

Teacher Guide: Legislation on Cloning – Activity Two: The Perfect Sandwich Law

ACTIVITY OVERVIEW

Abstract:

This activity is the second in a series of three that introduces students to the process by which a bill becomes a law in the United States Congress. After learning about the process (Activity 1) and modeling it (Activity 2), students write bills related to cloning and take them through the legislative process (Activity 3). *The Perfect Sandwich Law* models the process that a bill goes through in order to become a law, using a topic students know about (how to make a sandwich). Students first draft a “perfect sandwich” bill, then meet in House or Senate subcommittees, standing committees, and finally as the entire House or Senate to put forth one bill per entity. Once a conference committee melds the two bills together, the House and Senate re-convene for the final vote to pass or reject the bill.

Module:

Cloning in Focus

Key Concepts:

Congressional processes, legal and ethical issues related to cloning

Prior Knowledge Needed:

Basic congressional structure and function, How a Bill Becomes a Law (see Activity 1)

Materials:

Student handouts and sandwich making supplies (see Detailed Materials List)

Appropriate For:

Ages: 12 - 20
USA grades: 7 - 12

Prep Time:

30 - 60 minutes

Class Time:

90 minutes

Activity Overview Web Address:

<http://gslc.genetics.utah.edu/teachers/tindex/overview.cfm?id=bill>

Other activities in the *Cloning in Focus* module can be found at:

<http://gslc.genetics.utah.edu/teachers/tindex/>

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I. PEDAGOGY

A. Learning Objectives

- Students will model the process by which a bill becomes a law in the United States government by creating, reviewing and passing bills on how to build the perfect sandwich.
- Students will demonstrate the ability to work together in groups to accomplish a task.

B. Background Information

See Legislation on Cloning, *Activity One: How A Bill Becomes A Law* (see Additional Resources)

C. Teaching Strategies

1. Timeline

- Day before activity:
 - Make photocopies and an overhead transparency of the Legislative Process Summary (page S-1), if needed.
 - Photocopy the student pages S-2 and S-3 and the Assessment Rubric of your choice (S-4, S-5 or S-6).
 - Photocopy and prepare Congressional role slips (Copymasters 1 and 2 on pages 7 and 8).
 - Purchase sandwich-making supplies.
 - Collect napkins/paper towels and knives for making sandwiches.
- Day of activity:
 - Have students individually draft bills on how to make the perfect sandwich.
 - Assign students roles as Senators or Representatives and as committee members by having them draw role slips.
 - Have students take their roles as Senators or Representatives and take the bills through the legislative process to pass one law.
 - Have students interpret the law by making the perfect sandwich defined in the law.

2. Classroom Implementation

- Write a list of your chosen sandwich ingredients on the board and explain to students that they are going to create and pass a law on how to build the perfect sandwich.

Teaching Tip: We recommend peanut butter and jelly sandwiches since students have various and strong ideas about the order in which the ingredients should be placed on the bread, as well as the best type of peanut butter and flavor of jelly.

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- Have each student write a bill using the Activity Instructions and Bill Template (pages S-2 and S-3). Also remind them to refer to the Assessment Rubric you chose (pages S-4, S-5 or S-6).

Teaching Note: Three levels of Assessment Rubrics are provided – Basic, Intermediate and Advanced (pages S-4, S-5 and S-6). You may choose to use one Rubric for the whole class or assign rubrics to individual students based on their ability level.

- If needed, review the legislative process using the Legislative Process Summary (page S-1).
- Assign roles as Senators and Representatives by having each student draw a slip of paper with a Senate or House Committee role on it (Copymaster 1 on page 7).
- Have the students group into their assigned Subcommittees, each bringing with them the bill they have drafted (page S-3)
 - Explain to the students their roles within the subcommittee:
 - *Chair* - organizes and directs the meeting
 - *Recorder* - writes down any amendments to the bill
 - *Reporter* – reads the bill to the subcommittee after it is amended and reads the bill to the Standing Committee when it meets
 - *Timekeeper* - keeps the group to the allotted time for each task
 - Direct each Subcommittee to discuss the four bills before them and vote on which one to pass on to the next stage. They may also propose and vote on amendments to the bills, or write an entirely new bill.
 - Allow 10 minutes for these meetings.

