


Title: Legislative Branch

Introduction: This unit, on the legislative branch of the U.S. government, is an integral part of the course, Citizenship and Law. Understanding content of the legislative branch is essential to understanding the role and purpose of the multi-level U.S. government. Prior to studying this unit, the students examined the foundations of American government as well as voting and elections. This content will serve as a foundation to the legislative branch unit. This unit will also serve as a foundation to the unit they will be studying after this one, on the executive branch of our government. This unit includes lessons on the structure of the U.S. Congress, qualifications and terms of members of Congress, Impeachment, Congressional powers and leadership, the committee system, and how a bill becomes a law. The lessons will be varied to keep students engaged and to meet the needs of a variety of learners. Students will be assessed with a unit writing project (which also serves to get them involved in government) and a unit test.

Standards:

SS:CV:12:1.1: Identify the structures of government at various levels.

SS:CV:12:1.2: Examine how institutions and individuals make, apply, and enforce rules and laws

SS:CV:12:4.1: Demonstrate responsible practices within the political process

Objectives:

Students will be able to compare and contrast the various qualifications and terms of office of both Houses of Congress.

Students will understand the structure of the U.S. Congress.

Students will analyze the different powers that Congress has including delegated, implied, and non-legislative.

Students will gain knowledge of how Congress organizes including party leadership and the committee systems as well as the various roles of a Congressman.

Students will understand the multi-step process. Including various steps through the House, Senate, and the President, of how a bill becomes a law.

Unit Plans: Attached

Legislative Branch Unit/Lessons

April 1 – 1. PowerPoint for Legislative Branch 2. Show film that introduces the Legislative Branch and its role in the U.S.

April 2 – House of Congress/Union 1. PowerPoint on the 2 houses of Congress, qualifications for senators and rep.s, terms, and roles of congressmen 2. Work on a wanted ad for a congressman (senator or rep.)

April 3 – Congress Powers/Principles 1. Finish wanted ad 2. Use graphic organizer, as a class, to chart the 3 powers of Congress. As class, use constitution to find examples of the powers.

April 6 – Impeachment/Union 1. Review powers of Congress 2. PowerPoint presentation on Impeachment 3. Stand-up activity debating the vague nature of “treason, bribery, and other high crimes and misdemeanors” 4. Writing activity on should the impeachment article be amended or left unchanged.

April 7 – Congressional Leadership/Union 1. Review impeachment. 2. Break class into 3 groups. Each group researches the role and importance of certain Congressional leaders (exp. Speaker of the House, President of the Senate, etc.) 3. Present findings to class.

April 8 – Congressional Committees/Union 1. Review leadership of Congress 2. Notes on board on Congressional committees. Students are given index cards with steps on how a bill becomes a law and try to arrange themselves accordingly. 3. After activity, start notes on board on how a bill goes through the House.

April 9 – House of Representatives/Union 1. Finish notes on how a bill goes through the House. 2. Students make diagrams on a bill going through the House. Start notes on how a bill goes through the Senate.

April 10 – Senate/Union 1. Finish notes on how a bill goes through the Senate and then on to the President 2. Start on Senate/President diagram (added to house diagram) 3. Introduce unit project (researching current bills in the House/Senate and writing letters of support or non-support to one of our Senators or our Rep.) 4. Hand out review sheet for test.

April 13/14 – Unit Project 1. Short film clip from School House Rock, “I’m Just a Bill” 2. Work in computer lab on unit project. Researching, writing, editing, etc.

April 15 – Review/Jeopardy 1. Cards with all steps that a bill goes through to become a law, students arrange themselves in order. Jeopardy review game. Exit card and discussion/question session.

April 16 – Unit Project 1. Pass in Congressional letters.

April 17 – Unit Project 1. Pass in Congressional letters. In computer lab to make final corrections and e-mail letters to Congressmen.



Title: Intro to Congress Lesson

Introduction: This lesson will be an introductory lesson on the unit on the Legislative branch. The previous day, students took a pre-test on the unit as well as watched a short video that introduced the Legislative branch of our government. This lesson will include a PowerPoint on the two houses of Congress, qualifications for senators and representatives, terms, and the roles of congressmen. Students will also be asked to create a Wanted Ad for a state looking for either a Senator or a Representative.

Standard(s):

SS:CV:12:1.1: Identify the structures and functions of government at various levels

SS:CV:12:1.2: Examine how institutions and individuals make, apply, and enforce rules and laws

Essential Question(s):

How do countries organize their governments?

Who represents us in government and what is their role?

Objectives:

Students will be able to compare and contrast the various qualifications and terms of office of both Houses of Congress

Students will understand the structure of U.S. Congress

Time: This lesson will use one fifty minute class period.

Procedures: This lesson will start with a review discussion from the video they watched the previous day (the role of Congress). Then, the students will be shown a PowerPoint presentation on many aspects of Congress such as an overview of the 2 Houses of Congress, how representation is determined, qualifications of each House (compare/contrast), terms of Congress, and duties of members of Congress. We will discuss aspects of the slides as they are shown. The students will also take notes on the slides as they are shown.

