

KANSAS LAWMAKER



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INTRODUCTION

The *Kansas Lawmaker* CD-ROM is an interactive multimedia instructional package designed to teach the Kansas legislative process. The target audience is Kansas middle school students, but students from grades six through twelve can benefit from using these instructional materials. At the high school level this program may benefit students in government or current issues classes.

The student user simulates the role of a newly elected legislator who must learn the legislative process and follow his/her bill through the process of becoming a law. This CD-ROM directs the student user to progress through a sequence of steps toward a particular goal and to motivate the user by offering a desirable reward to those who reach that goal. The program uses the directed learning aspect of the linear design approach in combination with the free-choice benefits of the discovery model to provide the student a game-like experience. The design is not linear, however, in that the student will operate from a “home base or office” and must choose the steps to reach the desired goal.

The instructional method used in this program simulates the actual legislative process. The student, as the “new member” of the legislature, is presented the task of developing an idea, having a bill drafted, and guiding it through both houses of the legislature to become a law. Issues of relevance to secondary school students—driver’s license laws and community service—are used to spark interest in the legislative process.

The CD-ROM begins with the election process and then centers on the new member’s daily activities during the legislative session. The CD-ROM maintains a game-oriented design in which the student encounters simulated situations that teach how legislation is proposed, debated, and passed into law. The student must assemble the necessary information to support the proposed legislation and assess opposing views on all relevant issues. Students explore research areas within the application to acquire the necessary support for their bill as they progress. In the legislative process the student communicates with other “virtual” players such as committee members and legislative staff.

The *Teacher’s Guide* provides suggestions for enrichment activities in both electronic and traditional classroom environments. It also includes a series of fully planned activities that will help guide teachers’ classroom presentation and use of this CD-ROM. These daily lesson plans divide the program activities appropriately and provide student assignments for covering the material. Test questions that assess whether students have achieved the program objectives are also provided. Finally, the *Teacher’s Guide* lists the Kansas standards for civics and government that this CD-ROM helps meet.

Teachers may choose from several models for using this CD-ROM. For advanced students, the program may be used as a tutorial in understanding the legislative process. Teachers may encourage students to move relatively quickly through the CD-ROM and then spend additional time researching issues of their own choosing. Or teachers may use the program with a class as a whole and then divide students into teams for enrichment activities.

Overview

Students will first use the tutorial to learn how to work with this program efficiently. Then students “run for office and are elected” to a position as either a Kansas state senator or representative. This sets the stage for working as a Kansas legislator and experiencing the legislative process. Next, students move through several steps. They will:

1. select an issue relevant to young people in Kansas, on which to base a bill;
2. prepare a bill based on this issue;
3. research the issue to find data that support the position taken in the bill;
4. attend a public hearing by a standing committee;
5. defend the bill before a standing committee;
6. participate in or observe first and second house actions, bill amendments, and compromise;
7. celebrate passage and obtain the governor’s signature; and
8. review implications of the law after final passage.

The intent of this program design is to motivate students to successfully complete steps 1-7 in order to experience the rewards of bill passage and securing the governor’s signature.

Kansas Lawmaker Web Site

The *Kansas Lawmaker* Web site at <<http://skyways.lib.ks.us/ksleg/CDROM>> is a useful resource for teachers. In addition to providing updates to material in the *Teacher's Guide*, the Web site includes a preview of the *Kansas Lawmaker* CD-ROM, information regarding targeted learners and learning objectives, a brief introduction to the issues that students research and examine when using the CD-ROM, technical requirements for the classroom or lab, and ordering and contact information.

Note: Several sections of this *Teacher's Guide* are designed to be used as blackline masters for transparencies or student handouts: File-saving Information, page 9; The Kansas Legislative Process, page 17; T-Charts, page 23; Maze, page 27; Matching Exercise, page 33; House and Senate Standing Committees, page 35; Sample Legislators’ Daily Schedules, page 36; Word Puzzles, page 47; and Test, page 63.