Teaching Note: The Standing Committee is skipped at this point because it just assigns the bill to the appropriate subcommittee. Since all of the bills deal with the same topic they do not need to pass through this stage. However, you can include it if you prefer.

- Have the Subcommittees join to form their respective Standing Committees (House and Senate Committees 1 and 2);
 - Students with an asterisk (*) after their role assignment (Chair, Recorder, Reporter and Timekeeper) will keep these roles for the Standing Committee meeting.
 - Direct each Standing Committee to discuss the two bills before them and vote on which one to pass to the next stage. They may also propose and vote on amendments, or write an entirely new bill.
 - Allow 10 minutes for making this decision.

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- Have the Standing Committees join to form the House and Senate.
 - Assign House and Senate roles (and Conference Committee roles) by having each student draw a slip of paper with a role on it (Copymaster 2 on page 8).
 - Explain to the students their roles within each Congressional chamber:
 - *Speaker of the House or President Pro Tempore* - organizes and directs the debate
 - *Recorder* - records any amendments to the bill and drafts the final bill
 - *Reporter* - reads the bill to the House or Senate after it is amended
 - *Timekeeper* - ensures that each member of congress keeps to their allotted time (one minute in the House; unlimited time in the Senate) and keeps the group to the allotted time for each task
 - Teaching Note:* Students assigned Conference Committee roles will assume their responsibilities once that committee meets.
- Conduct Floor debates and votes in both the House and the Senate.
 - In the House, each Representative is allowed only one minute to present their viewpoint on the bill. Set a limit of 20 minutes for presentations and amendments.
 - In the Senate, one Senator may talk as long as they choose. In the interest of time, set a 20-minute limit for debating and passing a bill; if no bill is passed, all of the bills die.
 - Direct both the House and the Senate to vote on the bills by the end of the allowed discussion; each chamber may only pass one bill.
- Have the Conference Committee members meet to meld the bills from the House and the Senate into one bill, adding any amendments they feel are appropriate.
 - Allow 5 minutes for this meeting.
- Have the House re-convene to vote on the re-written bill from the Conference Committee. If they pass the bill, have the Senate re-convene to also vote on the bill.
 - You may choose to just explain this step.
- If the bill is passed by both houses of congress, it is sent to the President (you, the teacher). The President chooses whether to sign the bill into law or veto it.
- Finally, have all students interpret the new perfect sandwich law by allowing them to make the ideal sandwich, as described in the bill that was passed and signed into law.
 - Remind students that they may make interpretations of the law as they find needed (just as the judicial branch does).

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3. Extensions

Teaching Note: The Standing Committee and Conference Committee reports (below) can be written during class, assigned as homework, or offered as extra credit assignments. You may choose to have each member of the Committee write an individual report.

- After the Standing Committees vote on a bill to pass to the Floor, have committee members write a report explaining:
 - The key points of the bill
 - The changes made from the original bill
 - Why they recommend this bill for approval
- After the Conference Committee completes its work, have participating students write a report that contains:
 - The re-written bill
 - An explanation of how they worked out the differences between the two bills
- Invite a present or past member of your state House of Representatives or Senate or the national Congress to speak to your students about the legislative process.
- Follow this activity with *Activity 3: A Bill on Cloning* (see Additional Resources).

4. Adaptations

- Coordinate with the Social Studies or U.S. Government teacher(s) at your school to jointly carry out this activity. If appropriate, they may decide to go into more details on the legislative process.

5. Assessment Suggestions

- Use the Perfect Sandwich Law worksheet (page S-2), including the reasons given for why this sandwich design is ideal, and the bill students write (page S-3) as assessments.

Teaching Note: Three levels of Assessment Rubrics are provided – Basic, Intermediate and Advanced (pages S- 4, S-5 and S-6). You may choose to use one Assessment Rubric for the whole class or assign rubrics to individual students based on their ability level.
- If students write Committee reports for the Standing Committees and Conference Committee (see Extensions), these can be used as assessments.