The next activity will be for the students to create a Wanted Ad for a state to look for a Senator and Representative. In the Wanted Ads, they needed to include qualifications for the job, what they will be paid as well as other benefits, a job description summary (5 roles as a Congressman), skills they may need, and other things such as education and possible job background. They could use their notes as well as their textbooks to get the

additional information and they can work in pairs if they want to. I also will show them some sample wanted ads from the internet and newspapers so they can get a better idea of what to do. They will have the remainder of class to work on this and I will give them some time the following day to finish this

Assessment: The assessment for this lesson will include discussion, class notes, and the wanted ad which will be passed in and graded.

Enrichment/Remediation: For students who may have mastered this lesson or if this lesson proved to not be challenging enough, perhaps the class could do some research on term limits and we could have a discussion/debate on whether Congress should have term limits. They could look for examples of long Congressional tenures and assess the pros/cons of this.

Resources: McClenaghan, William A. *American Government*. Pearson. Boston: 2006.

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Cit & Law Lesson [REDACTED]

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Title: High Crimes and Misdemeanors, Congress' Power of Impeachment

Introduction: This is a developmental lesson that fits into the unit on the Legislature. Up to this point, students have been exposed to Congressional powers. This lesson will look more fully at the non-legislative duties of Congress, in particular, the power of Impeachment. During the lesson, students will recall the powers of the government as well as be exposed to the non-legislative power of Impeachment (its process) during a short PowerPoint presentation. Students will also do a "Stand Up" activity that will help them understand the difficulties of the vague article of our Constitution (Article 2, Section 4) that states that "The President, Vice President, and all civil officers of the United States shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high crimes and misdemeanors." To conclude the lesson, the students will do a writing exercise based on the Impeachment article

Standards:

SS:CV:12:1.1: Identify the structures and functions of government at various levels

SS:CV:12:1.2: Examine how institutions and individuals make, apply, and enforce rules and laws

Essential Questions:

How much power do governmental institutions yield?

Why do Governmental officials need to be removed from office?

Objectives:

Students will analyze the different powers that Congress has including delegated (expressed), implied, and non-legislative.

Time: This lesson will use one 50 minute class period.

Procedures:

The class will begin by asking the students to recall the powers of Congress, in particular, some of the non-legislative powers. While they are doing this, I will be bringing up the powers on the PowerPoint slide. This will be the segway to begin discussing the power of Impeachment. I will then have students get out their copy of the Constitution, and if they do not have that with them, their textbook (which has a copy of the Constitution). I

will tell them to look for Article II, Section 4 of the Constitution, which explains Congress' power of Impeachment. I will ask one of the students to read this aloud. After this, I will return to the PowerPoint presentation where I will bring up Article II, Section 4 as a slide. Here we will discuss the vague nature of "other high crimes and misdemeanors". I will also explain what Impeachment is, how the process works, as well as some examples of Impeachment itself.

After this short lecture/presentation, I will explain to the students the format of the next activity. I will tell them that a type of crime will appear on the screen. They need to decide whether this is a crime they feel is worthy of impeachment. I will give them some time to evaluate this before they decide (don't need to decide immediately). One part of the room will be designated as the "YES" area while the other side will be designated as the "NO" area. I will ask the students to move the desks to the back of the room, creating an open space at the front of the class. There will be approximately 10 crimes that we will be doing this for.

I will then ask students to return the desks to their original positions as well as to take their seat. I will return briefly to the PowerPoint presentation to give an explanation of strict versus liberal constructionists (as it relates to the Constitution). This will help to set up the final piece of the lesson, the writing assessment. I will ask them to write a couple of paragraphs on whether they feel the Impeachment article of the Constitution should be amended to be more specific or whether it should remain unchanged.

Assessment: This lesson will include assessments in a number of forms. The students will be taking notes during the PowerPoint presentation. They will also be participating in the "Stand Up" activity/discussion. Because of the nature of this activity, the students will have many chances to participate. Students of all abilities will be able to participate. At the end of the lesson, the students have a chance to write about the Impeachment article, whether they feel it should be amended to be more specific, or if it should be unchanged and why.

Enrichment/Remediation: This lesson, and its three components, allows students to participate based on their own ability levels. However, for those students who need the lesson to be retaught, I might give more specific examples of impeachments in the past and explain and how the Congress felt the crimes fit under the description "other crimes and misdemeanors". That way, the goal of relaying the vagueness of this article could be reinforced again. For those students who may need an additional challenge from this lesson, I could assign them to research one of the seven impeachments (convictions). Perhaps in groups, they could present using the jig-saw method.

Resources:

McClenaghan, William A. *American Government*. Boston, Pearson: 2007. (Student Use)

U.S. Constitution

Wood, Ethel and Sansone, Stephen C. *American Government: A Complete Coursebook*.
Wilmington, MA, Great Source: 2000. (Teacher background knowledge)

Title: Congressional Powers Lesson

Introduction: This is a developmental lesson on the unit on the Legislative branch. Students have previously studied terms and qualifications of Congressmen, and roles of Congressmen. This lesson will focus on Congressional Powers, or the powers given to Congress by the Constitution. Students will finish work from a previous lesson and we will take notes as a class using a graphic organizer.

