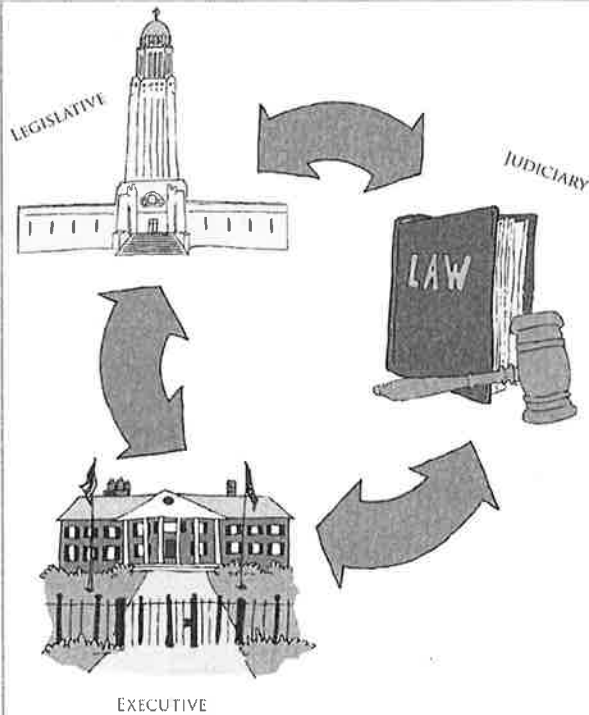


4th Grade – We Are Nebraska – Lesson 3: Part 1

Grade 4	<p>Theme: We Are Nebraska Lesson Title: I'm Just A Bill Literacy Strategies: Think-Ink-Pair-Share, Note Taking, Marzano 6-step vocabulary</p>
Objectives / Learning Targets	I can explain and demonstrate how a bill becomes a law in the Unicameral. I will create a bill with group members and role-play the steps to become a law.
Background Information	Nebraska is the only state in the US that has a Unicameral (single house system) every other state has a Bi-cameral (upper house – Senate, and lower house – House of Delegates).
Materials & Resources	You tube, website Unicam Kids http://nebraskalegislature.gov/uk/?page=home , computers, Cornell note taking sheet, pencil, Nebraska's Unicameral Legislative Process (1 copy per student), "How a Bill Becomes a Law" activity
Content Standards/ Indicators	<p>Social Studies SS 4.1.1 Students will identify and explain the foundation, structure, and function of Nebraska's government. SS 4.1.1.b Describe the origin, structure, and function of Nebraska's unicameral government SS 4.1.1.c Understand how a bill becomes a law in the Nebraska unicameral. SS 4.1.1d Identify and explain a variety of roles leaders, citizens, and others play in the Nebraska government</p> <p>ELA LA 4.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives. LA 4.1.6d Summarize a literary text and/or media, using key details to identify the theme.</p>
Procedures & Routines	<p><u>Anticipatory Set: (Day 1)</u> Ask students: "How many of you have ever had an idea for something that should change in our city or our nation? Every law starts as an idea. Let's watch this video to learn more about how an idea becomes a bill and how a bill becomes a law."</p> <p>Teacher will play the following video, "I'm Just A Bill." (https://www.youtube.com/watch?v=tyeJ55o3EI0) After the video, the teacher will state, "Today we will learn about the process of how a bill becomes a law in Nebraska Unicameral. This is another unique quality about Nebraska that we should learn and remember as we celebrate our state's 150th birthday. We are the only state that has a Unicameral Legislature, meaning one house. Every other state has a Bicameral Legislature, meaning two houses: a Senate and a House of Delegates." See http://nebraskalegislature.gov/uk/?page=facts for additional kid-friendly facts about the Nebraska Unicameral.</p>
Gradual Release of Instruction	Briefly go over the three branches of government using the graphic from Unicam Kids http://nebraskalegislature.gov/uk/?page=branches .