FILE-SAVING INFORMATION

Saving Your Progress

Kansas Lawmaker automatically saves a record of your progress to a file. After you log on, you will be asked to save your records to a file. The file will be saved on a disk in the floppy drive unless you specify otherwise.

Saving Multiple Sessions

You may decide to save multiple sessions in a single location, on a floppy or on the hard disk. You might do this if you want to share a floppy disk with another student, or if you want to experiment with different ways to complete the legislative process.

Each session must be saved in a separate folder as follows:

1. After logon, the Save Records box appears. Click the Create New Folder icon (Windows) or button (Mac).
2. Give the new folder a name.
3. Double-click the new folder to open it.
4. Type the name of the records file in the File name text box.
5. Click Save.

Continuing a Saved Game

1. Click Continue Saved Game after the opening sequence of *Kansas Lawmaker*. The Open File box appears.
 - 2a. If you saved a single session to a floppy disk, select the file you saved and click Open.
 - 2b. If you saved multiple sessions, open the appropriate folder. Then select the file you saved and click Open.

KANSAS LEGISLATIVE PROCESS

A bill goes through the following steps in the process of becoming a law:

- Research
- Bill preparation
- Introduction and referral
- Consideration by the Standing Committee
- Consideration by the Committee of the Whole
- Final action by the first chamber
- Action by the second chamber
- Action by the governor
- Publication

The Research Process

The idea for a bill may come from any source, including citizens, public officials, lobbyists, or groups. Only legislators, however, may introduce a bill before the House or Senate. Before the bill is introduced, much research is done on the proposed idea.

At the statehouse, the Legislative Research Department is available to help the legislator or committee with bill research. Information for the bill comes from citizens' letters and testimonies, previous laws, laws in other states, lobbyists, government agencies, and more. Even the attorney general is available to advise legislators.

Bill Preparation

Once the initial research is done and the bill is ready to be introduced, the Office of the Revisor of Statutes drafts the bill into the correct legal language. In some cases, the bill amends an existing statute (law), whose number and title must be referred to in the new bill. After the Revisor of Statutes prepares the bill, it is delivered to the bill sponsor in the House or Senate chamber for introduction and referral.

Underlining denotes a link to the glossary within the Kansas Lawmaker CD-ROM.

Bill Introduction and Referral

Once the Revisor of Statutes has prepared the bill, it is introduced in the first chamber and printed in bill form for the legislators, staff, and public.

Any legislator or standing committee may introduce a bill during Introduction of Bills and Concurrent Resolutions. At this time, the sponsor of a bill gives it to the chief clerk of the House of Representatives or to the secretary of the Senate. The chief clerk or secretary gives the bill a number. From that point on, the bill is known as "House Bill ____" or "Senate Bill ____."

The chief clerk or secretary hands the bill to the reading clerk, who then reads it aloud by number and title. The reading clerk also reads the name of the bill's sponsor. After the bill has been introduced, either the Speaker of the House or the President of the Senate refers it to a standing committee. This usually happens the day after it is introduced.

Consideration by the Standing Committee

Standing committee meetings are open to the public. Any person who has an interest in a bill is usually permitted to present arguments for or against the bill. Usually, the sponsor of the bill also appears before the committee. People who want to appear before the committee contact the committee secretary ahead of time so they can be put on the agenda. When a bill is the subject of widespread public interest, however, general public hearings may be held.

When the committee has considered a bill fully, it reports its recommendations to the chamber where the bill is pending. The report includes the bill's number and title, along with the recommendation of the committee and the signature of the committee chairperson or other authorized committee members.