Standard(s):

SS:CV:12:1.1: Identify the structures and functions of government at various levels

SS:CV:12:1.2: Examine how institutions and individuals make, apply, and enforce rules and laws

Essential Questions:

What kinds of powers do governments have?

What does the U.S. Congress do?

Objectives:

Students will analyze the different powers that Congress has including delegated (expressed), implied, and non-legislative.

Time: This lesson will use one 50 minute class period.

Procedures: The students will start the class by quickly finishing their Wanted Ads from the previous lesson (about 10 minutes). After this time, I will give each student a graphic organizer. Each one has 3 columns and the columns are headed by the 3 Congressional Powers. I will also have a graphic organizer on the overhead. For each power, I will have students refer to the Constitution and read the powers that are listed. As a class, we will list the powers in the appropriate columns. I will also be reinforcing during this time the definitions of each of the powers as delegated/expressed (specifically stated in the Constitution), implied (not in the Constitution, but inferred from the expressed powers), and non-legislative (in the Constitution, but non law-making responsibilities). They will also write these definitions at the top of each of the columns. This will take the remainder of the period.

Assessment: the students completed a homework assignment in preparation for this lesson. That will be used as an assessment, as well as discussion and notes on their graphic

organizers.

Enrichment/Remediation: There are many approaches to teaching this lesson. Perhaps another way to do it would be to have each group research one of the powers and teach that to the class (jig-saw). Another way to extend this lesson would be for students to research one of the powers that is currently in the news and look for an article to support that (such as impeachment, tax laws, approve Cabinet appt.s, etc.). This could bring the content to life, but due to time restraints, was not possible with this lesson.

Resources: McClenaghan, William A. *American Government*. Pearson. Boston: 2006.

Item Analysis

	Question Number	Pre-Test			Post-Test			Difference
		Points Earned	Points Possible	Mean Score	Points Earned	Points Possible	Mean Score	
Objective 1 Students will be able to compare and contrast the various qualifications and terms of office of both houses of Congress.	1	10	13	77%	12	13	92%	15%
	2	3	13	23%	12	13	92%	69%
	3	9	13	69%	12	13	92%	23%
	4	0	13	0%	9	13	69%	69%
	5	8	13	62%	13	13	100%	38%

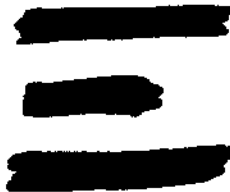
	Question Number	Pre-Test			Post-Test			Difference
		Points Earned	Points Possible	Mean Score	Points Earned	Points Possible	Mean Score	
Objective 2 Students will understand the structure of the U.S. Congress.	6	8	13	62%	12	13	92%	31%
	7	8	13	62%	12	13	92%	31%
	8	9	13	69%	13	13	100%	31%
	9	2	13	15%	3	13	23%	8%
	10	6	13	46%	11	13	85%	38%

	Question Number	Pre-Test			Post-Test			Difference
		Points Earned	Points Possible	Mean Score	Points Earned	Points Possible	Mean Score	
Objective 3 Students will analyze the different powers that Congress has including delegated implied, and non-legislative.	11	4	13	31%	10	13	77%	46%
	12	3	13	23%	5	13	38%	15%
	13	12	13	92%	13	13	100%	8%
	14	4	13	31%	1	13	8%	-23%
	15	7	13	54%	9	13	69%	15%

	Question Number	Pre-Test			Post-Test			Difference
		Points Earned	Points Possible	Mean Score	Points Earned	Points Possible	Mean Score	
Objective 4 Students will gain knowledge of how Congress organizes including party leadership and the committee systems as well as the various roles of a Congressman.	16	6	13	46%	12	13	92%	46%
	17	1	13	8%	8	13	62%	54%
	18	10	13	77%	12	13	92%	15%
	19	7	13	54%	11	13	85%	31%
	20	10	13	77%	13	13	100%	23%

	Question Number	Pre-Test			Post-Test			Difference
		Points Earned	Points Possible	Mean Score	Points Earned	Points Possible	Mean Score	
Objective 5 Students will understand the multi-step process, including various steps through the House, Senate, and the President, of how a bill becomes a law.	21	8	13	62%	11	13	85%	23%
	22	5	13	38%	13	13	100%	62%
	23	8	13	62%	13	13	100%	38%
	24	6	13	46%	10	13	77%	31%
	25	11	13	85%	12	13	92%	8%

Test Analysis by Objective	Total Questions	Total Points Earned	Total Points Poss	Mean	Total Points Earned	Total Points Poss	Mean	Mean Difference
Objective 1	5	30	65	46%	58	65	89%	
Objective 2	5	33	65	51%	51	65	78%	
Objective 3	5	30	65	46%	38	65	58%	
Objective 4	5	34	65	52%	56	65	86%	
Objective 5	5	38	65	58%	59	65	91%	
Overall Test Analysis	25	165	325	51%	262	325	81%	



Data Analysis

The unit that was chosen to assess my effect on student learning was for a Citizenship and Law class on the Legislative Branch of our government. This is a unit that is integral to the teaching of this course. The unit that was taught previously to the Legislative branch focused on voting and elections. Much of the knowledge they gained in this unit was activated during their study on the legislative branch. As the students gained the content knowledge of the legislative branch, they too could apply it to subsequent units of study, such as the Executive and Judicial branches.