4th Grade – We Are Nebraska – Lesson 3: Part 1



Before the next activity, discuss key academic vocabulary terms students heard in the video using Marzano 6-step vocabulary notecards (See 4th grade academic vocabulary for definitions):

- Legislature
- Executive
- Judicial
- Unicameral
- Bicameral
- Governor
- Senator

Have students Stand up, Hand up, Pair up to find a partner. Once students have found a partner, pass out “Nebraska’s Unicameral Legislative Process” (The handout should be pre-cut into strips showing each major step in the process as a separate strip, one set per student.) Tell students to use what they remember from the video and the explanations for each step to put the process in order. Give students time to problem solve and circulate the room to provide feedback to students and answer their questions. Bring students back as a whole group to check answers by posting the correct/complete handout. Have students add the legislative process handout to their interactive social studies notebook.

Summary Use **Take off-Touch Down** questions to summarize the lesson for the day:

- Read aloud the bold statements below.
- If students agree they stand; if they don’t they remain seated.
- After you ask each statement, have someone give you correct answer.
- The teacher can then give additional explanation or refer students to the completed “Nebraska’s Unicameral Legislative Process” handout as needed.

4th Grade – We Are Nebraska – Lesson 3: Part 1

A unicameral legislature has one house. *Students should stand.* (The Nebraska Legislature is a Unicameral.)

A bill starts off as a law. *Students should be seated.* (A bill starts off as an idea and can later become a law.)

The Senators vote to pass a bill into a law. *Students should stand.* (After the final reading, the Senators vote to pass it into law.)

The Governor approves a bill, he/she has to sign it for it to become a law. *Students should be seated.* (The Governor has five days to act on a bill. The Governor can sign a bill or do nothing with it, and it becomes a law.)

SOCIAL STUDIES Grade Level 4

Academic Vocabulary 4th Grade

Term	Definition	Standard
legislature	the branch of government that makes laws	SS 4.1.1.a/b/c/d
bicameral	the branch of government that makes laws as two groups, a Senate and a House of Representatives	SS 4.1.1.a/b
executive	the branch of government that puts laws into effect (President, Governor)	SS 4.1.1.a/b/c/d
judicial	the branch of government that understands and decides if laws have been broken; and if so, what punishment is given	SS 4.1.1.d
unicameral	the legislative branch of government that makes laws as one group	SS 4.1.1.b/c/d
governor	a person who governs a certain state	SS 4.1.1.d
amendment	an addition or change to a constitution	SS 4.1.1.c
senator	an elected representative, of a specific group of people, who helps make laws	SS 4.1.2.e
ballot	a ticket or piece of paper used to vote in elections	SS 4.1.2.a/d
election	the process of voting for someone	SS 4.1.2.a/d
producer	a person or organization that grows or manufactures something to be sold	SS 4.2.1.b
resources	natural or man-made items used by people (minerals, plants, animals, books, machinery)	SS 4.2.1.a
consumer	a person who buys things	SS 4.2.1.b
free enterprise	a system where people, not the government, own and operate businesses	SS 4.2.3.b
finance	management of large amounts of money by governments and large companies	SS 4.2.6.a
finances	the monetary resources (money) used by the government, groups, or individuals	SS 4.2.6.a
longitude	imaginary lines running from the North Pole to the South Pole that measure up to 180 degrees east or west away from zero, the Prime Meridian	SS 4.3.1.b
latitude	imaginary circles that run horizontally around the Earth, measuring degrees north or south of zero, the Equator; these lines are parallel and will never intersect	SS 4.3.1.b
relative location	identifying one place by naming another place close to it	SS 4.3.1.a/b/c
cardinal directions	the four main directions on a compass rose: North, South, East, and West	SS 4.3.1.a/b
exact location	an exact spot where a place can be found	SS 4.3.1.a/b/c/d
hemisphere	half of the Earth, divided by the Equator or Prime Meridian	SS 4.3.1.a/b
legend	a list or guide that explains the symbols on a map	SS 4.3.1.a/b

SOCIAL STUDIES Grade Level 4

agriculture	the business of growing plants and raising animals to sell for food; farming, ranching	SS 4.3.2.a/b/c
county	the largest territorial division of a state; a specific area within a U.S. state with its own rules and services (Douglas County, Sarpy County)	SS 4.3.2.a/c
migration	people or animals moving from one area to another	SS 4.3.4.a/b SS 4.4.4.a/c
immigrant	a person who leaves one country to live in another country	SS 4.3.4.a
immigration	the act of leaving one country or region to live in another country or region	SS 4.3.4.a
territory	an area of land ruled by a government before becoming a state	SS 4.4.2.b
artifact	something made or used by people in the past; used by archaeologists and historians to make a picture of the past	SS 4.4.2.a/b
history	story of the past	SS 4.4.2.a/b/c
point of view	the way a person, culture, or society understands an event	SS 4.4.3.b

