



# *TEACHING SUGGESTIONS FOR:* **THE PEOPLE'S GUIDE TO THE VERMONT LEGISLATURE**

FALL 2002

## **Focus Standards**

**4.2 Democratic Processes.** Students participate in democratic processes. This is evident when students work cooperatively when and respectfully with people of various groups to set community goals and solve common problems.

**6.10 Types of Government.** Students compare and evaluate the philosophical underpinnings and the workings of different types of government, including constitutional governments, in various times in their local community, in Vermont, in the United States, and in various locations world wide.

These are the two primary standards which apply to the video. However, **3.9 Sustainability**, and **4.6 Understanding Place**, are also appropriate. Additionally, please note that a number of different standards apply to the list of Learning/Teaching Activities listed on page two.

## **Possible Uses of Video**

- As a preparation for a visit to the State House
- Introduction to governmental vocabulary
- Teaching how the legislative process works
- Follow legislation of particular interest to students
- Video can be paused at key areas like:
  - History of the State House (architecture & reapportionment)
  - Process: Make up of the House and Senate
  - How a Bill becomes Law
  - Role of the Sergeant at Arms Office
  - Role of the Legislative Council
  - Resources: Calendar
  - Journal
  - Secretary of State's Office Publications
  - State Web Site

## Potential Learning/Teaching Activities

- Research who your representatives and senators are (1.19)
- Research what committees they are on and what those particular committees do - Also why committees are important to the process (1.19)
- Find out what kinds of issues local lawmakers are sponsoring and invite them to class to talk about what they are doing (1.13-Listening)
- Track a bill (or several) using the internet and the State's web site (1.18)
- Get involved in pending legislation - contact the appropriate lawmaker and/or watch a committee hearing and report back (4.2, 4.6)
- Create your own legislation and get it sponsored (like Youth Hunting Day) (4.2)
- Focus on how a bill becomes law - create a large version of the chart (1.20)
- Have students make their own flow chart - (power point presentation or other) (1.20)
- Design reapportionment map and write algebraic formula (7.8)
- Learn more about what pages do and apply to become one (8<sup>th</sup> graders) (4.2, 6.10)
- Learn more about the different branches of government - Judiciary, Legislative, Executive (6.10)
- Discuss the future of Vermont's Legislature - can it remain part time, citizen based? Who can afford to run and serve? (3.9)
- How are other states different? (Like our neighbors to the South, East and West?) (6.10)