As directed, the students were given the pre-test to this unit "cold", without previous knowledge that the test was coming. They were told that it would be to assess what they already know, in order to guide some of the teaching of the unit. The results of the pre-test varied among students. This could be explained by many factors. Some students may have had previous knowledge of the content (at least some of it). Some students test better than others, even though the pressure of the grade was not an issue and was even expressed to them previously. Conversely, other students may not have taken the test seriously, knowing it would not significantly affect their grades.

The pre-test and its data in the item analysis was a great indicator of what the students already knew. Out of the twenty-five questions, the individual scores ranged from a low of five

to a high of seventeen. The average number right by the students was about twelve to thirteen. This was indicated by the 51% mean on the overall pre-test analysis. For each objective, the mean was not much different. They were all relatively close to 50%. This was not much of a surprise to me. However, I was more surprised to some of the averages of the individual questions. There were questions that none of the students answered correctly while there were other questions that nearly all of the students answered correctly (92%). The high percentages signaled that the students had studied that content in previous courses.

Although this unit was previously planned, as far as objectives and goals, the pre-test served to guide the focus of the individual lessons. I would certainly spend more time addressing the content of the objectives that the students were least familiar with. Conversely, I would spend less time on those objectives that the students had a better grasp on. The data helped to drive the planning.

After the teaching of the unit was completed, the students were given a post-test to assess their content knowledge from the unit. The post-test included the twenty-five multiple choice questions that were part of the pre-test for the unit. It also included additional components such as a fill-in-the-blank section, short-answer responses, and diagram portions. However, only the twenty-five multiple choice questions were included in the data analysis. My reaction to the test data was very positive. There was a 30% mean difference between the pre and post-tests. The students went from a total mean of 51% to 81%. The data is reflective that the students significantly increased their knowledge of their content on the legislative unit and that teaching methods were generally effective. Hence, my reaction to the data was quite positive.

The data analysis also showed the mean difference in each overall objective. This was the best tool to reflect upon the teaching of the unit. The mean differences in the unit (between the

pre and post-test) were as high as 43% to as low as 12%. The mean for each objective one through five on the post-test were 89%, 78%, 58%, 86%, and 91%. I was pleased with each mean, except for objective three which had a mean of only 58%. Although there was a 12% jump between the pre and post-test on this unit, only 58% of the class truly understood the content of this objective. This was the one aspect of the post-test that was disappointing. The test data told me a lot of things and really made me reflect on my teaching practices. Looking at the data and seeing what the students did well on such as objective one with a 43% mean difference, and looking at what they did not do so well on, such as objective three, forced me to examine the lessons and the methods to which that content was taught. In the future, it will give me a better idea of how to approach this unit and the individual objectives.

Using the data as a measure of effectiveness, I would say that the majority of the lessons in this unit were effective and of good quality. The unit involved varied lessons that would address a variety of learning styles. There were films, a wanted ad for a congressman, a "stand up" activity that got the kids up and moving as well as thinking, a jig-saw activity, notes on the board as well as on a graphic organizer, a game where they arranged steps for a bill to becoming a law, and a project that allow students choice as well as to take an active role as a citizen (writing letters to congressmen). Varying the lessons served to meet the needs of various learners as well as to keep them engaged.

Looking at the mean scores for each individual objective was each individual objective was really effective when evaluating the lessons (what I did well or not so well). For the most part, the questions' mean scores were generally high. Some were even as high as 100%. In fact there was at least one score of 100% for each objective. However, there were some mean question scores there were quite low. This was especially the case for objective three. The mean

scores from the questions were 8%, 38%, 69%, 77% and 100%. The question with the 8% mean score was quite surprising. In fact, this question produced the only negative difference between the pre and post-test with a 23% negative change. This made me reflect upon not only my lessons for this objective, but for the question itself. My initial thought was that with that much of a negative change, it had to be the question. The question involved examples of specific congressional powers. It was the third type of question of this sort that involved congressional powers. Since there were three questions, I think the students assumed that it would produce three different answers. However, it was only suppose to produce two. That would also explain the low score of 38%, which was a similar type of question. Of course, I re-examined the lessons as well. I know the students had a grasp of the definitions of delegated, implied, and non-legislative powers. I would often ask them the definitions throughout the unit and they always expressed the right answers. But looking back, I rarely asked them examples of the powers. Although we did discuss these, and we created a graphic organizer of the powers and the examples in class, we did not spend a lot of time on it. They also had a homework assignment that addressed the powers (in the textbook). The textbook did not give ample examples either. Looking back, I should have either spent more time on this objective or approached it differently. I was not happy with some of the low results of the questions as well as the overall mean of the objective (58%).