The standing committee recommends one of the following:

- That the bill be passed. The committee believes the bill should be passed just as it is written.
- That the bill be passed as amended in the committee. The committee recommends that the bill be passed, but with certain changes.
- That the bill not be passed. The committee does not believe the bill merits further consideration.
- That a substitute bill be passed. The committee proposes amending the bill by using a substitute bill. This usually happens when amendments cause many changes to the language of the original bill.
- Report without recommendation. When the committee cannot make a decision or does not want to accept responsibility for making one, but believes a bill should be considered in the whole chamber, it reports "without recommendation."
- That the bill be placed on the Consent Calendar. When the committee believes a bill is noncontroversial and without need of amendment, it may recommend that the bill be passed and placed on the Consent Calendar. Members have three days to object to the bill being on the Consent Calendar; if no one objects, final action is taken on the third day.

The committee chairperson gives the committee's report to the chief clerk or the secretary to be read during Reports of Standing Committees. When a bill is reported favorably or without recommendation, it automatically goes on the calendar under General Orders. When a bill is reported adversely, it is placed on the calendar under Bills Adversely Reported. When a bill is reported with amendments, the amendments are considered by the Committee of the Whole during General Orders.

Consideration by the Committee of the Whole

When the bill in the House or Senate reaches General Orders, the Speaker of the House or the President of the Senate designates a member to preside as chairperson over the discussions and debates. The entire membership of the House or Senate forms the Committee of the Whole, and all legislators have the opportunity to speak about or offer amendments to a bill.

During General Orders, someone from the standing committee or the author of the bill explains the bill and answers questions to make certain that all members understand the bill. If the bill was reported with amendments, the Committee of the Whole considers the amendments. When the committee report has been considered, any legislator may offer new amendments to the bill.

Following discussion of each proposed floor amendment, the Committee of the Whole votes on the amendment. Debate during General Orders ends when a member makes a motion that the committee rise and report to the chamber. Any bills that are still to be considered remain on the calendar under the heading of General Orders. When the Committee of the Whole has fully considered a bill, it makes one of the following recommendations:

- That the bill be passed.
- That the bill be amended and be passed as amended.
- That the amendments proposed by the standing committee be adopted and the bill be passed as amended.
- That the amendments proposed by the standing committee be adopted, the bill be further amended, and the bill be passed as amended.
- That the amendments reported by the standing committee be rejected and that the bill be passed.
- That the bill be referred to a committee.
- That the bill not be passed.
- That the enacting clause be stricken from the bill, which will essentially kill the bill.
- That the bill be stricken from the calendar. This motion is typically made when the Committee of the Whole fails to recommend that the bill be passed.
- That the bill be passed over but kept on the calendar.

After submitting the report to the chamber, the chairperson of the Committee of the Whole moves that the report be adopted by the chamber. Usually, the report is adopted. When the Committee of the Whole reports a bill favorably, the bill moves on to final action.

Final Action

Final action is the time for voting for or against a bill. Before the vote begins, the title of the bill is read. A constitutional majority vote of the members of each house is required for passage of a bill. There must be 63 votes in favor in the House and 21 in the Senate. Constitutional amendments require a two-thirds majority. Each member's vote on final action is entered in the House or Senate journal, and members are allowed to explain their votes. Bills that do not receive a constitutional majority on the final roll call are declared lost. When a bill has passed the Senate, it is certified by the secretary; when a bill passes the House, it is certified by the chief clerk. The entire bill's history appears on the bill jacket, which holds all original documents relating to the bill, eventually including the action in both chambers. When a bill passes the first chamber, it is sent on to the second chamber.

Second Chamber Action

In the second chamber, a bill follows the same path to approval as in the first chamber. It must be introduced and referred to a standing committee, which considers amendments and makes a report to the chamber. The Committee of the Whole considers the standing committee's recommendations, as well as new amendments. Finally, the members vote on the bill. The second chamber's action can have one of the following outcomes:

- The bill fails to pass.
- The bill is amended and sent back to the first chamber. If the first chamber concurs with the new amendments, the bill passes. If first chamber nonconcurs, the bill is sent to a conference committee that will try to reach a compromise.
- The bill is passed as it was received. If this happens, the bill moves on to the governor for action.

