

# Legislative

## 5 DAY FORECAST



### Day One:

Lesson 1: Participate in a general overview of the state symbols

### Day Two:

Lesson 2: Investigate native animals/plants

### Day Three:

Lesson 3: Discover how bills become law

### Day Four:

Lesson 4: Model a legislative session and select new state symbols

### Day Five:

Lesson 5: Final assessment of understandings; celebrate new learning



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## Enduring Understandings:

1. There is great diversity of life in Arizona.
2. Plants and animals adapt to their environments.
3. Wildlife has many values to humans and should be respected and conserved.
4. Laws can be made or changed by concerned citizens.
5. Our government consists of multiple branches with specialized roles.

## Core Questions:

- What causes the diversity of life we find in Arizona?
- What are some ways plants and animals adapt?
- What is the value of wildlife to humans?
- How can an ordinary citizen create/change laws?
- How does our state government work?
- How does a bill become law?

## Overview:

Learn about our current state symbols and how they were chosen. Investigate our legislative process and learn how citizens can create a bill that becomes a law. Research an animal or plant native to Arizona and present a case for making it a state symbol. In a mock legislative session, take it through the steps required to become law.

## Objectives:

1. Identify Arizona's state wildlife and plant symbols and learn when and how they were selected
2. Recognize that a variety of wildlife and plants inhabit Arizona
3. Research a native species of Arizona
4. Become familiar with basic legislative vocabulary terms
5. Recognize the basic legislative process, including the branches of Arizona government
6. Describe how a bill becomes law
7. Compare and contrast the merits of different proposals
8. Follow the step-by-step procedure for a citizen's idea to become law
9. Create a graphic representation
10. Read a graphic representation

## Resources:

- State Symbols PowerPoint
- Arizona Game and Fish Poster: "Arizona's State Symbols"
- State Symbols Graphic Organizer (1 per student)
- "Critters of Arizona" (1 per student)\*
- "Who Lives in Arizona?" Student Handout (1 per student or group)
- Student Assignment Handout (1 per student)
- Legislative Proposal Form (1 per student)

## Vocabulary

The following words will be defined at the end of the lesson:

*BILL*

*LAW*

*LEGISLATURE*

*NOMINATION*

*SYMBOL*

- “How a Bill Becomes Law” (PDF) available at: <http://www.azleg.state.az.us/>
- California law game: <http://www.assembly.ca.gov/acs/acsframeset16text.asp>
- Legislative Quiz (1 per student)

## Lesson 1: “Arizona State Symbols”

Goal: Recognize diversity in Arizona’s wildlife

Objective: Identify Arizona’s state wildlife and plant symbols and learn when and how they were selected

Activity:

1. Present the media production available via the Arizona Game and Fish Web site at [azgfd.gov](http://azgfd.gov) (or CD available free from the Arizona Game and Fish Department education branch).
2. Students complete State Symbols Graphic Organizer worksheet during and/or following this presentation.
3. Discuss the importance of symbols and the reason we choose symbols to represent various parts of our society.
4. Ask the students: If you could change one of these symbols, which would it be and why? They should write a short answer in their journals. Have students share their responses if time allows.

## Lesson 2: “What Lives Here and Why Might It Be Symbolic?”

Goal: Investigate native animals/plants

Objectives:

1. Recognize that a variety of wildlife and plants inhabit Arizona
2. Research a native species of Arizona

Activity:

1. Provide students with the “Who Lives in Arizona?” worksheet. [Alternate: Use the computer to research a list of animals and plants native to Arizona. You may find these at [azgfd.gov](http://azgfd.gov). Click on “Wildlife and Conservation,” and then scroll down to “Arizona’s Natural Heritage Program (HDMS)” for a listing of many native plants and animals.]
2. Brainstorm criteria for selecting a plant or animal as a state symbol. (e.g. Should it be a species unique to Arizona? Should it be found throughout most of the state?) Class should agree on a set of two or three of these criteria that all students will use to select an animal or plant.
3. Divide the class into eight teams of students and assign each team one category of symbols (bird, mammal, fish, reptile, amphibian, butterfly or insect, tree, flower). Give teams their performance task assignment.
4. Performance task assignment: Individuals begin to research an animal or plant (Make sure each one is different!) and write a paragraph explaining why it would be a good choice for a state symbol. Include a graphic illustrating the range of the plant or animal.

