **Proficient** | **Above 6-8** |
| **RH.9-10.1**Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as date and origin of the information. | Cited at least three supporting facts from different outside sources, and included a bibliography of sources. |  |  |  |  |
| **RH.9-10.4**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. | Used appropriate vocabulary found in sources about the bill topic  |  |  |  |  |

*In my testimony/amendment proposal and contributions to the hearing discussion, I…*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Component** | **Beginning** | **Emerging** | **Proficient** | **Above 6-8** |
| **RH.9-10.8**Assess the extent to which the reasoning and evidence in a text support the author’s claims. | Supported opinion statements with factsPointed out when other participants used facts, opinions, or reasoned judgments |  |  |  |  |
| **SL.9-10.1.A**Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. | Used prepared talking points or written statement for testimony or amendment proposalReferred to research sources when responding to questions and in discussion |  |  |  |  |
| **SL.6.1.B**Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. | Followed guidelines in hearing script to make contributions appropriate to roleContributed constructively to caucus meetingsUsed polite, respectful language in asking questions and in discussionFollowed time limits |  |  |  |  |
| **SL.9-10.1.D**Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence presented. | Asked questions and contributed to the discussion by summarizing or building on other students’ statementsArticulated points of agreement and disagreement among speakersProposed solutions or compromises  |  |  |   |  |
| **SL.9-10.3**Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | Asked questions or contributed to discussion that point out supported or unsupported claims |  |  |  |  |
| **SL.6.4**Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | Used prepared statement or talking points to present a logical argumentCited outside sources to support argumentUsed appropriate eye contact, volume, and pronunciationAddressed remarks to the chairUsed appropriate vocabulary and formal speech (no slang) |  |  |  |  |

*In my final reflection, I…*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Component** | **Beginning** | **Emerging** | **Proficient** | **Above 6-8** |
| **RH.9-10.5**Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. | Gave a specific example of how my argument or another student’s argument was structured to convey their position. |  |  |  |  |
| **RH.9-10.6**Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.**RH.9-10.9**Compare and contrast treatments of the same topic in several primary and secondary sources. | Gave a specific example comparing and contrasting the positions of at least two speakers during the hearing. |  |  |  |  |
| **SL.9-10.1.D**Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence presented. | Summarized various perspectives presented during the hearingArticulated a specific area of agreement or disagreement between speakers Proposed solutions or compromises  |  |  |  |  |
| **SL.9-10.3**Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | Highlighted strong and weak arguments made during the hearing (on the basis of evidence or persuasive language and presentation)  |  |  |  |  |

# 11th-12th Grade Rubric

*In my written statement, I…*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Component** | **Beginning** | **Emerging** | **Proficient** | **Above 6-8** |
| **RH.11-12.3**Evaluate various explanations for action or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. | Cited sources with at least two different opinions about the bill topicConsidered supporting and opposing evidence and highlighted areas of uncertainty about the topic  |  |  |  |  |
| **RH.11-12.4**Determine the meaning of words and phrases as they are used in a text, including analyzing how the author uses and refines the meaning of a key term over the course of a text (e.g. how Madison defines *faction* in *Federalist* No. 10). | Used appropriate vocabulary found in sources about the bill topic  |  |  |  |  |
| **RH.11-12.7**Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem. | Presented an argument based on evidence from at least three sources, including at least one source with quantitative data |  |  |  |  |
| **RH.11-12.9**Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. | Presented an argument based on evidence from at least three sourcesSummarized opposing positions and cited reasons or evidence to refute them |  |  |  |  |

*In my testimony/amendment proposal and contributions to the hearing discussion, I…*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Component** | **Beginning** | **Emerging** | **Proficient** | **Above 6-8** |
| **RH.11-12.8**Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. | Supported opinion statements with factsPointed out when other participants used facts, opinions, or reasoned judgments |  |  |  |  |
| **RH.11-12.9**Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. | Presented an argument based on evidence from at least three sourcesContributed to discussion by summarizing, adding to, or refuting statements of other students |  |  |  |  |
| **SL.11-12.1.A**Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. | Used prepared talking points or written statement for testimony or amendment proposalReferred to research sources when responding to questions and in discussion |  |  |  |  |
| **SL.11-12.1.B**Work with peers to promote civil, democratic discussions and decision-making, clear goals and deadlines, and individual roles as needed. | Followed guidelines in hearing script to make contributions appropriate for roleContributed constructively to caucus meetingsUsed polite, respectful language in asking questions and in discussionFollowed time limits |  |  |  |  |
| **SL.11-12.1.C**Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.**SL.11-12.1.D**Respond thoughtfully to diverse perspectives, synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. | Asked questions that summarized, questioned, or added to various perspectives presented during the hearingArticulated specific areas of agreement or disagreement between speakers Proposed solutions or compromises  |  |  |  |  |
| **SL.11-12.3**Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | Highlighted strong and weak arguments made during the hearing (on the basis of evidence or persuasive language and presentation)  |  |  |  |  |
| **SL.11-12.4**Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. | Used prepared statement or talking points to present a logical argumentCited at least three outside sources to support my argumentUsed appropriate eye contact, volume, and pronunciationAddressed remarks to the chairUsed appropriate vocabulary and formal speech (no slang) |  |  |  |  |