4th Grade - We Are Nebraska - Lesson 3: Part 2

<p>4th Grade</p>	<p>Unit: Our Government Lesson Title: How a Bill Becomes a Law Literacy Strategies: Graphic organizers, oral discussions, quick writes, structured writing process,</p>
<p>Essential Questions</p>	<p>Recall: Describe how a bill becomes a law. Apply: Compare a unicameral to a bicameral legislative system of government? Which is a better system? Why? Justify: If a Governor is supposed to be a leader of the state, justify the reasoning for letting state senators override a Governor’s veto of a bill so that it becomes a law without the Governor liking it.</p>
<p>Objectives / Learning Targets</p>	<p>I can explain how a bill becomes a law in Nebraska’s Unicameral by role-playing and discussing the process then writing about it.</p>
<p>Historical Background</p>	<p><i>This lesson compliments the lesson “I’m Just a Bill” and can be taught in conjunction with Lesson 3, Part 1 or in a similar timeframe.</i></p> <p>Students’ understanding of government processes equips them to be participants in the community. In 1937 George Norris proposed the Unicameral form of government in order to save money and time. All other states have a House and Senate in their state government. Comparison costs proved Norris’ wisdom.</p>
<p>Resources</p>	<ol style="list-style-type: none"> 1. <i>Nebraska’s Unicameral Legislative Process</i> Class Poster. Print enough for each student to have a smaller version or refer to students’ interactive notebooks with the completed process chart from lesson 3. You can also find the poster in SharePoint>Elementary Social Studies>Lesson Plans and Resources>4th grade. 2. <i>The Nebraska Adventure</i> by Jean A. Lukesh 3. http://www.nebraskalegislature.gov/feature/teach.php 4. Virtual Capitol Tour http://nebraskavirtualcapitol.org 5. <i>Student Atlas of Nebraska</i> by Dr. Randy Bertolas (optional)
<p>Content Standards/ Indicators</p>	<p>Social Studies: SS 4.1.1.b Describe the origin, structure, and function of Nebraska’s unicameral government SS 4.1.1.c Understand how a bill becomes a law in the Nebraska unicameral SS 4.1.1.d Identify and explain a variety of roles leaders, citizens, and other play in the Nebraska government SS 4.1.2.e Identify state leaders and the impact of their decisions that effect public policy SS 4.2.10a Identify goods and services funded through state taxes ELA: LA 4.2.1.a Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing and answer questions LA 4.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses. LA 4.2.2.d Use precise word choice and domain specific vocabulary to write in a variety of modes. LA 4.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations. LA 4.1.6.i Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources. LA 4.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure. LA 4.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.</p>
	<p>Overview: This two-day lesson includes a brief comparison activity for students to understand the efficiency of Nebraska’s Unicameral versus the House and Senate, Bicameral, system. Students then learn how a</p>

bill becomes a law by participating in a role-playing activity to simulate the process the Unicameral follows. With the teacher playing the part of the Governor and modeling the reading while moving through the process using the poster, this lesson moves right along. The additional examples given beyond the dialog can be included or excluded, depending on your time.

Day One Lesson: Compare and Contrast the Efficiency of the Unicameral vs. the House of Representative and Senate

Vocabulary:

Bicameral: Elected representatives work to make laws in two separate areas, the House of Representatives and the Senate, which together is known as Congress.

Unicameral: Elected representatives of the people work together in one house to make laws.

Senator: An elected representative of the people in a particular region. In Nebraska, Senators work in the capitol building for only part of the year.

Governor: The elected leader of a state.

Bill: A written idea for a law.

Law: A rule that must be obeyed.

Bi-partisan: Two parties, often from opposite sides, work together for the good of all concerned.

Anticipatory: Reading Chapter 12, Pages 240, 244-245

Model / Share: How many of you know that people pay taxes? Why do we pay taxes?