## Lesson 3: “How Does My Idea Become a Law?”

Goal: Discover how bills become law



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Objectives:

1. Become familiar with basic legislative vocabulary terms
2. Recognize the basic legislative process, including the branches of Arizona government
3. Describe how a bill becomes law
4. Compare and contrast the merits of different proposals

Activity:

1. Brief discussion of laws: Why do we have laws? What laws would you like to see enacted? How does an idea become a new law?
  - Provide information on Arizona government, including the handout on how a bill becomes law. Find this information at <http://www.azleg.state.az.us/alisPDFs/hbillaw.pdf>.
  - If you have access to the Schoolhouse Rock program, “I’m Just a Bill” is a great way to illustrate how a bill becomes law.
2. Visit the following California Web site, which goes through the steps of proposing a new bill: <http://www.assembly.ca.gov/acs/acsframeset16text.asp>. As a class, using one of the student’s ideas, create a bill to take through the process. This can be done individually if preferred.
3. Teams meet, peer edit essays within their teams, and select their nominee for state symbol by filling out the Legislative Proposal Form and attaching their essays.
4. Groups send their nomination (and all other essays) to a “committee” (another team) for approval. The committee may:
  - accept and pass along the bill
  - reject it
  - modify it by selecting a different candidate from the enclosed essays.
5. Assign the final draft of their paragraph as homework.

#### Lesson 4: “What Happens at the Arizona State Legislature?”

Goal: Model a legislative session and select new state symbols

Objective:

1. Compare and contrast the merits of different proposals
2. Follow the step-by-step procedure for a citizen’s idea to become law

Activity:

1. Present all eight team nominations to the whole class. Lead a discussion to highlight the diversity of life and various adaptations of species to environmental conditions.
2. Divide the class into members of the House and Senate. (Two-thirds of the class should be members of the House, one-third members of the Senate, to optimally mimic our state legislature.) Each branch will review four of the eight proposed symbols, rejecting, passing or sending them back to committee for revision. Those that pass will be sent on to the other branch for approval.
3. Once a bill is passed by both houses, it is sent to the “governor” (the teacher, the principal, a parent or student) who may pass it, send it back or ignore it. Discuss what will happen to the bill in each of these circumstances.



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## Lesson 5: “Celebrate new learning”

This day should be used for final assessments and the posting of pictures and essays of the new symbols. As an alternative, send your new state symbols to the education branch of the Arizona Game and Fish Department. We will post your results to our Web site.

### Assessments

- Completion of State Symbols Graphic Organizer
- Student Planning Sheet, including a paragraph explaining the symbol choice
- Performance task: Create a bill and take it through the legislative process

### Extensions

1. Create a class booklet of Arizona plants and animals by binding together the essays and information the students gather in their individual projects.
2. Create a class map showing the location and distribution of each species.
3. Prepare a PowerPoint presentation or create a Web site about your animal/plant.

### Resources

- “I’m Just a Bill” video (if available) from Schoolhouse Rock
- Other useful Web sites:
  1. <http://www.lawforkids.org/index.cfm>
  2. <http://www.uen.org/Lessonplan/preview?Lpid=538> (Utah lesson plan)

### Vocabulary

Bill:	a proposed law
Law:	a rule that controls what we can and cannot do
Legislature:	a group of people who make the laws
Nomination:	a person or item that has been selected for an honor or task
Symbol:	an image, figure or object that represents an idea or quality

- \* One free copy of this publication will be provided to every 4<sup>th</sup> grade student whose classroom teacher registers with the education branch of the Arizona Game and Fish Department. Visit <http://www.azgfd.gov> for more details.



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# Legislative Quiz

Your Name: \_\_\_\_\_

1. What is the difference between a bill and a law? \_\_\_\_\_  
\_\_\_\_\_

2. What happens if a bill passes both houses, but the governor does not sign it? \_\_\_\_\_  
\_\_\_\_\_

3. Who is responsible for making laws? \_\_\_\_\_

4. Write the names of the actual State Symbols for Arizona in the spaces provided:

a. Mammal \_\_\_\_\_

b. Bird \_\_\_\_\_

c. Fish \_\_\_\_\_

d. Reptile \_\_\_\_\_

5. What is the purpose of State Symbols? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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# Who Lives in Arizona?

Below is a partial list of the different types of animals and plants that can be found in Arizona. Use the list to select a species to research.

## AMPHIBIAN

Arizona toad  
Canyon treefrog  
Chiricahua leopard frog  
Couch's spadefoot toad  
Lowland burrowing treefrog  
Lowland leopard frog  
Ramsey Canyon leopard frog  
Sonoran Desert toad  
Sonoran tiger salamander  
Western barking frog

## FISH

Bonytail chub  
Desert pupfish  
Gila chub  
Gila topminnow  
Gila trout  
Longfin dace  
Razorback sucker  
Speckled dace  
Yaqui catfish  
Yaqui chub

## REPTILE

Chuckwalla  
Coral snake  
Desert iguana  
Desert tortoise  
Gila monster  
Mojave rattlesnake  
Rosy boa  
Sonoran mountain kingsnake  
Sonoran mud turtle  
Western banded gecko