The connections between the test data and the teaching was also effective to discover teachable opportunities, that is teaching me what is effective or not in my practices. One teachable opportunity that I identified was rather simple, but proved to be effective. It was repetition. Things that were reiterated throughout the unit, not necessarily repeated, but discussed within the confines of other lessons or referred back to when teaching additional lessons, were

objectives/questions that students tested very well on. One example was with roles of Congressmen, differences between the House and the Senate, and the structure of Congress. This content could be tied into other objectives such as how a bill becomes a law. That aforementioned content was crucial to understanding that objective. Building on content is key, not just giving out content which I feel I did with the lesson on examples of congressional powers. Another teachable opportunity, is that getting that students really engaged is key to their success. With my semi-unsuccessful objective three, I learned that non-engagement in the material can have an effect on student success. Often, taking notes and having those notes sit in a notebook without follow up can have negative results. The content needs to come alive to them and referred back to in the unit.

As I previously mentioned, looking at the results of the pre-test was a guiding force in creating my lessons. If the test results were quite high, I would still address the content, but using a different approach. Perhaps I would not cover the content so in depth, because they already had knowledge of that content. Instead I would use those moments, and the additional time it provided, to bring that content to life. One example of this was with the qualifications and terms to be a Representative and Senator. I covered the material, but had them do an in-class project that correlated to that material. I had them create Wanted Ads for states looking for a Senator or Representative. I brought in sample wanted ads from the internet and newspapers for them to refer to, but they had to take that knowledge to create their own. They also had to do some out of the box thinking by thinking of personal qualities that a Congressmen would also need to possess. With the better test scores on the pre-test, it gave me more flexibility in lesson planning.

For low test scores, I knew that I had to give the students a better foundation. I had to get at the basics and work from there. One example of this was with the objective of how a bill

becomes a law. Students had some of the greatest changes in percentages from the pre-test to the post-test with this objective. For this objective, I had to really break down the content and then get the students engaged. For this unit, I took a stack of index cards and wrote down, one step for each card, the steps of how a bill becomes a law. Each day, we would add more card as we learned about more steps. Almost daily, I handed to each student one card and made them line themselves up accordingly. They would move around and discuss this with vigor with their classmates. It was really fun to see and I was so happy to see the results reflected on the post-test. For one question, the difference between the pre and post-test was 62%! Thanks to the pre-test, I was able to address their weaknesses and turn them into strengths.

Examining the data and data changes also affected how I began to teach other units. Although I wasn't able to give pre-tests for other units, I realized how my students learned best. They are not a class that does well with a typical note-taking and testing. They enjoy a lot of social interaction, group work, and projects that get them up and moving. This was a great thing to learn, with the data to back it up, how to approach the teaching of that class in the future.

As I have mentioned throughout the unit, this experience proved to be so helpful with my approach to teaching. It helped me to guide my lesson planning, see how the students learn best, and to evaluate effective or non-effective teaching practices. The benefits of this experiment proved to be many. The main goal, assessing my effect on student learning, was achieved. I was able to reflect on my teaching practices, what worked and what did not. It was also a great tool to see how this particular group of students learned best. They are a very unique and eclectic group, but the results of the data analysis certainly helped to guide lesson planning in the future.

The drawbacks of conducting this experiment certainly do not outweigh the abundant number of its benefits. One drawback was that straight numbers and data cannot explain all

aspects of the teacher/learner experience. There are so many factors involved in student learning that cannot really be expressed simply by numbers. This brought in the human side of teaching. Students bring to the classroom many different things, good or bad. Home lives, workload from various other classes, distractions from personal lives, emotional/physical issues, and learning disabilities are just some of the factors that affect student learning. Perhaps one of these factors affected the student's learning on a particular lesson or lessons which in turn affected their performance on the post-test. Numbers can be helpful in so many ways, but they cannot explain everything.

If I had to do this unit over again, I would certainly change some things. I would approach the teaching of some units differently, especially the objective on congressional powers. I needed to connect the students more to the material and get them engaged. I also needed to tie that content in to other content they learned throughout the unit. I will not only apply this knowledge to this particular unit, but I will apply it to my teaching in general. I need to remember that all students learn differently. As a student at this age, I always did well with taking notes, studying, and test-taking. However, a lot of students have trouble with this model. They need to be more connected to the material, rather than just receive and digest the material. Another thing I will change in the future, although it is more of a minor adjustment, is to re-examine how I test students. Some of the questions on the test were not worded well. If I am confused with wording, it is more than likely that the students will be as well. While I want my students to be challenged, I do not want to hinder their performance with poorly worded test questions.

To achieve more in the classroom, it takes the effort of the teacher and their students. The teacher needs to vary their methods of teaching and allow his/her students different opportunities

for learning. They also need to reflect upon their teaching practices (such as with this project) and continuously evaluate what is effective or not for each student. As a teacher, we also hope that students are positive and receptive, allowing for changes in teaching practices. It is also important for students to realize that we are all in this journey together. We are teachers to teach and inspire them. We want them to be successful and we will work hard for them to do so. They need to work hard to achieve this same goal.