- To pay for services for our communities, human services, unemployment
- Schools, Teachers, Libraries
- Parks, Water for grass in parks, electricity for the lights at night
- Streets, Repair, Streetlights, Snowplows

Activity One (20 minutes)

A bill is a written document that people hope will become a law that people will have to obey. They want to solve a problem or make life better. Sometimes a law states that something must be purchased or services paid for. The University of Nebraska is partially funded with taxes. Fixing roads is paid for with tax money. Our state parks are to be kept in good condition for all to enjoy and tax money from everyone across the state helps pay for their care.

Teacher will instruct and guide students to choose to fix or purchase something important to their community. Their job will be to decide on the law that will settle on the dollar amount they are willing to allocate for the fix or purchase. Suggestions could be buying new playground equipment, fixing potholes in streets, buying land for a community park, pay for snow plowing or, giving all teachers in the state a gift card on Teacher Appreciation Day, which was a huge hit when piloted.

- Divide class into two groups across the room from each other.
- Make one the House and one the Senate as they are in Washington, D.C.
- Each group chooses a spokesperson / messenger.

House: Decides what issue to fix or what to purchase by passing a law to collect a certain amount of money in taxes. The messenger tells the Senate what issue they will be working on. The teacher quietly tells the Senate that they must disagree by at least \$20, with the intention that they must work together to reach consensus.

The House decides an amount that is reasonable to work with and the messenger informs the Senate. The Senate doesn't agree and counters with information and price.

The following arguments were created by fourth grade students:

Teacher Gift Card Law

House

- Teachers work hard and spend a great deal of their own money on student supplies.
- Give them \$100 Target gift card.

Senate

- We agree teachers need rewards.
- \$100 is too much. Offer \$50.
- Senator from the Sandhills reminds others that not all Nebraskans are close to Targets.
- We should support Nebraska's small businesses. Offer Visa Gift Card instead.
- How will this be paid for?

Informed by the Governor (teacher) that they must agree upon an amount, both groups are guided to negotiate. (This quick activity really hits home when compared with the next one.)

House

- Compromise of \$75.
- Agree to Visa card and support small business and restaurants.
- Tax should come from speeding tickets.

Discussion points after consensus is reached.

- George Norris believed having one decision making body would save time during discussions about whether bills should become laws. Nebraskans agreed and we began using that system in 1937.
- Virtual tour of Hall of Fame: George Norris bust. <http://nebraskavirtualcapitol.org/panos/36> or Page
- Saving time would mean saving money for the people working in the Legislature. The annual sessions are made shorter and people were able to get back to their businesses and farms.
- Nebraska is the only state that has a unicameral. Prefix: uni- one Root: cameral – house.
- Go to virtual tour to see the unicameral <http://nebraskavirtualcapitol.org/panos/34>

Activity Two (10-15 minutes)

Guide: Work in groups of 4 and write down at least three ideas that you would like made into laws to help our community. (Veer away from Gatorade in drinking fountain kind of ideas.) Give one solid reason for the decision.

- Lower students may be taken to a group with the teacher for guidance.

Independent: Choose one of the mentioned ideas for a law and give an argument as to why this is a good law to support. First share your ideas with a partner then write your idea for a law and have at least two reasons to support your idea..

- Lower and ELL students may want to follow the lead of the teacher for group writing.

Summarize: Students share verbally the ideas they've written.

Day Two Lesson: How a Bill Becomes a Law (40 minutes)

This follows the development of a law using role-play and dialog cards. For ease, dialog in bold print and other font in this lesson plan matches the role-playing page. Cut student page and hand Senator statements to student Senators making a good idea a law.

Anticipatory: Name some laws that you know. (Stop at a stop sign, etc.)

What are some reasons George Norris gave to convince Nebraska to move to a unicameral instead

of a bicameral system of government?

- More efficient, saving time and cost of governing.
- More cooperative discussion with the idea that working together on behalf of all Nebraskans is better. Bi-partisan / forgetting whether a person is a Democrat, Republican, or an Independent.; instead the idea is to work together
- You may want to ask students to offer other laws they thought of yesterday. Take a quick vote and begin the lesson using only that law.

Introduction

Teacher: A bill has a beginning, middle and end process, just like a good narrative. Like a good plot, a bill begins with a good idea. We will read the handout and see how a bill begins and the steps taken in the middle before it reaches its conclusion of becoming a law or decided against completely. You all will be Senators. Some of you will have parts to play to help us understand how a bill becomes a law in Nebraska.

