



Capitol History Gateway

Lesson Plan

Before your Tour - Vocabulary - 4th Grade

Summary

This lesson plan centers on the language of lawmaking, to help students with potentially new vocabulary and contextualize the legislative process

Lesson

Duration	Two 30 minute class periods - one for Lesson 1, another for Lesson 2.
Resources	<p>Provided</p> <p>Vocabulary Slide Deck</p> <p>Vocab Worksheet A1 (Context Clues) + Answer Key</p> <p>Vocab Worksheet A2 (Fill in the Blank) + Answer Key</p> <p>Vocab Worksheet B1 (Fill in the Blank) + Answer Key</p> <p>Vocab Worksheet B2 (Match and Write)</p> <hr/> <p>Not provided</p> <p>Printer, scissors (optional), projector</p>
Lesson Goals	<p>Students will be able to:</p> <p>Lesson 1: Use appropriate and academic vocabulary to describe the lawmaking process.</p> <p>Lesson 2: Use their new vocabulary to express an opinion about a bill.</p>

Essential Practices

Social Studies Essential Practices

Develop questions for Social Science Inquiry.

Construct well-reasoned and logically coherent explanations, arguments, and solutions related to complex societal issues.

Apply practices and knowledge of social science to take informed civic action.

Capitol History Gateway Goals

Capitol History Gateway is the interpretive plan for the Capitol's Visitor Services Department. All lessons are developed to complement these interpretive goals.

It is easy to get involved in Oregon's democracy.

The quality of my life has been and continues to be shaped by what happens in Oregon's Government.

Standards Met

Oregon Social Studies

4.C.CE.5 Describe the importance of civic participation, including the ballot initiative process, in changing Oregon's laws and constitution.

NCSS

Theme 10: Civic Ideals and Practices

Oregon English Language Arts

4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*

4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies

Instructions

Lesson A

1. Read the short story in [Vocab Worksheet A1](#) (individually, in small groups, or as a class).
 2. Students circle the italicized words, and start making guesses about what they may mean.
 3. On page 2 of Worksheet A1, have students log their guesses
 4. With the Before your Tour [Vocab Slide Deck](#), share the definitions of the words. Have students correct their work while moving through the definitions
 5. Complete [Worksheet A2](#), filling in the blanks with the new vocabulary words.
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Lesson B

1. Fill in the blanks on [Vocabulary Worksheet B1](#) using the new vocabulary
2. Review any challenging words
3. Complete [Vocabulary Worksheet B2](#), page 1 - this could be done individually or as a class as a warm up.
4. Discuss the bills and committees (as a class, or in small groups)
 - a. Potential discussions questions:
 - i. What do you think would happen if this bill were made into a law?
 - ii. Would it change anything in your life?
 - iii. Is there anything you'd want to know about a bill like this before supporting or opposing it?
 - iv. Do you think this bill would get the majority of votes and pass? Why or why not?
 - v. If the bill passed in the House and Senate, do you think the Governor would sign or veto it?
5. Complete [Vocabulary Worksheet B2](#), page 2.
6. Explain that people routinely write testimony like this for bills they care about. Let students know they can submit testimony on real bills during legislative session if they care about an issue or can contact their legislators to propose an idea for a new bill.

Extension Activities / Scaffolding

A

A1-1. Scaffold down: Adjust the order of the slide deck/worksheet as needed - for classes who need more support, it may be helpful to start with the slide deck

B

B2-1. Class Activity (30 minutes): After matching the bills to their committees, break students into groups to serve as the committee for each bill. They can debate, amend, and present their bills to the whole class. The class can vote on the bill and determine if it should pass or not.

B2-2. Extension + Scaffold up (no additional time): For students that easily grasped the vocabulary, challenge them to incorporate 2-5 of the new words in their testimony