As a factor in student learning, teachers, without a doubt, play a significant role, good or bad. This project helped to boost my confidence as a teacher, because I was able to see that I played a significant role in their learning. With the data, I can see their growth in learning. They made great changes in learning within the unit and with most objectives and questions. Although not all objectives' questions tested well for the students, some good did come from that. I learned what worked or did not. In the future, I can use that knowledge when planning so their learning experiences can be even more effective. As a teacher, I want to continue to be effective with my instruction. I want to continue to reflect upon my practices and alter them when necessary. I want my students to leave my classroom with the objectives completed, but I want them to enjoy the process. I want to continue to be a passionate teacher. I want to not only effectively teach learning objectives, but I want to inspire them in the content and/or learning in general.

Legislative Branch Pre-Test

Part 1

1. How long is a term in the House of Representatives?
 - a. 1 year
 - b. 2 years
 - c. 6 years
 - d. 10 years

2. How long is a term in the Senate?
 - a. 1 year
 - b. 2 years
 - c. 6 years
 - d. 10 years

3. What is one similarity for qualifications between Senators and Representatives
 - a. They must be the same age to run for office.
 - b. They must be citizens for the same number of years
 - c. They must be residents of the state that they are representing
 - d. Their terms of office are the same length.

4. Because a majority of senators are always experienced, the Senate is said to be
 - a. a house of colleagues
 - b. a continuous body
 - c. bicameral
 - d. a partisan body

5. How many senators are up for re-election every two years?
 - a. one-sixth
 - b. one-third
 - c. one-half
 - d. all

Part 2

1. The U.S. Congress has a _____ type of legislature.
 - a. unicameral
 - b. bicameral
 - c. multiparty
 - d. none of the above

2. The “upper house” of Congress is the
 - a. the Senate
 - b. the House of Representatives
 - c. both the Senate and the House
 - d. none of the above

3. Which is based on population?
 - a. the Senate
 - b. the House of Representatives
 - c. Congress
 - d. Legislative branch

4. The number of House members representing each state is recalculated every
 - a. 2 years
 - b. 4 years
 - c. 6 years
 - d. 10 years

5. What does it mean to reapportion seats in the House of Representatives?
 - a. House districts are changed based on election results
 - b. Newly elected representatives take their seats in the House
 - c. The number of House seats for each state is changed based on population changes
 - d. One term of Congress ends and a new one begins

Part 3

1. Borrowing money, taxing, and the ability to declare war are examples of the _____ powers of Congress.
 - a. expressed powers
 - b. implied powers
 - c. non-legislative powers
 - d. legislative powers

2. Congress' power to propose constitutional amendments, approve treaties, and approve presidential appointments are examples of its _____ powers.
 - a. expressed powers
 - b. implied powers
 - c. non-legislative powers
 - d. legislative powers

3. Congressional removal of an official from office is called:
 - a. censure
 - b. impeachment
 - c. resignation
 - d. appropriation

4. Setting up federal courts, making naturalization laws, and issuing copyrights and patents are examples of the _____ powers of Congress.
 - a. expressed powers
 - b. implied powers
 - c. non-legislative powers
 - d. legislative powers

5. The commerce power of Congress allows it to:
 - a. regulate trade and business
 - b. set rules for naturalization
 - c. set up federal courts
 - d. raise and support an army and a navy

Part 4

1. A permanent committee in Congress is called a _____ committee.
 - a. standing
 - b. select
 - c. joint
 - d. conference

2. A _____ committee works out a compromise bill when the House and Senate have passed different versions of the same bill.
 - a. standing
 - b. select
 - c. joint
 - d. conference

3. The presiding officer of the House of Representatives and most powerful member of Congress is:
 - a. the Vice President
 - b. the president pro tempore
 - c. the Speaker of the House
 - d. the majority leader

4. Who usually presides over the Senate?
 - a. the Vice President
 - b. the president pro tempore
 - c. the majority leader
 - d. the minority leader

5. What is not a role of a Congressman?
 - a. Legislator
 - b. Committee Member
 - c. Constituent Representative
 - d. None of the above, they are all roles of a Congressman.

Part 5

1. Who considers a bill first?
 - a. a committee
 - b. the whole House or Senate
 - c. the President
 - d. the president pro tempore

2. Senators sometimes try to “talk a bill to death” by using a _____.
 - a. cloture
 - b. filibuster
 - c. quorum
 - d. rider

3. What are ways that a committee may treat a bill?
 - a. recommend that the bill be passed
 - b. report an amended bill, with suggested changes
 - c. vote to reject a bill
 - d. all of the above

4. When Congress wants to make an important statement without making a law, it passes:
 - a. a cloture
 - b. a resolution
 - c. a bill
 - d. a discharge petition

5. If a bill is sent to the President and he vetoes the bill, the bill dies:
 - a. unless both houses override it with a 2/3 majority vote
 - b. unless both houses override it with a majority vote
 - c. and must be rewritten
 - d. the bill dies and will not become a law

Cit. & Law, Legislative Branch Test

Part I. Multiple Choice (2 points each)

Write the letter of the BEST answer in the space provided on the answer sheet.