Model

Announce that all of the students are now Nebraska Senators and have gathered in the Capitol in Lincoln to begin to make laws.

- Remind students gather into one group, the Unicameral, and instruct them to work together and come to a consensus about a new law and the amount of taxes to charge to pay for it.
- Working together in this manner is called the **bi-partisan method**. (Prefix: bi-two) Two parties work together for the good of all. Hand out the Nebraska's Unicameral Legislative Process for each student. Teacher may print out large poster for the room for all to follow.
- Hand out the student and teacher copies of *Nebraska's Unicameral Legislative Process*.
- Show the steps. All will follow each step, reading the text on the left as you progress through the process and role-playing.

Historical Element:

Not all history happened long ago. Senators make history every day.

Use: <http://www.nebraskalegislature.gov/feature/teach.php>

Show Unicameral, legislative calendar, and see a selection of bills

Show image of students' state senator. Follow a bill for a period of time.

Model / Share:

We will read the process from our guide before each step is taken. (Teacher plays the role of the Governor and narrating instructor.)

1. Research a problem and solution
A senator addresses a problem that might be solved by creating a new law. The **senator and staff** will do research prior to the legislative session.
 - **Senator from Grand Island: Our problem is that some children heads have been badly injured riding their bikes and we need to make a law that children must wear helmets when they ride bikes, just like people do when they ride motorcycles.**
2. Write and introduce draft
 - a. **Specialists** write a draft and estimate the cost if it becomes law.
 - i. Name costs the specialists might need to consider.
 1. Police, Park Ranger, and Office personnel
 2. Tools used to fix things, streets, lights, etc.
 3. Purchase of land for parks, schools, etc.
 4. Build schools, ice rinks
 - b. Teacher assigns Specialists and they "research" and announce to each other:
 - c. **3 Specialists announce to each other:**

- i. **Specialist One:** We have found that many children are hurt riding bikes. We think hospital costs would not be as high if children wear helmets.
 - ii. **Specialist Two:** Bike helmets are a low cost safety item, usually less than \$25.
 - iii. **Specialist Three:** Kids brains can get concussions from falling and banging their heads. That may affect their learning.
 - iv. **Together:** We will name it LB 123
 - v. LB 123 (Legislative Bill and then a number to identify it)
 - d. A bill is introduced to all of the Senators in the first 10 days of the legislative session.
 - e. **Governor:** It is the first 10 days of the legislative session. Do all senators think this bill should move to Committees and Public Hearings?
 - i. Students vote yes.
 - f. **3 Specialists** announce to all Senators:
 - i. **Specialist One:** We have found that many children are hurt riding bikes. We think hospital costs would not be as high if children wear helmets.
 - ii. **Specialist Two:** Bike helmets are a low cost safety item, usually less than \$25.
 - iii. **Specialist Three:** Kids brains can get concussions from falling and banging their heads. That may affect their learning.
 - iv. **Together:** We named it LB 123.
 - g. **Governor** announces: Senators vote yes and so this is sent to Committees and we will have public hearings in our communities.
3. Committees, Public Hearings, Advance or Fail
- a. **Committees** research and provide opportunities for citizens to express their opinions about the introduced bill.
 - i. What would your family think if suddenly you learned that the state decided to build a very busy new road right by your front yard?
 1. You would want to have your voice heard at a public hearing to perhaps get them to change their minds.
 2. XL Pipeline was an example of when many Nebraskans not wanting the gas pipeline to come through our state attended many public hearings about the topic. (Fearful of the pipe breaking and polluting the land and the Ogallala Aquifer) (Others thought the jobs would be good for Nebraskans.)
 - b. The committee reviewing the research and listening to the public comments votes on whether or not to advance the bill to the General File, which is the next step of review. |
 - i. If they discover facts or consider public opinion and decide the bill is not a good idea, it fails. The committee will then not spend any more time on it.
 - ii. What if the city needed a new hospital and wanted to build it on the block where you live? Discuss what your family would need and want in order to cooperate.
 - c. **Representatives from the following** say that they went to their communities and they state:
 - i. In the Sandhills we don't have much traffic. We think our children should have the opportunity to have the wind in their hair and not have to buy helmets.
 - ii. In Lincoln we agree this bill is a good idea. We see many kids from all over the state come to Madonna Rehabilitation Center because they have hurt their heads and they have to have therapy to get better.
 - iii. In Omaha, we agree it is a good idea. We have a lot of traffic and many

kids ride their bikes and cross busy streets when they go to parks and the pools. We have nationally recognized hospitals for children and all of the doctors and nurses agree this is important.