## FLOWER

Brittlebush  
Coulter's lupine  
Creosote bush  
Fairy duster  
Filaree  
Globe mallow  
Hedgehog cactus blossom  
Mexican gold poppy  
Perry's penstemon  
Wild heliotrope

## BIRD

American kestrel  
Anna's hummingbird  
California condor  
Gila woodpecker  
Great blue heron  
Great-horned owl  
Mourning dove  
Peregrine falcon  
Red-tailed hawk  
Turkey vulture

## MAMMAL

Bighorn sheep  
Black-footed ferret  
Black-tailed jackrabbit  
Coyote  
Desert kangaroo rat  
Javelina  
Mexican gray wolf  
Mountain lion  
Pallid bat  
Pronghorn

## INVERTEBRATE

Ant lion  
Bark scorpion  
Black widow spider  
Giant desert centipede  
Jerusalem cricket  
Pinacate beetle  
Tarantula  
Tarantula hawk  
Trap-door spider  
Vinegaroon

## TREE

Acacia  
Alligator juniper  
Apache pine  
Arizona cypress  
Arizona sycamore  
Arizona white oak  
Desert ironwood  
Desert willow  
Mesquite  
Ponderosa pine



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# Student Assignment: Legislative

## Performance Task

You are a pioneer living in Arizona in 1915, are proud of your state, and want the nation to appreciate its beauty and diversity. Other states have named state symbols. Arizona had already selected a symbolic flower back when it was a territory. You organize a group of concerned citizens to convince the state legislature to name \_\_\_\_\_ as the state \_\_\_\_\_.

Each of you will be part of a special “focus group” assigned to investigate possible nominees for one of these categories. Each student in your group must submit one animal/plant to be considered along with a paragraph explaining why it is the best choice for a state symbol of its kind. Please discuss at least five specific details in support of your nominee. Also include a picture or drawing of your selection, describe its habitat and include a map showing its range and distribution within our state.

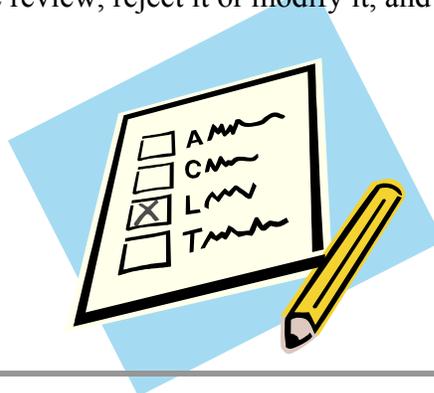
Your “focus group” will meet, review each of the nominations, and select one to propose to the “House” or “Senate” for approval. Please use the form provided to submit your nominee. Attach all of your essays, pictures and maps to the proposal along with a paragraph explaining why you rejected the other nominees.

## Individual Responsibilities

- \_\_\_\_\_ Select and research an animal/plant in your assigned category.
- \_\_\_\_\_ Use the planning sheet to write a paragraph detailing why this should be the nominee for a new state symbol. Include at least five specific details!
- \_\_\_\_\_ Create a graphic illustrating your nominee’s distribution in the state.
- \_\_\_\_\_ Present your nominee to your focus group.
- \_\_\_\_\_ With a partner from your team, peer edit your paragraph.
- \_\_\_\_\_ Using your peer editor’s review and input from your team, write a final draft of your paragraph.
- \_\_\_\_\_ Serve as a member of the larger House or Senate, deciding on which symbols to adopt.

## Team Responsibilities

- \_\_\_\_\_ Offer team members constructive comments on their paragraphs.
- \_\_\_\_\_ With other members of your focus group, choose one animal/plant and use the nominating form to write a proposal to present to another “committee” (team) for approval. Explain your choice in a short paragraph.
- \_\_\_\_\_ Sitting as a “committee,” your team will review another team’s nomination for a state symbol and decide whether to pass it on to a full house review, reject it or modify it, and (if necessary) send it back to them for revisions.



# Legislative Proposal Form



Answer the following questions. On the back, write a short paragraph explaining why your animal or plant should be chosen as the new state symbol.

Name of animal/plant:

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Found in (part of state):

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Reasons to name it as Arizona's state \_\_\_\_\_ (reptile, fish, mammal, etc.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Checklist:

\_\_\_\_\_ I have found a picture or created a drawing of my animal/plant.

\_\_\_\_\_ I have marked my animal/plant's habitat on the map.

\_\_\_\_\_ I have researched my animal/plant.

\_\_\_\_\_ I have written a paragraph including my five concrete details (from above) and explaining why my nominee should be chosen.

\_\_\_\_\_ I have proofread my paragraph for clarity and correctness.