Governor's Actions

The Kansas Constitution requires that a bill be signed by the presiding officers of both chambers and presented to the governor within 10 days of passage.

Under the constitution, the governor has three options for acting on bills. The governor may:

- Approve the bill by signing it.
- Allow the bill to become law without signing it.
- Veto the bill, state the objections to it, and send it back to the house of origin.

The governor has 10 days to act on a bill. If the governor does nothing within those 10 days, the bill becomes law without the governor's signature.

Veto override When the governor vetoes a bill and sends it back to the house of origin, the chamber has 30 days to reconsider the bill. Two-thirds of the members in the first chamber must vote to override a veto. If that happens, the bill moves on to the second chamber, where members have 30 days to reconsider the bill. The bill must also receive a two-thirds majority in the second chamber to override the governor's veto. If the override vote fails in either chamber, the bill fails. When both chambers override the veto, the bill becomes law.

KANSAS LEGISLATIVE PROCESS

A bill goes through the following steps
in the process of becoming a law:

Research



Bill preparation



Introduction and referral



Consideration by the Standing Committee



Consideration by the Committee of the Whole



Final action by the first chamber



Action by the second chamber



Action by the governor



Publication

LESSON 1: INTRODUCTION/TUTORIAL

Objectives

The learner will review the Kansas legislative process with the goal of mastery during the unit.
The learner will gain knowledge of the tools, components, and strategies of the CD-ROM.
The learner will select the issue (driver's license or community service) to be examined.

Alignment with Kansas Standards

Civics/Government Standard

*Benchmark 2, Indicator 3: Explains the importance of respect for the law, a good education, work ethic, equal opportunity, and volunteerism.

CD-ROM Section to Review

Tutorial

Daily Vocabulary

Election
Legislative
Kansas legislative process

Issue-Specific Vocabulary

* community service
* volunteerism

Concepts to be Mastered

Students should receive information on the Kansas legislative process, for ultimate mastery.
Students should learn the necessary skills to navigate the CD-ROM independently.

Introductory Activities

Provide an overview of the *Kansas Lawmaker* CD-ROM, its purpose, and issue choices (see pages 7–8 of the *Teacher's Guide*.)

Suggested Activities

Complete the CD-ROM tutorial for user information.
Review the legislative process using the blackline master on page 17.
Discuss issue choice and make a decision for community service or driver's license. (Remember, if you want to make this a two-week activity, your students may work through both issues—once as a representative and once as a senator.)

**Throughout the lessons, the asterisk sign will indicate terms or activities that are specific to either the driver's license or community service issue.*

Enrichment Activities

Visit the *Kansas Lawmaker* Web site (note that important, helpful Internet sites have been provided in a virtual tour).

*Begin a list of community service opportunities unique to your community.

*Search the states to see the current minimum driving age in each state and any other interesting stipulations, such as whether a student who drops out of school loses his/her driver's license.

*Throughout the week consider inviting a guest speaker—someone who holds or has held a state office or who could give information on the electoral process.

Accommodations

Provide copies of the Kansas legislative process masters for students with visual difficulties that hinder copying information from a distant source. (Include any other helpful information in print form.)

Allow more computer time for familiarizing with CD-ROM (some students may need to repeat tutorial to retain information).

Determine need for tutor and provide a peer tutor or paraprofessional.

Vocabulary word puzzles (see blackline masters on page 47).

LESSON 2: AD CAMPAIGN AND ELECTION

Objective

The learner will participate in a simulated election process.