- iv. (Said with much passion.) In Valentine we don't have much traffic but we just had a child die when he was riding his bike. The whole community is so sad and wants to prevent any loss of life. We believe passionately this bill is a good idea. The citizens of Valentine ask all Senators to vote for this good idea to become law!

4. General File, Add Amendments, Advance or Fail

- a. The full legislature debates whether or not to advance the bill. People will be talking about what their community's want.
- i. If they decide they don't like the bill, it fails.
- ii. 25 or more senators are needed to vote to advance the bill to the next step, the Select File.
- b. Senator from Chadron says, "I have an amendment to suggest. The amendment would read that all bike riding helmets must meet the "Federal Safety Regulations." We don't want someone to put on a doll helmet and think they are ok.
- c. **Legislation votes to send this to Select File. (Yes)**
- d. They may want to add an Amendment that puts an extra condition on the bill. Ask students to imagine the following.
- i. Pretend the new hospital is going to be built on your block. The new hospital will need everyone on your block to move because they want that land. (Maybe it is next to an existing hospital and they want to expand.) Perhaps an amendment might say that students still get to go to their same school even though they are moving to a new neighborhood.
- ii. Maybe another amendment would state that the displaced students from the block also get to ride a bus back to their school. Tax money would pay for the driver, the bus, and the gas it will need.
- iii. Maybe some senators don't think this is fair. Others do.

5. Select File, Add Amendments, Advance or Fail

- a. This step allows senators more time to evaluate and possibly amend the bill again.
- i. Perhaps some senators decide that they are willing to pay for a bus only for one year. After that, they expect the students to go to the school they can walk to in their new neighborhood. They might want to consult with the bus company to see what the real costs are going to be.
- ii. Can you think of another amendment they might think of?
1. The hospital has to build a new neighborhood playground.
2. The hospital needs to have nice landscaping since it is being built in a neighborhood.
- b. A vote of 25 or more is needed for the bill to advance. If there are not enough votes it will fail.
- c. **Governor: Senators, please vote for the bill and amendment. Legislation votes to send this to Select File. (Yes)**
- i. Explain general ratio that at least ½ of the class must vote for it to move on. They vote yes and it moves on.

6. Final Reading, Pass or Go Back to Select File

- a. The bill must be read aloud unless 30 senators vote to waive that rule.
- i. Waive: homophone. Meaning: to ignore the rule
- ii. **Governor asks Senators if they want to hear the bill again. No they waive that rule this time. They know it forward and backward. So it moves on.**
- b. The bill may not be amended or debated at this stage, but it can be changed if it

goes back to Select File.

- i. If someone had a great idea or discovered a new fact that would improve the hospital, they might want to add another amendment.
- ii. Discuss with your partner / group something that you think would be so important that you would send the hospital bill back to Select File.
 - a. All hospitals must have a traffic light for their entrances.
 - b. All hospitals built in neighborhoods shall have...

7. Governor Signs or Vetos the Bill

- a. The Governor has five days, excluding Sundays, to act on the bill. If he signs it or does nothing with it, it becomes law.
- b. If he disapproves, he can veto it.
 - i. Veto – The Governor is the leader of the state and can decide he will not sign the bill making it a law. If he decides to veto the bill after the senators have gone through all of the steps to pass it, do you think it should pass anyway? Why or why not?
 - ii. If the Governor wants the bill to fail and vetos it, a group of 30 or more senators can get together and “override” the Governor’s opinion. The bill will then become law.

8. **The Governor: I have a concern and veto the bill!**

9. **Senators what do we do for the children whose families cannot afford a helmet that we are requiring by law?**

10. **Oh no! Back to Select File for Senators to consider this good idea and how to pay for it.**

Senators go back to Select File and they discuss good ideas. If they have trouble guide them to declare the state will give children a helmet if they cannot afford one. Discuss how they will be paid for. Taxes? Donations? Discounts? Teacher facilitates this discussion. Come to conclusion.

