

TRANSATLANTIC POLITICS HOW DOES A LAW BECOME A LAW?

Author:
Jacqueline Littlefield

SUMMARY

SHORT DESCRIPTION

Students work in small groups to design a flowchart illustrating the process for the passage of legislation at the federal level in their country.

GOALS

- Students get to know peers in the partner class.
- Students become familiar with the process for the passage of federal legislation.
- Students will work as a team.

LANGUAGE GOALS

The students will research and explain the process for the passage of federal legislation in their country and share with the partner class.

DURATION

3-4 weeks

LANGUAGE

English

MATERIALS

Worksheet for all students: Exchange task
HOW DOES A LAW BECOME A LAW?

MEDIA

- Teachers use established channels of communication between themselves and their students.
- Students choose their own method of communication for the partner work.
- For the exchanges with the partner class, use a video conferencing tool.

DIFFICULTY



DESCRIPTION

In both Germany and the United States, there is a specific process for the passage of legislation or a law. In a small group, students will research the process and create a flowchart explaining the process, then share it with a small group from the partner class.

TEACHER PREPARATION

- Teachers will assist students in finding their small group.
- Teachers will support the students as they do research and develop a flowchart.

CLASS INTRODUCTION

- Teachers provide students information on the process, duration, and content of the project.
- Teachers assist students in understanding the tasks.

Material

Worksheet for All Students: Exchange Task HOW DOES A LAW BECOME A LAW?

EXCHANGE

For this small group task, students will research the process for the passage of legislation at the federal level and create a flowchart that shows the process. The flowchart is shared with a small group from the partner class. Students should be prepared to answer questions.

REFLECTION

In their own class, students reflect on the similarities and differences between their own community and the partner class. See activities in the document METHODS FOR REFLECTION IN THE CLASSROOM.

For the reflection, there are key questions available. See the document REFLECTION QUESTIONS FOR STUDENTS.