Alignment with Kansas Standards

Civics/Government Standard (6th grade to be tested at 8th grade)

Benchmark 4, Indicator 3: Identifies the privileges of U.S. citizenship
(that is, the right to vote, hold public office, serve on a jury)

Benchmark 4, Indicator 4: Compares the methods by which we elect government officials
(that is, Electoral College, popular vote)

Benchmark 4, Indicator 5: Examines the steps necessary to become an informed voter
(that is, recognize issues and candidates, stands taken by candidates on issues, personal choice, voting)

CD-ROM Section to Review

Becoming a Senator or Representative

Daily Vocabulary

Chamber

Senator

Representative

Kansas Legislature

Kansas House of Representatives

Kansas Senate

Political party

Platform

Concepts to be Mastered

Continue to work on mastery of the Kansas legislative process.

Learn and review key points of the election process.

Introductory Activities

Suggestion: Play a video clip of a candidate winning the support of the party in one of the last presidential primaries.

Suggested Activities

Discuss a day in the life of a legislator (see Sample Legislators' Daily Schedules on pages 36–39 in the *Teacher's Guide*.)

Create a T-chart to compare and contrast the characteristics of representative/senator. (See blackline masters on pages 23–24.)

After learning more about the duties of each, select the role you will play: a representative or senator, and whether you will run as a Democrat or a Republican. If the class is working as a whole, you might vote and allow the majority to rule on these two issues.

Review the process in becoming a representative/senator. Be sure to include primaries.

Enrichment Activities

Research in greater depth the Kansas primaries and how they work.

Visit the *Kansas Lawmaker* Web site and use the virtual tour to research an area of Kansas law-making.

Create your own campaign poster, including your issue on the poster.

Bring in current events about issues before the Kansas Legislature and on current campaigns.

Accommodations

Use word puzzles for vocabulary (see the word puzzle masters on pages 47–54.)

Provide students extra time to navigate the CD-ROM and master concepts or complete tasks.

Provide a student tutor or a paraprofessional for helping answer questions, reading the material, navigating the CD-ROM, or other related tasks.

SENATORS

- 40 senators
- 4-year terms
- Larger districts
- Approximately 60,000 constituents
- Same salary as House
- Members serve on 4 standing committees on the average

REPRESENTATIVES

- 125 representatives
- 2-year terms
- Smaller districts
- Approximately 19,000 constituents
- Same salary as Senate
- Members serve on 3 standing committees on the average

SENATORS

REPRESENTATIVES

LESSON 3: RESEARCH AND PREPARE THE BILL

Objectives

- The learner will select research material for the briefcase.
- The learner will select the appropriate language for the draft of the bill.

Alignment with Kansas Standards

- Civics/Government Standard
- Benchmark 4, Indicator 3: Researches to develop understanding of public issues (for example, designs and carries out projects)

CD-ROM Section to Review

- Research the issue
- Prepare the bill
- Introduce and refer the bill (this step could go here, or in Lesson 4)

Daily Vocabulary

- Pro/con
- Revisor of Statutes
- Legislative Research Department
- Lobbyist
- Bill
- Law
- Legislative session

Concepts to Be Mastered

- Continue to work on understanding the order and components of the Kansas legislative process.
- Discuss the need to carefully research a bill and to assess its impact should it become law.

Introductory Activities

- Use a maze as an analogy (see the blackline master on page 27): When quick decisions are made without careful consideration, it is often necessary to backtrack. Careful research requires thoughtful consideration of material. Usually the people who move the quickest through a maze have to do more backtracking. It is important that bills be researched carefully so that “surprises” don’t happen. Research should include gathering information on what is currently being done on these issues in other states and on the success and impact of similar laws in other states.

Suggested Activities

Allow more time with the computer—this is a longer and more complex CD-ROM section.

When researching, there will be information to read and categorize (pro/con). In addition, there are video clips to view providing mini-lessons on Kansas government.

Summarize the day's activities and review the Kansas legislative process.

Enrichment Activities

Create a board game based on the Kansas legislative process. The game might be for two to three players. It should take approximately 15 minutes and must include all of the steps in the Kansas legislative process (see the blackline master on page 17 for these steps). Directions must be clear and complete.