1. How long is a term in the House of Representatives?
 - a. 1 year
 - b. 2 years
 - c. 6 years
 - d. 10 years

2. How long is a term in the Senate?
 - a. 1 year
 - b. 2 years
 - c. 6 years
 - d. 10 years

3. What is one similarity for qualifications between Senators and Representatives
 - a. They must be the same age to run for office.
 - b. They must be citizens for the same number of years
 - c. They must be residents of the state that they are representing
 - d. Their terms of office are the same length.

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 - b. a continuous body
 - c. bicameral
 - d. a partisan body

5. How many senators are up for re-election every two years?
 - a. one-sixth
 - b. one-third
 - c. one-half
 - d. all

6. The U.S. Congress has a _____ type of legislature.
 - a. unicameral

- b. bicameral
- c. multiparty
- d. none of the above

7. The "upper house" of Congress is the

- a. the Senate
- b. the House of Representatives
- c. both the Senate and the House
- d. none of the above

8. Which is based on population?

- a. the Senate
- b. the House of Representatives
- c. Congress
- d. Legislative branch

9. The number of House members representing each state is recalculated every

- a. 2 years
- b. 4 years
- c. 6 years
- d. 10 years

10. What does it mean to reapportion seats in the House of Representatives?

- a. House districts are changed based on election results
- b. Newly elected representatives take their seats in the House
- c. The number of House seats for each state is changed based on population changes
- d. One term of Congress ends and a new one begins

11. Borrowing money, taxing, and the ability to declare war are examples of the _____ powers of Congress.

- a. expressed powers
- b. implied powers
- c. non-legislative powers
- d. legislative powers

12. Congress' power to propose constitutional amendments, approve treaties, and approve presidential appointments are examples of its _____ powers.

- a. expressed powers
- b. implied powers
- c. non-legislative powers
- d. legislative powers

13. Congressional removal of an official from office is called:

- a. censure
- b. impeachment
- c. resignation
- d. appropriation

14. Setting up federal courts, making naturalization laws, and issuing copyrights and patents are examples of the _____ powers of Congress.

- a. expressed powers
- b. implied powers
- c. non-legislative powers
- d. legislative powers

15. The commerce power of Congress allows it to:

- a. regulate trade and business
- b. set rules for naturalization
- c. set up federal courts
- d. raise and support an army and a navy

16. A permanent committee in Congress is called a _____ committee.

- a. standing
- b. select
- c. joint
- d. conference

17. A _____ committee works out a compromise bill when the House and Senate have passed different versions of the same bill.

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- b. select

- c. joint
- d. conference

18. The presiding officer of the House of Representatives and most powerful member of Congress is:

- a. the Vice President
- b. the president pro tempore
- c. the Speaker of the House
- d. the majority leader

19. Who usually presides over the Senate?

- a. the Vice President
- b. the president pro tempore
- c. the majority leader
- d. the minority leader

20. What is not a role of a Congressman?

- a. Legislator
- b. Committee Member
- c. Constituent Representative
- d. None of the above, they are all roles of a Congressman.

21. Who considers a bill first?

- a. a committee
- b. the whole House or Senate
- c. the President
- d. the president pro tempore

22. Senators sometimes try to "talk a bill to death" by using a _____.

- a. cloture
- b. filibuster
- c. quorum
- d. rider

23. What are ways that a committee may treat a bill?

- a. recommend that the bill be passed
- b. report an amended bill, with suggested changes
- c. vote to reject a bill

d. all of the above

24. When Congress wants to make an important statement without making a law, it passes:

- a. a cloture
- b. a resolution
- c. a bill
- d. a discharge petition

25. If a bill is sent to the President and he vetoes the bill, the bill dies:

- a. unless both houses override it with a 2/3 majority vote
- b. unless both houses override it with a majority vote
- c. and must be rewritten
- d. the bill dies and will not become a law

Part II. Fill in the Blank (2 points each)

Write the term that BEST completes the sentence provided on the answer sheet.

1	2	6	leader
quorum	cloture	franking	floor leaders
whips	Necessary & Proper		Due Process

26. The two houses of Congress meet for _____ year sessions.

27. For the Senate or the House to conduct official business, a _____ must be present.

28. _____ is the privilege of free postal service for letters sent by members of Congress to their constituents.

29. In Congress, party leaders are assisted by _____. They inform members when a bill will come up for a vote and pressure members to support leaders in critical votes.

30. The _____ clause of the Constitution says that the implied powers are based on the expressed powers in the Constitution.

Part III. Short Answer (5 points each)

Choose 4 out of the following 5 to answer using complete sentences.

1. What are 3 differences between the House and the Senate, other than qualifications to be a member?
2. How does the Constitution define an impeachable offense? What is the role of the House and the Senate as it relates to Impeachment? What offenses do you personally consider impeachable?
3. Name and describe 3 types of congressional committees. Give 2 examples (names) of congressional committees.
4. Explain the 3 powers of Congress. What does each mean? Give examples of each
5. What four options does the President have when a bill comes to him?

Part IV. Diagram (20 points)

1. Draw a diagram of the process a bill must go through to become a law. Then, write a paragraph below it about why you think the system is designed to make it easier to kill a bill than to pass it.