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- Have students write a reflective piece about the process addressing the following questions:
 - How similar or different are the final law and the bill you drafted?
 - Are you satisfied with the outcome of the legislative process?
 - What part of this process do you think is beneficial?
 - Was there any part of the process that was frustrating?
 - Why do you suppose this process endures?

II. ADDITIONAL RESOURCES

A. Activity Resources - linked from the online Activity Overview:

<http://gslc.genetics.utah.edu/teachers/tindex/overview.cfm?id=bill>

- Teacher Guide: Activity One: *How a Bill Becomes a Law*
- Teacher Guide: Activity Three: *A Bill on Cloning*

III. MATERIALS

A. Detailed Materials List

- Slips of paper with roles for House and Senate committees (Copymaster 1 on page 7)
- Slips of paper with roles for House and Senate Floor debates and Conference Committee meeting (Copymaster 2 on page 8)
- Two containers for students to draw paper slips (above) from
- Photocopies of the Legislative Process Summary, Activity Instructions and Bill Template (pages S-1, S-2 and S-3) – one per student.
- Photocopies of one or more Assessment Rubrics (pages S-4, S-5 and S-6) – one per student
- Ingredients for students to make the perfect sandwich, such as peanut butter, jelly and bread. (Optional: different types of peanut butters and flavors of jellies.)
- Materials for sandwich-making, such as knives, napkins, and plates

B. Materials Preparation Guide

- Photocopy Copymaster 1 (page 7), cut the role slips apart, and place them in a container for students to draw. Do the same with Copymaster 2 (page 8).

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IV. STANDARDS

A. National Standards for Civics and Government:

III. How does the government established by the constitution embody the purposes, values, and principles of American democracy?

B. How is the national government organized and what does it do?

B. Utah Core Curriculum in Social Studies:

Standard 6210-0104 Investigate the organization and functions of the United States Government

- Describe how the United States Congress makes laws

V. CREDITS

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Copymaster 1: Role Assignments for House and Senate Subcommittees and Committees

Assignments below are for 32 students. Adjust as necessary for each class. Role assignments (chair, recorder, reporter, timekeeper) with an asterisk (*) after them will hold these roles on both the Subcommittee and the Standing Committee.

House Committee 1 – Subcommittee A Chair*	Senate Committee 1 – Subcommittee A Chair*
House Committee 1 – Subcommittee A Recorder	Senate Committee 1 – Subcommittee A Recorder
House Committee 1 – Subcommittee A Reporter*	Senate Committee 1 – Subcommittee A Reporter*
House Committee 1 – Subcommittee A Timekeeper	Senate Committee 1 – Subcommittee A Timekeeper
House Committee 1 – Subcommittee B Chair	Senate Committee 1 – Subcommittee B Chair
House Committee 1 – Subcommittee B Recorder*	Senate Committee 1 – Subcommittee B Recorder*
House Committee 1 – Subcommittee B Reporter	Senate Committee 1 – Subcommittee B Reporter
House Committee 1 – Subcommittee B Timekeeper*	Senate Committee 1 – Subcommittee B Timekeeper*
House Committee 2 – Subcommittee C Chair*	Senate Committee 2 – Subcommittee C Chair*
House Committee 2 – Subcommittee C Recorder	Senate Committee 2 – Subcommittee C Recorder
House Committee 2 – Subcommittee C Reporter*	Senate Committee 2 – Subcommittee C Reporter*
House Committee 2 – Subcommittee C Timekeeper	Senate Committee 2 – Subcommittee C Timekeeper
House Committee 2 – Subcommittee D Chair	Senate Committee 2 – Subcommittee D Chair
House Committee 2 – Subcommittee D Recorder*	Senate Committee 2 – Subcommittee D Recorder*
House Committee 2 – Subcommittee D Reporter	Senate Committee 2 – Subcommittee D Reporter
House Committee 2 – Subcommittee D Timekeeper*	Senate Committee 2 – Subcommittee D Timekeeper*