Research a local issue. Present current research findings and the impact of decisions made regarding the issue (for example, corporate hog farming, water shortages). Decide how to present your information (project board, speech, poster, etc.)

Write a song that includes all of the steps to the Kansas legislative process. ("School House Rock" features "I'm Just a Bill." Consider using that video as an example.)

Accommodations

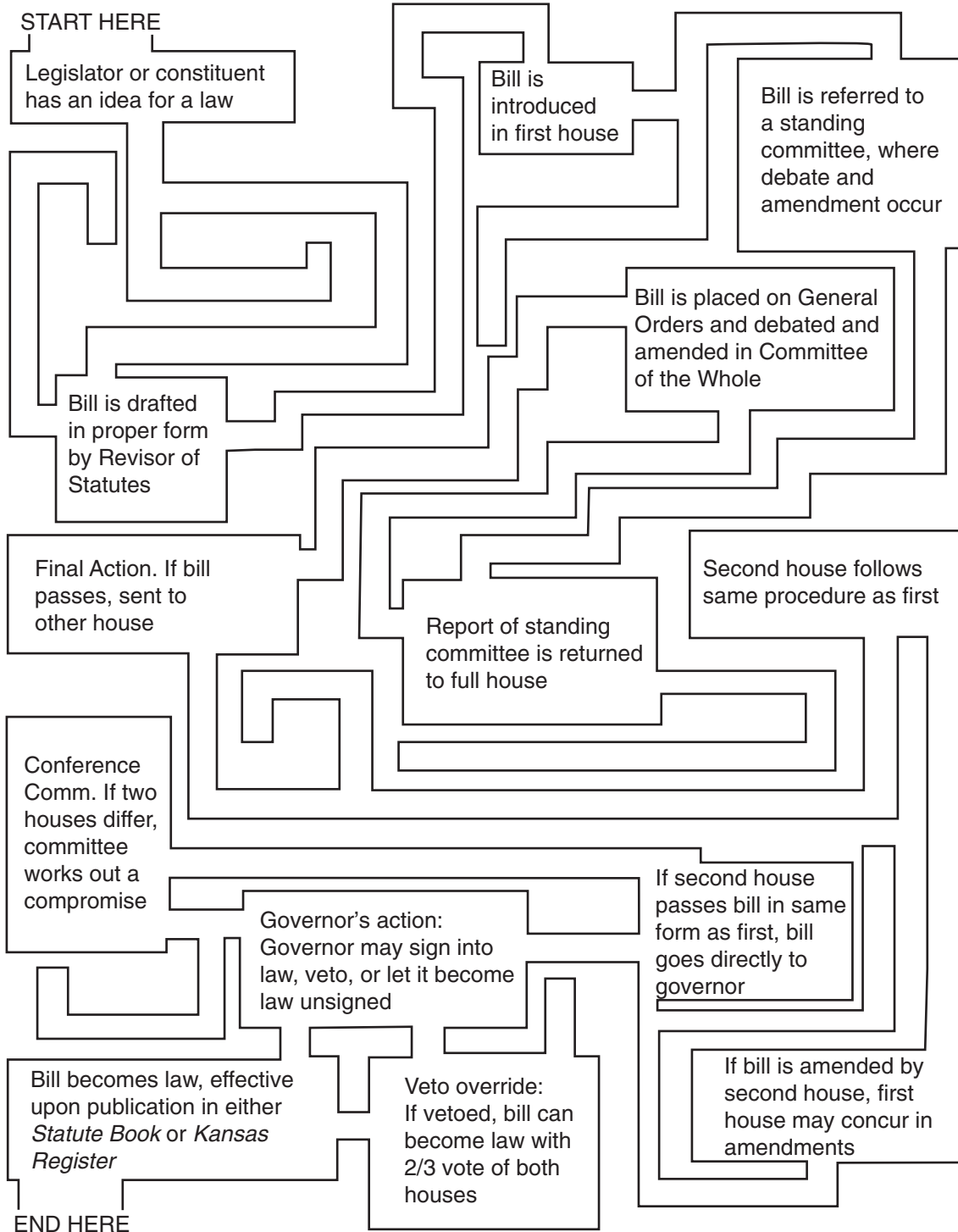
Allow extra time at the computer for students in need of assistance.

