



# LEGISLATIVE BRANCH SIMULATION





**“ONE OF MY ABSOLUTE FAVORITE THINGS I’VE EVER PURCHASED FROM TPT. I USE IT EVERY YEAR TO TEACH “HOW A BILL BECOMES A LAW.”**

**KELLIE ★★★★★**

**“FANTASTIC ACTIVITY! I WAS INTIMIDATED TO DO AN ACTIVITY LIKE THIS BUT I’M SO GLAD THAT I WENT OUT OF MY COMFORT ZONE TO TRY IT. THE STUDENTS LOVED IT!”**

**DREAA ★★★★★**

**“ALL LEVELS OF STUDENTS WERE EXTREMELY SUCCESSFUL WITH THIS. THEY SAID IT WAS ONE OF THE BEST THINGS WE DID IN OUR CIVICS CLASS!”**

**ALYSSA ★★★★★**





# FULL SET OF TEACHER DIRECTIONS TO HELP GUIDE YOUR SIMULATION

## TEACHER DIRECTIONS LEGISLATIVE BRANCH SIMULATION

- 1. Thank You!**
  - Hi I'm Mister Harms! It's great to meet you! Thank you for downloading this Legislative Branch Simulation. I hope you find great use for this activity and that it will add value to your classroom. For more quality, classroom resources, follow @MisterHarms on TpT, Instagram, Twitter, & Facebook. You can also visit the [Mister Harms TpT store](#) or [misterharms.com!](#)
- 2. Objective**
  - This simulation will help students gain a better understanding on how a bill is written, how a bill becomes a law, and the various steps of the lawmaking process.
- 3. Materials Needed**
  - All the pages within this document will be helpful for this simulation.
  - Make many double-sided copies of the two "Writing a Bill" pages in this simulation.
  - A hopper in each house for students to put bills in.
    - Use a manilla folder taped to the wall or you can use a fancy box.
  - Enthusiastic students to write bills and enjoy this legislative simulation.
- 4. Introduction**
  - I use this simulation as a nice supplement and filler within my unit on the Legislative Branch. Check out my [Legislative Branch Class Notes & More](#) if you would like to add more content to this simulation! My [Legislative Branch Notes](#) mini-unit works great alongside this simulation and is an excellent way to incorporate content-rich material intermittently throughout this simulation. These two activities are great tag team resources!
    - When I have some extra time in my regular course work, I direct students to work on the simulation by allowing students to write/submit new bills, get into committee, or do a whole class discussion of bills on the floor.
  - I begin by explaining the student directions of the simulation to the students.
  - I then explain that they (the students) have the power to influence their school or community with this simulation because all bills that pass will be presented to the appropriate community leader. (See [Bills Becoming Laws](#) section below)
  - I project the sample bill (included in this simulation) onto the SMARTBoard. Here the students can see how to write a bill appropriately and how to create the appropriate sections within. Writing a bill is rather straight forward as you will see from the sample that is included.
  - Students should submit completed bills into the appropriate class hopper.
  - I have brief nominations and elections for those that desire various leadership positions. (see leadership positions page)
- 5. Committees**
  - Once leadership positions are in place, I have leaders of each house appoint willing students to head up the various committees. There are 5 committees listed in the directions. Depending on the size of your class, you can combine some of these committees or create your own committees.
  - The leaders of each house also appoint the remaining students to specific committees as members of that assigned committee.

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# COMPLETE SET OF STUDENT DIRECTIONS TO HELP YOUR CLASS ALONG

## LEGISLATIVE SIMULATION

Directions & Procedures

How a Bill becomes a Law

- The objective of this simulation is to learn how a bill becomes a law.
- You will be required to submit suggestions, proposals, or ideas that might result in a positive change for our school or community in the format of a bill. To make sure your bill has the most opportunity to be considered, write practical bills with complete thoughts and solutions.
- This will be a graded assignment as well as an enjoyable activity. The points are explained below.
- The classroom teacher has the right to stop any proposed bills that may be objectionable, of poor taste, or unworthy of being considered.