- a. **A Senator from Lexington announces they would like to make an amendment. The amendment would change the law to include that any child whose family can’t afford a helmet will be given one by the state.**
- b. **Senator from South Sioux City announces the tax on _____ will be used to pay for the free helmets.**

11. Senators vote to move it on to Final Reading.

- a. **Governor: Do you want to hear the whole bill again?**
- b. **“All children will wear safety helmets when riding a bike that meets Federal Safety Standards AND that the state will provide a helmet to any child that cannot afford one. These will be paid for by increasing taxes on _____.”**
- c. **I really like this. I’m going to sign it! Nebraskans now have a new law. “All children will wear safety helmets when riding a bike that meets Federal Safety Standards AND that the state will provide a helmet to any child that cannot afford one. Those will be paid for by increasing taxes on _____.**

12. Most bills passed become law three months after the legislature adjourns.

13. Some may take effect sooner on a specific date or if it is considered an emergency.

- a. A few years ago there was a horrible flood that raised the level of the Missouri River so high that parts of Omaha and Council Bluffs flooded so badly people couldn’t go to work and roads were terribly damaged. Further north and south, many farms endured great damage too. Money was needed to help with the repairs. Would this have been an emergency and would a law be needed to pass immediately to pay for the help?
- b. A few years ago, Blair, Nebraska was partially destroyed by a tornado. Would this require emergency help or would you make people wait 3 months before money could be sent to helpers in Blair?
- c. Students may relate to: LB239, introduced by Malcolm Sen. Ken Haar, which reallocates funds generated by solar and wind energy agreements on school lands

	<p>to assist schools in implementing an effective educator evaluation model;</p> <p>d. Students may relate to: LB410, introduced by Sullivan, which adds income eligibility for the Access College Early Scholarship Program Act for students participating in a career academy or career path of study.</p> <p>14. LB239 and LB410 passed on a 46-0 vote.</p> <p>Governor announces that 30 days has passed. Congratulations! The bill has become a law that will help children stay safe.</p> <p>Guided Group Discussion: Essential Question</p> <p>If a Governor is supposed to be a leader of the state, how can you justify the reasoning for letting state senators override a Governor's veto of a bill? If they override him with 30 or more votes, the bill becomes a law without the Governor liking it anyway.</p> <p>The people of the state might be very concerned about something that affects all of them and demand that their representative, their Senator, override the veto. This really has happened, but it doesn't happen often.</p>
<p>Summary</p>	<p>Independent Writing:</p> <p>Recall: Describe how a bill becomes a law.</p> <p>Apply: Compare a unicameral to a bicameral legislative system of government? Which is a better system? Why?</p> <p>Justify: If a Governor is supposed to be a leader of the state, justify the reasoning for letting state senators override a Governor's veto of a bill so that it becomes a law without the Governor liking it.</p> <p>Note: Students going on a field trip to Lincoln may enter the unicameral observation area and watch the Legislature discuss bills if they are in session at the time. This can be done virtually as well via NET access.</p>

Term:

My understanding: | 1 | 2 | 3 | 4 |

Subject:

Término en español:

Description:

Drawing:

More ideas:

Term:

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Nebraska's Unicameral Legislative Process

A senator addresses a problem that might be solved by creating a new law. The senator and staff will do research prior to the legislative season.

Specialists write a draft and estimate the cost if it becomes law. They name it (e.g. LB123) and introduce it as a bill in the first 10 days of the legislative session.

Committees research and provide opportunities for citizens to express opinions about the introduced bill. The committee votes whether or not to advance the bill to the General File.

The full legislature debates whether or not to advance the bill. They may amend it. A vote of 25 or more is required for advancement.

This step allows senators more time to evaluate and possibly amend the bill again. A vote of 25 or more is required for advancement.

The bill must be read aloud unless 30 senators vote to waive that rule. The bill may not be amended or debated, but can be sent back to Select File if changes are desired. Senators vote to pass it into law.

The Governor has five days, excluding Sundays, to act on the bill. If he signs it or does nothing with it, it becomes law. If he disapproves, he can veto it.

Most bills passed become law three months after the legislature adjourns. Some may take effect sooner on a specific date or if it is considered an emergency.