Consider using a peer tutor or paraprofessional for reading the research, giving guidance on choosing pro or con items, and developing an enrichment activity.

Vocabulary word puzzles (see the blackline masters on pages 47–54).

HOW A BILL BECOMES LAW

Find your way through the maze.



LESSON 4: THE PUBLIC HEARINGS

Objectives

The learner will observe and gather information at the public hearing regarding the issue selected.

The learner will review research and defend the bill in the standing committee.

Alignment with Kansas Standards

Civics/Government Standard

Benchmark 3, Indicator 3: Compares the steps of how a bill becomes a law at state and national levels

Benchmark 3, Indicator 4: Describes the amendment procedure

Benchmark 4, Indicator 3: Researches to develop understanding of public issues (for example, designs and carries out projects)

Benchmark 4, Indicator 4: Knows the correct procedures for contacting appropriate representative for the purpose of expressing opinions or asking for help at local, state, and national levels

CD-ROM Section to Review

Attend committee meeting where bill was assigned

Defend the bill

Vocabulary

Amendment

Consent calendar

Standing committee

Public hearing

Concepts to Be Mastered

Students should be able to explain the functions of a standing committee.

Students should be able to explain the reasons for public hearings and how they can affect outcomes.

Introductory Activities

Discussion of the terminology “pro” and “con”

Selecting appropriate “rebuttal evidence” when challenged in standing committee

Suggested Activities

Review the terms to be introduced in the day’s activities.

Navigate through the section of CD-ROM concerning standing committee (public hearing, defending a bill).

Summarize activities accomplished in the standing committee.

Enrichment

Discuss/practice the art of persuasion (how to argue for a course of action, how to change a person's mind, how to avoid offending others) (integration with English—modes of writing).

Invite a Kansas representative or senator for a classroom presentation.

Obtain copies of actual bills being considered or laws that have recently been passed (see the Kansas Legislature Web site <www.ink.org/public/legislative/main> or call the Secretary of the Senate, 785/296-2456, or Chief Clerk of the House, 785/296-7633).

Select a local or state issue. Create questions for an opinion poll.

Compile data—consider working with the math department to graph data (integration with math).

Write a letter to a senator or representative expressing an opinion about a current issue.

Accommodations

Reading problems—partner with a proficient oral reader.

Inability to work with computer—partner with a computer-competent peer tutor.

Vocabulary deficient—consider making word puzzles for new terms. (See the blackline masters on pages 47–54.)

Inability to find/remember main ideas—create a study guide with steps, leave out one or two key words on entries for students to fill in the blanks.

Consider using a paraprofessional if needed.

LESSON 5: FINAL STAGES

Note: A test is provided on pages 63–67 and will require an additional day—lesson 6, testing.

Objectives

Students will learn that the legislature and the other branches of government are interdependent.

Students will explore the impact of laws on the state and community.

Alignment with Kansas Standards

Civics/Government

Benchmark 3, Indicator 2: Explains how powers are distributed among the legislative, executive, and judicial branches at the state and national levels (that is, checks and balances, separation of powers)

Benchmark 1, Indicator 4: Evaluates the rule of law in establishing limits on both state and federal government and the governed, *protecting the individual rights and *promoting the common good.

CD-ROM Section to Review

First and Second House Actions/Governor's Signature

Daily Vocabulary

First and second house actions

Governor's signature

Implication of the new law

Concept to Be Mastered

Students should now have mastered the Kansas legislative process.