Points	Description
0-6 points	3 points for each bill accepted by the speaker for committee review * Only original ideas/proposals are accepted, so you want to be the first to introduce a bill on a specific idea. Only properly written bills will be considered as well.
0-10 points	5 points for each bill that passes committee * New, original bills only. You may earn a maximum of 10 points in this category.
0-10 points	5 points for each bill that passes your house * If your bill passes the house of choice, you get 5 more points.
0-12 points	2 points each time a student participates in floor discussion * Each time a student gives proposals, or ideas for a bill being discussed on the floor, they receive 2 points.
2 points	Those chosen to be the speaker for the House of Representatives * These include the Speaker, the Majority & Minority Leaders.
5 points	5 extra credit points for the student who writes the most bills.
35 points	Grade

- School - Academics
- School - Extra Curricular
- School - Policy
- School - This Classroom
- Community

# STAGES OF THE SIMULATION

- ★ STUDENTS WRITE BILLS
- ★ BILLS GO TO CLASS COMMITTEES
- ★ PASSED BILLS ARE DISCUSSED ON THE HOUSE FLOOR
- ★ SUCCESSFUL BILLS GO TO THE SENATE
- ★ PASSED BILLS GET SIGNED OR VETOED BY THE CLASS PRESIDENT
- ★ SURVIVED BILLS GET IMPLEMENTED BY SCHOOL ADMINISTRATION

EVERYTHING IS EDITABLE FOR YOUR CLASSROOM NEEDS!









A black and white photograph of a classroom simulation. A student in the foreground is seen from behind, looking at a laptop. In the background, other students are seated at desks, some with their hands raised as if participating in a debate or discussion. The entire scene is framed by a red border.

LEGISLATIVE

BRANCH

A red arrow pointing from the left towards the text "SIMULATION".

SIMULATION

A red arrow pointing from the right towards the text "SIMULATION".

FOR THE

CLASSROOM

A RESOURCE BY MISTER HARMS

A red starburst-shaped callout box containing white text.

READ MORE ABOUT  
THIS ENGAGING  
SIMULATION ON THE  
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# We the People

of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquillity, provide for the common Defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

## Article 1.

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not, when elected, be seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Representatives and direct Taxes shall be apportioned among the several States which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and including indented Servants, three fifths of all other Persons.

Section 3. The Senate of the United States shall be composed of two Senators from each State, chosen by the Electors in that State, the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

When vacancies happen in the Representation from any State, the Electors in that State shall choose another Senator, and the Electors in that State shall choose another Representative, in the Manner directed by the Legislature thereof.

Section 4. The Senators and Representatives before mentioned, and the Electors in each State, shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

Section 5. The House of Representatives shall choose their Speaker and other Officers; and shall have the sole Power of Impeachment.

Section 6. The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.

Section 7. No Person shall be a Senator who shall not, when elected, be nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Section 8. The Senate shall have the sole Power to confirm all Appointments made by the President, and to give Advice and Consent to all Treaties, made by the President, and to ratify all Commissions.

Section 9. The President of the United States shall be elected for a Term of four Years; and, except in the Case of Impeachment, shall have the Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint and disqualify to hold and enjoy any Office of the United States, such as he may see fit.

Section 10. No State shall enter into any Treaty, Alliance, or Confederation; and no State shall enter into any Agreement or Compact with another State, or with a foreign Power, or with the United States, without the Consent of the Congress, provided that such Consent shall not be given by a simple Majority of the whole Congress.

Section 11. The President may, on extraordinary Occasions, suspend the Execution of any Law, until he shall have Time to advise the Congress, provided such Suspension shall not extend to any Law for the Execution of which a Warrant shall have been issued.

Section 12. The President shall have the Power to grant Reprieves and Pardons for all Crimes and Offences, except Impeachment.

Section 13. The President shall be the Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, and he may execute the same, excepting such Parts as may be entrusted to such Officers as he may think fit to appoint.

Section 14. The President shall have the Power to receive Ambassadors and other public Ministers.

Section 15. The President shall have the Power to grant Reprieves and Pardons for all Crimes and Offences, except Impeachment.

Section 16. The President shall have the Power to grant Reprieves and Pardons for all Crimes and Offences, except Impeachment.

Section 17. The President shall have the Power to grant Reprieves and Pardons for all Crimes and Offences, except Impeachment.

Section 18. The President shall have the Power to grant Reprieves and Pardons for all Crimes and Offences, except Impeachment.

Section 19. The President shall have the Power to grant Reprieves and Pardons for all Crimes and Offences, except Impeachment.



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