*In my final reflection, I…*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Component** | **Beginning** | **Emerging** | **Proficient** | **Above 6-8** |
| **RH.11-12.6**Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. | Cited specific perspectives, positions, and evidence on the bill topic presented by students at the hearing or by outside sources |  |  |  |  |
| **RH.11-12.8**Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. | Highlighted strong and weak arguments made during the hearing (on the basis of evidence or persuasive language and presentation)  |  |  |  |  |
| **SL.11-12.1.D**Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. | Gave specific examples synthesizing various perspectives presented during the hearingArticulated specific points of agreement and disagreement among stakeholdersProposed solutions or compromises  |  |  |  |  |
| **SL.11-12.3**Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | Highlighted strong and weak arguments made during the hearing (on the basis of evidence or persuasive language and presentation)  |  |  |  |  |

# Guided Reflection Questions

## Skill Reflections (critical reading, argument, writing, and speaking)

* How did you select the evidence and arguments you used to support your position? What bias did you notice or look for in your research?
* How did you use rhetorical devices or persuasive language during the hearing? Why did you select that approach?
* Think of a speaker who argued against your position on the bill. What arguments and evidence did they use? Did you expect them to take that approach?
* Which speaker did you find most persuasive? What evidence or rhetorical devices did they use that persuaded you?
* Which speaker did you most disagree with? How did their statement fail to persuade you?
* Did you change your mind about the bill after listening to all of the testimony and debate? Why or why not?
* What recommendations would you make to lobbyists who want to make their testimony as effective as possible?

## Content Reflections (legislative process, debate, compromise, policy ideas)

* Who supported the bill and why? Who opposed it and why? How did various stakeholders try to meet their needs during the hearing?
* The outcome of a bill hearing doesn’t always please everyone. What would have been your ideal outcome? How did you try to accomplish it? Were you as successful as you wanted to be? Why or why not?
* Did you compromise to get your goals partially met? Why or why not?
* Should people have compromised more during this hearing? What would you have suggested?
* Do you (outside of your assigned role!) think this was a good bill? Could it be improved?
* Did anyone take a political risk with their stance on this bill? Explain.
* If you were a legislator, what is the most important question you would want to know before deciding whether or not to vote for this bill?
* What roadblocks did this bill face? In a real legislative setting, how could lawmakers and lobbyists work to overcome them?

# For More Information

**Washington State Legislature Civic Education**

[www.leg.wa.gov/civiced/](http://www.leg.wa.gov/civiced/)

civic.ed@leg.wa.gov 

[@waciviced](http://www.twitter.com/waciviced) [www.facebook.com/waciviced](http://www.facebook.com/waciviced)

Senate Coordinator: 360-786-7016

House of Representatives Coordinator: 360-786-7993

**Legislative Information Center**

[www.leg.wa.gov/lic/](http://www.leg.wa.gov/lic/)

Resources: [leg.wa.gov/LIC/Pages/Educational-Materials.aspx](http://leg.wa.gov/LIC/Pages/Educational-Materials.aspx)

 Testimony Guidelines: [leg.wa.gov/legislature/Pages/Testify.aspx](http://leg.wa.gov/legislature/Pages/Testify.aspx)

 Find your Legislative District: [app.leg.wa.gov/DistrictFinder/](http://app.leg.wa.gov/DistrictFinder/)

 Search bills by keyword: <http://search.leg.wa.gov/search.aspx#document>

**TVW**

[www.tvw.org](http://www.tvw.org)

Archives of all legislative meetings: <http://www.tvw.org/archives>

Teach with TVW Resources: <http://www.teachwithtvw.org/>