

A Bunch Of Bills: Which Ones Will Pass?

As you take on your role in the municipal, provincial, or federal government, you'll find that there are lots of issues that need your attention. We can't address all of them at once though, so we need to make some decisions.

Task #1 (Maximum of 3 Periods):

Use the resources in the classroom including the Pinterest Page (pinterest.com/adunsiger/government) to read about issues that are taking place at your level of government. You may also want to use the Internet to research your own issues. Remember to use quality search terms and read quality websites.

- 1) Make a list of the different issues that you read about.
- 2) Write down any questions/wonderings that you have about these issues.

Task #2 (Included with the timeframe for Task #1.):

Write down the top three issues that interest you. **Remember to include your name at the top of your list.** Give your list to Miss Dunsiger. As the head of the government, she will divide you into smaller groups based on your issues of interest.

Task #3 (Maximum of 4 Periods):

Miss Dunsiger will tell you your group members and your group's assigned issue. As a group, read and listen to more about this issue. Find out as much as you can about the problems, the solutions already tried, the impact of these solutions, and the different stakeholders (people/groups) involved. How do all of these stakeholders feel? What are they saying?

As you read different articles and listen to various recordings, write jot notes where you address what you read or heard, what you thought, and any further questions or wonderings that you have.

Task #4 (Maximum of 8 Periods – This includes everything listed below.):

As a group, use your research, and develop a plan of action. **How could you help solve this problem?** Your group is going to need to present a bill to our government, sharing your specific plan and asking for it to be passed into law (provincial or federal level) or become a by-law (municipal level).

Our Classroom Government has a slightly different system than our real federal, provincial, and municipal governments, so here's the process for our system:

- 1) You'll present your bill to our class government. (You can do so in speech form, as an iMovie or video, as a PowerPoint or Google Presentation, or in any other form that you'd like. Please let Miss Dunsiger know if you're going to use a different form.)
- 2) Our Class Government will ask you questions about your bill based on what you share. Make sure that you have lots of specific data to support your answers.
- 3) We'll give you a chance to go back and make changes to your presentation based on our questions. You can also go and collect additional data to support your answers.
- 4) All groups will then share their final bill presentation on a special radio show edition of 105 the Hive. **If you've recorded a presentation, we can tweet out the link, but you'll also need to explain your plans on the air.**
- 5) The Class Government and listeners to 105 the Hive can ask additional questions during this radio show presentation (either by asking them in person or tweeting them out). Groups will get a chance to answer these questions.

The Class Government is only going to support a maximum of half of the number of bills presented (with representations from all three levels of government), so students will cast their votes after seeing the presentations, hearing the questions, and hearing the answers. Government officials will make informed choices based on the data shared.

Name: _____

Rubric For A Bunch Of Bills

	Level 1	Level 2	Level 3	Level 4
Knowledge of Content	<p>Demonstrates <u>little</u> knowledge about the specific issue at that level of government.</p> <p>Has <u>little</u>, if any, research about his/her group's specific issue.</p>	<p>Demonstrates <u>some</u> knowledge about the specific issue at that level of government.</p> <p>Has <u>some</u> research about his/her group's specific issue.</p>	<p>Demonstrates <u>considerable</u> knowledge about the specific issue at that level of government.</p> <p>Has <u>many</u> examples from the research about his/her group's specific issue.</p>	<p>Demonstrates <u>thorough</u> knowledge about the specific issue at that level of government.</p> <p>Has <u>numerous</u> examples from the research about his/her group's specific issue. <u>Thoroughly</u> explains these examples.</p>
Thinking	<p><u>Rarely</u> uses critical/creative thinking skills as he/she develops a plan of action based on his/her research.</p> <p>The plan that the group creates addresses <u>little</u>, if any, information from his/her research.</p>	<p><u>Sometimes</u> uses critical/creative thinking skills as he/she develops a plan of action based on his/her research.</p> <p>The plan that the group creates addresses <u>some</u> information from his/her research.</p>	<p><u>Usually</u> uses critical/creative thinking skills as he/she develops a plan of action based on his/her research.</p> <p>The plan that the group creates addresses <u>most</u> of the information from his/her research.</p>	<p><u>Consistently</u> uses critical/creative thinking skills as he/she develops a plan of action based on his/her research.</p> <p>The plan that the group creates addresses <u>all</u> of the information from his/her research.</p>
Communication	<p><u>Rarely</u> communicates for different audiences and purposes, based on his/her group's <u>limited</u> sharing of key details and proof about his/her plan of action.</p>	<p><u>Sometimes</u> communicates for different audiences and purposes, based on his/her group's sharing of <u>some</u> key details and proof about his/her plan of action.</p>	<p><u>Usually</u> communicates for different audiences and purposes, based on his/her group's sharing of <u>most</u> key details and proof about his/her plan of action.</p>	<p><u>Consistently</u> communicates for different audiences and purposes, based on his/her group's sharing of <u>all</u> key details and proof about his/her plan of action.</p>
Application	<p>Transfers <u>little</u> knowledge from his/her research to his/her group's plan of action.</p> <p>The group's bill reflects <u>little</u> of what he/she learned about the issue through his/her research.</p>	<p>Transfers <u>some</u> knowledge from his/her research to his/her group's plan of action.</p> <p>The group's bill reflects <u>some</u> of what he/she learned about the issue through his/her research.</p>	<p>Transfers <u>most</u> knowledge from his/her research to his/her group's plan of action.</p> <p>The group's bill reflects <u>most</u> of what he/she learned about the issue through his/her research.</p>	<p>Transfers <u>all</u> knowledge from his/her research to his/her group's plan of action.</p> <p>The group's bill reflects <u>all</u> of what he/she learned about the issue through his/her research.</p>