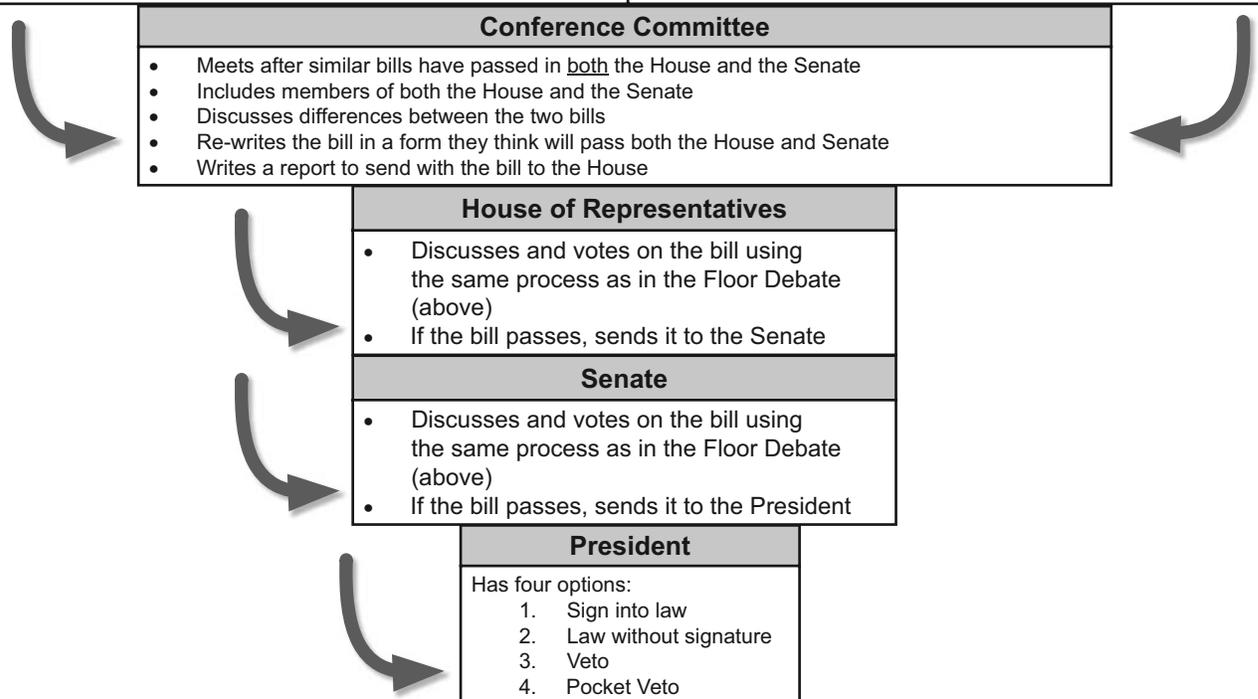
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Copymaster 2: Role Assignments for House and Senate Floor Debate and Conference Committee

Member of the House Speaker of the House	Member of the Senate President Pro Tempore
Member of the House Recorder	Member of the Senate Recorder
Member of the House Reporter	Member of the Senate Reporter
Member of the House Timekeeper	Member of the Senate Timekeeper
Member of the House Conference Committee – Chair	Member of the Senate Conference Committee – Recorder
Member of the House Conference Committee – Reporter	Member of the Senate Conference Committee – Timekeeper
Member of the House Conference Committee Member	Member of the Senate Conference Committee
Member of the House	Member of the Senate
Member of the House	Member of the Senate
Member of the House	Member of the Senate
Member of the House	Member of the Senate
Member of the House	Member of the Senate
Member of the House	Member of the Senate
Member of the House	Member of the Senate
Member of the House	Member of the Senate
Member of the House	Member of the Senate
Member of the House	Member of the Senate
Member of the House	Member of the Senate