Bonus

Define: cloture, gerrymandering, caucus

Rubric for Planning and Assessment

Criteria	Exceeds Standard (3)	Meets Standard (2)	Approaches Standard (1)
Introduction / Objectives	Introduction provides thorough context, includes necessary knowledge, skills and insight needed to complete unit. 5 objectives are properly aligned and equally balanced across Bloom's Taxonomy	Introduction provides context and necessary knowledge needed to complete unit. 5 objectives are properly aligned with Bloom's Taxonomy.	Intro includes insufficient context, knowledge and/or skills. Includes 5 objectives.
Long-Term Planning	Instructional Unit demonstrates thoughtful integration of content within larger framework of scope and sequence of course curriculum. Common themes are employed to activate student knowledge and prepare them for future learning.	Instructional Unit integrates content within the proper place in local curriculum. Unit is integrated as part of larger course.	Instructional Unit falls within proper range of curricular sequence, but fails to properly integrate content into the scope of the course.
Short-term Planning	Lessons are clearly tied to objectives and incorporate a variety of activities/learning modalities. All learning outcomes clearly met.	Lessons are tied to objectives and incorporate a variety of activities. All learning outcomes met.	Lesson connection to objectives in need of clarification / Learning outcomes questionable
Assessment	Assessment includes 25 questions / 5 per objective / balanced across Bloom's Taxonomy / Questions are valid and reliable. Assessment incorporates various methods of questioning and answer types.	Assessment includes 25 questions / 5 per objective. Questions are aligned with objectives and Bloom's level. Assessment incorporates at least 2 question and answer types.	Insufficient questions and/or misaligned by objective and/or Bloom's level. Questionable validity and reliability
Item Analysis	Item analysis complete, organized and correctly calculated	Item analysis complete and correctly calculated.	Item analysis incomplete or contains minor errors in calculation

Rubric for Written Reflection

Criteria	Exceeds Standard (3)	Meets Standard (2)	Approaches Standard (1)
Pre-Test	Thoughtful data analysis, implications for teaching & consideration for differentiation of planning and instruction	Examination of data analysis & implications for teaching	Brief discussion of data analysis. Pre-test data may or may not be reflected in unit lessons
Post-Test	Thoughtful data analysis by objective and overall. Examination of strengths and weaknesses. Thoughtful initial reaction to unit	Discussion by objective and overall. Discussion of strengths and weaknesses. Initial reaction to unit.	Cursory discussion by objective and overall. Brief discussion of strengths and weaknesses. Initial reaction to unit.
Lessons & Instruction	Thoughtful reflection upon lesson planning and teaching efficacy. Discussion of strengths and weaknesses with connections to pre-test and post-test data.	Discussion of lesson planning and teaching efficacy. Acknowledgement of strengths and weaknesses. Connections to pre-test and post-test data.	Discussion of lesson planning and teaching efficacy. Acknowledgement of strengths and weaknesses. Connections to pre-test and post-test data.
Remediation	Evidence of re-teaching based upon test data and reflection. Thoughtful planning of re-teaching activities	Discussion of re-teaching based upon test data and reflection. Re-teaching activities based on test data.	Cursory discussion of re-teaching activities. Activities may or may not be directly connected to test data.
Conclusions & Future Considerations	Thoughtful analysis of effect upon student learning. Demonstrates understanding of the various factors involved. Considerable consideration given for future units and instruction.	Analysis of effect upon student learning. Discusses various factors involved. Consideration given for future units and instruction.	Cursory analysis of effect upon student learning. Acknowledges various factors involved. Brief consideration given for future units and instruction.

Objective 4 Identify the factors that helped Enlightenment ideas spread throughout Europe.	Question Number	Points Earned	Points Possible	Mean Score	Points Earned	Points Possible	Mean Score	Difference
	1	2	14	14%	14	14	100%	86%
	7	6	14	43%	9	14	64%	21%
	8	0	14	0%	10	14	71%	71%
	20	0	14	0%	12	14	86%	86%
	21	0	14	0%	5	14	36%	36%

Objective 5 Be able to name and describe important (founding fathers) figures that were able to find truth through empirical observation with the use of reason, and systematic doubt.	Question Number	Points Earned	Points Possible	Mean Score	Points Earned	Points Possible	Mean Score	Difference
	3	11	14	79%	14	14	100%	21%
	9	3	14	21%	8	14	57%	36%
	11	11	14	79%	13	14	93%	14%
	12	10	14	71%	13	14	93%	21%
	25	3	14	21%	9	14	64%	43%

Test Analysis by Objective	Total Questions	Total Points Earned	Total Points Poss	Mean	Total Points Earned	Total Points Poss	Mean	Mean Difference	
	Objective 1	5	38	70	54%	46	70	66%	11%
	Objective 2	5	40	70	57%	54	70	77%	20%
	Objective 3	5	11	70	16%	57	70	81%	66%
	Objective 4	5	8	70	11%	50	70	71%	60%
	Objective 5	5	38	70	54%	57	70	81%	27%

Overall Test Analysis	25	135	350	39%	264	350	75%	37%
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