STAKEHOLDERS IN PASSING BILLS (2-5)

OBJECTIVE: Students will be able to identify a school or community leader that will play a role in their proposal and make a plan to reach out to that person.

STANDARDS:

- **2.C4.1** Explain how people work together to identify and solve problems within our world.
- **2.SP1.1** Create a chronological sequence of multiple events.
- **2.SP3.5** Ask and answer questions about explanations and arguments.
- **2.SP4.1** Generate possible reasons for an event or development.
- **3.C3.2** Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government.
- **3.SP2.1** Explain why individuals and groups have different points of view on the same event/idea
- **4.SP4.1** Explain probable causes and effects of events and developments
- **4.SP2.2** Explain connections among historical contexts and people's perspectives at the time.
- **5.C2.1** Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.
- **5.SP1.2** Explain how events of the past affect students' lives and society.
- **5.SP2.1** Explain why individuals and groups during the same historical period differed in their perspectives

CIVICS EXAM QUESTIONS:

- Who vetoes bills? **A:** The president
- Who signs bills to become laws? **A:** The president

TIMELINE: This lesson fits best during the Project Proposal phase, when students already have a general project idea and are now moving forward with more details (i.e., legalities, finances, stakeholder outreach, etc.).

APPROXIMATE LESSON LENGTH: 60 minutes

- *The Journey of a Bill Anticipation Guide*
- *The Journey of a Bill Anticipation Guide Answers*
- *Reading Passage "From Bill to Law"*
- *Flow Map Graphic Organizer*
- *Stakeholder Notes Page*

VOCABULARY:

- **Stakeholder:** a person who is involved or has an interest in something or a decision
- **Veto:** to reject an idea or decision

INSTRUCTIONS:

1. Engage

- To introduce the concept of stakeholders, present a scenario of a school hiring a new principal. Ask students to identify some possible stakeholders who should be included in the interviews (e.g., parents, teachers, secretaries, students). Have students share answers verbally.
- Based on students' answers, point out that big decisions are not made by one single person, and that is also how big decisions are made in our government, too.

2. Explore

- Have students fill out the left-hand column of the *The Journey of a Bill Anticipation Guide*. Instruct students to set aside these questions until after the reading.

3. Explain

- Guide students in reading and discussing the *Reading Passage "The Journey of a Bill"*, highlighting the multiple steps and individuals involved in the process. Model how to annotate the reading passage to locate textual evidence.
- Students will summarize the bill to law process using the *Flow Map Graphic Organizer*.
- Revisit the *The Journey of a Bill Anticipation Guide*, having students share their answers.

4. Elaborate

- Have students complete the Think and Share questions at the end of the *Reading Passage "The Journey of a Bill"*. Have students respond individually and then discuss in groups.

5. Evaluate

- Direct students to revisit their School Participatory Budgeting project proposal. Discuss how the decision-making process is similar to having a bill pass.
- Using the *Stakeholder Notes Page*, have students list at least four stakeholders and their connection to the proposal. Students should also "rank" the stakeholders according to their power of influence in the decision-making of the project (i.e., is there someone who has the most "say" in the decision?).
- Students will work in small groups to compile their stakeholder list and then write a plan on how to contact and communicate with their chosen stakeholder(s).

EXTENSION ACTIVITIES:

Choose a stakeholder connected to your project. Research and find their contact information. Then, draft a communication (such as a statement, question, or introduction) that you could send to this person.