Legislative Process Summary

House of Representatives	Senate
Bill is drafted <ul style="list-style-type: none"> Bill is submitted to the House by a member 	Bill is drafted <ul style="list-style-type: none"> Bill is submitted to the Senate by a member
Standing Committee <ul style="list-style-type: none"> Sends the bill to a subcommittee 	Standing Committee <ul style="list-style-type: none"> Sends the bill to a subcommittee
Subcommittee <ul style="list-style-type: none"> Decides whether to schedule the bill for discussion or to kill it Holds hearings to gather information Committee members discuss the bill and suggest and vote on amendments (changes) May write an entirely new bill Votes on whether to take the bill to the full committee; if not, the bill dies 	Subcommittee <ul style="list-style-type: none"> Decides whether to schedule the bill for discussion or to kill it Holds hearings to gather information Committee members discuss the bill and suggest and vote on amendments (changes) May write an entirely new bill Votes on whether to take the bill to the full committee; if not, the bill dies
Standing Committee <ul style="list-style-type: none"> Goes through the same process as the subcommittee without holding hearings Votes on whether to send the bill to the full House; if not, the bill dies If the bill passes, writes a report to send with it 	Standing Committee <ul style="list-style-type: none"> Goes through the same process as the subcommittee without holding hearings Votes on whether to send the bill to the full House; if not, the bill dies If the bill passes, writes a report to send with it
Floor Debate <ul style="list-style-type: none"> Time limits for speaking are enforced A member speaks first who supports the bill followed by one who does not Debate is ended by a vote Amendments to the bill are suggested and debated in the same way Votes on the bill If the bill passes, sends it to the Senate (if they have not passed a similar bill) 	Floor Debate <ul style="list-style-type: none"> No time limit on how long each Senator can speak Amendments may be suggested at any time Votes on the bill If the bill passes, sends it to the Senate (if they have not passed a similar bill)





Activity Instructions

**Make a drawing showing your ideal sandwich.
Indicate the order for adding ingredients while making the sandwich.
Label and color your drawing.**

List 3 specific reasons why you chose this sandwich and the method for making it as your ideal sandwich.

1. _____

2. _____

3. _____

Write a bill describing your ideal sandwich and how to make it. Use the template on the next page for your bill. You must include the following information:

1. The ingredients for the sandwich and the procedure for making it.
2. Definitions of key terms used in the bill.
3. Who is responsible for enforcing the bill, if it becomes a law.
4. What the penalties are for breaking this law.
5. Who will pay for the carrying out the law.



_____ (Bill number)

In The _____ (House of Representatives or Senate)

_____ (Date)

Mr./Ms. _____ of _____ introduced the following bill:
(Last name) (State)

A BILL

To _____ (A few words describing the purpose of the bill)

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

That



Assessment Rubric - Basic

	0	1	2	3	4	5	Points Earned
Requirements for Bill - 5 Types of Information	No requirements met	1 requirement met	2 requirements met	3 requirements met	4 requirements met	5 requirements met	
Grammar and Spelling	8+ errors	6-7 errors	3-5 errors	0-2 errors			
Neatness	0-1 lines of the bill are readable	2-3 lines of the bill are readable	Almost readable - 4-8 lines of the bill are readable	Easy to read - 9+ lines of the bill are readable			

Total Points _____



Assessment Rubric - Intermediate

	0	1	2	3	4	5	Points Earned
Requirements for Bill - 5 Types of Information	No requirements met	1 requirement met	2 requirements met	3 requirements met	4 requirements met	5 requirements met	
Organization	Not organized	Little organization	Moderately organized	Well organized			
Grammar and Spelling	8+ errors	6-7 errors	3-5 errors	0-2 errors			
Neatness	Messy	Definite improvement needed for neatness	Some improvement needed for neatness	Neat presentation			

Total Points _____



Assessment Rubric - Advanced

	0	1	2	3	4	5	Points Earned
Requirements for Bill - 5 Types of Information	No requirements met	1 requirement met	2 requirements met	3 requirements met	4 requirements met	5 requirements met	
Organization	Not organized; scattered thoughts	Little organization	Some grouping of concepts	Most concepts grouped	Concepts grouped in a logical sequence		
Grammar and Spelling	8+ errors	6-7 errors	4-5 errors	2-3 errors	0-1 error(s)		
Neatness	Very messy	Somewhat messy	Almost readable	Readable to some extent	Completely readable		

Total Points _____