How Laws Are Made-Ben's Guide

Created by: Lynn M. Dixon
Title/Role: Library Media Specialist-Retired
Organization/School Name: Chicago Public Schools
Location: Illinois

Grade Level: 1, 2
Type of Lesson: Lesson in a unit
Type of Schedule: Combination
Collaboration Continuum: Moderate

Content Area:
Language Arts
Social studies

Content Topic: How Laws are Made.

Standards for the 21st-Century Learner

Skills Indicator(s):
1.1.2 Use prior and background knowledge as context for new learning.
1.1.4 Find, evaluate, and select appropriate sources to answer questions.
2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

Dispositions Indicator(s):
1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
2.2.4 Demonstrate personal productivity by completing products to express learning.

Responsibilities Indicator(s):
1.3.5 Use information technology responsibly.
3.3.4 Create products that apply to authentic, real-world contexts.

Self-Assessment Strategies Indicator(s):
1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

Scenario: Students will use the new Ben's Guide to teach How Laws are Made. How will the librarian break it down? She/he will read the script from the teaching tool Ben's Guide and use visuals to clarify understanding. The librarian will read; draw and ask questions while moving through the short script.

Overview: The librarian should set the students in a Q & A forum and review what they recall about Ben Franklin and introduce Ben's Guide. Read the script and sketch to create visuals to clarify understanding about how laws are made in Congress. Also, a picture of Presidential signings from primary sources can be used from the files of the Library of Congress.

Final Product: Students' new picture will show what they learned about how laws are made. It will be a new insert to go inside their Ben's Guide folders.
Library Lesson: The librarian will read the script from the Ben's Guide website and stop to either sketch or use a primary source to further enhance student understanding. Questions should be asked along the way as the younger children attempt to learn how laws are made and their importance which keeps citizens safe.

Estimated Lesson Time: 45 minutes

Assessment

**Product:** Students will create a new insert for their folders on Ben's Guide. They will choose whatever was impressed upon their memory and sketch it and color it in groups. They will be encouraged to add a caption so the label what they are drawing.

**Process:** After the Q & A forum and the reading of the script, the students will create a visual of what they learned from the lesson on the process making laws in Congress. The students will work in groups as they share crayons and coloring pencils to create their new folder insert.

**Student self-questioning:** Four questions that students should ask themselves: What did I remember about Ben Franklin? Do I understand why the website is called Ben's Guide? Do I know what a law is? Who signs the bill before it becomes a law?

Instructional Plan

**Resources students will use:**
- Dataset (ie. lists, tables, databases)
- Interactive Resource (i.e. webpages, multimedia learning objects, chat services)

**Resources instructor will use:**
- Projector
- Laptop
- White board
- Smart board

Instruction/Activities

**Direct instruction:** Students should be placed on the library rug to prepare for a Q & A type lesson. The librarian should first ask students about Ben Franklin to review what was learned in the prior library session. Ben's Guide should be displayed on the Smartboard or through some form of projection. The librarian will read the script from the website on How Laws Are Made. There are three subcategories and the librarian should stop after each section and ask questions for clarity and understanding. Also, should use a large post-it to sketch. For example, sketch people driving on the wrong side of the road to show the importance of staying safe by following the law. Other visuals can be used such as a picture of the members of Congress in session using a primary source. The librarian should stop throughout the script and ask and answer questions to ensure that the students understand. After moving through the script, students should be directed to their tables and asked to sketch one thing that they learned about How Laws Are Made. The librarian will read the script from the website on How Laws are Made for the apprentice level. Use Primary sources: President Roosevelt signing a bill: [http://hdl.loc.gov/loc.pnp/hec.47000](http://hdl.loc.gov/loc.pnp/hec.47000) President Coolidge signing a bill:

**Modeling and guided practice:** The librarian can demonstrate one item recalled from the script and do a brief sketch so students will understand what is expected of them.

**Independent practice:** If students complete all the assignment, they can play the interactive games on the website. Or they can assist other students in need of assistance in completing their picture.

**Sharing and reflecting:** Students will later share their findings through bulletin board displays and a latter session on a class show and tell about their folders and its contents.

**Have you taught this lesson before:** No

**Strategies for differentiation:** A third follow-up library session should by allowed for students to complete their tasks. Peer mentoring is highly encouraged whereby students can assist those who need help. Also, this is a time when interactive games on the Ben's Guide website can be played by those who have finished their work.

**AASL/Common Core State Standards Crosswalk**

**English Language Arts:**

**CC.1.W.1** » English Language Arts » Text Types and Purposes » 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (1)

**CC.1.W.2** » English Language Arts » Text Types and Purposes » 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (1)

**CC.1.W.3** » English Language Arts » Text Types and Purposes » 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide a sense of closure. (1)

**CC.2.W.1** » English Language Arts » Text Types and Purposes » 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (2)

**CC.2.W.2** » English Language Arts » Text Types and Purposes » 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (2)

**CC.2.W.3** » English Language Arts » Text Types and Purposes » 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (2)
CC.1.SL.1 » English Language Arts » Comprehension and Collaboration » 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups (1)

CC.1.SL.2 » English Language Arts » Comprehension and Collaboration » 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (1)

CC.2.SL.1 » English Language Arts » Comprehension and Collaboration » 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (2)

CC.2.SL.2 » English Language Arts » Comprehension and Collaboration » 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (2)

CC.1.W.8 » English Language Arts » Research to Build and Present Knowledge » 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1)

CC.1.L.4 » English Language Arts » Vocabulary Acquisition and Use » 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. (1)

CC.2.W.8 » English Language Arts » Research to Build and Present Knowledge » 8. Recall information from experiences or gather information from provided sources to answer a question. (2)

CC.2.L.2.e » English Language Arts » Conventions of Standard English » e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (2)

CC.2.L.4.e » English Language Arts » Vocabulary Acquisition and Use » e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (2)

CC.1.SL.1.a » English Language Arts » Comprehension and Collaboration » a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). (1)

CC.1.SL.1.b » English Language Arts » Comprehension and Collaboration » b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (1)

CC.1.W.5 » English Language Arts » Production and Distribution of Writing » 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details
to strengthen writing as needed. (1)

**CC.1.W.7** » English Language Arts » Research to Build and Present Knowledge » 7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (1)

**CC.2.SL.1.a** » English Language Arts » Comprehension and Collaboration » a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (2)

**CC.2.SL.1.b** » English Language Arts » Comprehension and Collaboration » b. Build on others' talk in conversations by linking their comments to the remarks of others. (2)

**CC.2.SL.1.c** » English Language Arts » Comprehension and Collaboration » c. Ask for clarification and further explanation as needed about the topics and texts under discussion. (2)

**CC.2.W.5** » English Language Arts » Production and Distribution of Writing » 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (2)

**CC.2.W.7** » English Language Arts » Research to Build and Present Knowledge » 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2)