Introductory Activities

Return to the master that depicts the Kansas legislative process and review the steps taken and the steps yet to be accomplished.

Suggested Activities

- Compare the federal legislative branch to the state legislature.
- Review how to amend a bill.
- Discuss the role of the Kansas Legislature in relation to the other branches of Kansas government.
- Discuss the outcome of the bill and the impact such a bill would have on a state or community.
- Assign “matching” exercise (see blackline master on page 33).
- Review the Kansas legislative process.

Enrichment Activities

- Compare the qualifications and experience of a senator/representative at the federal level to the qualifications of a Kansas senator/representative at the state level.
- Illustrate what can happen after a bill is placed on the governor’s desk, and compare that to the president’s desk (integration with art).
- Become involved in a community service activity.

Accommodations

- Assign a peer tutor or paraprofessional to help with computer or program operation and decisions.
- For students who need help with recording information, provide copies of notes.
- Vocabulary word puzzles—students now will have complete list (see word puzzle masters on pages 47–54).
- Provide a paraprofessional for orally giving the test, as necessary.
- The test may be taken in sections instead of as a whole.

MATCHING

Match sentences on the left with correct answers on the right.

_____ Kansas has 40 of these.

_____ This person is head of state government.

_____ This branch of state government contains the House of Representatives and the Senate.

_____ The highest law of Kansas.

_____ The governor represents this branch of state government.

_____ The year Kansas became a state.

_____ Kansas has 125 of these.

_____ The capital city of Kansas.

_____ The branch of state government that interprets state laws.

_____ Kansas has 105 of these.

a. Topeka

b. judicial (courts)

c. senators

d. counties

e. governor

f. Kansas Constitution

g. legislative

h. executive

i. representatives

j. 1861

HOUSE AND SENATE STANDING COMMITTEES

Senate Standing Committees

1. Agriculture—9 members
2. Assessment and Taxation—11 members
3. Commerce—11 members
4. Confirmation Oversight—6 members
5. Education—11 members
6. Elections and Local Government—9 members
7. Energy and Natural Resources—9 members
8. Federal and State Affairs—9 members
9. Financial Institutions and Insurance—9 members
10. Interstate Cooperation—7 members
11. Judiciary—11 members
12. Public Health and Welfare—9 members
13. Transportation and Tourism—9 members
14. Utilities—11 members
15. Ways and Means—11 members

House Standing Committees

1. Agriculture—17 members
2. Appropriations—23 members
3. Business, Commerce and Labor—17 members
4. Calendar and Printing—7 members
5. Economic Development—17 members
6. Education—21 members
7. Environment—17 members
8. Federal and State Affairs—23 members
9. Financial Institutions—17 members
10. Fiscal Oversight—14 members
11. Governmental Organization and Elections—7 members
12. Health and Human Services—7 members
13. Insurance—17 members
14. Interstate Cooperation—7 members
15. Judiciary—21 members
16. Local Government—17 members
17. Rules and Journal—5 members
18. Taxation—23 members
19. Tourism—17 members
20. Transportation—23 members
21. Utilities—17 members

SENATOR'S SCHEDULE (SAMPLE)

FIRST DAY

- 7:00 a.m. Caucus
- 8:00 a.m. Meet with Senate leadership on committee assignments
- 9:00 a.m. Interview with reporter regarding teenage driving
- 9:30 a.m. Page pictures in the Governor's Office, Room 212-S
- 10:00 a.m. Public Health and Welfare Committee, Room 526-S
- 11:00 a.m. Federal and State Affairs Committee, Room 254-E
- Noon Lunch with Mr. Bill White from district
- 1:00 p.m. Meeting with Revisor on drafting a bill
- 1:30 p.m. Utilities Committee, Room 531-N
- 2:30 p.m. Senate in session
- 4:00 p.m. Return telephone calls and e-mails
- 6:00 p.m. Reception at Dillon House
- 8:30 p.m. Do Internet research on bill

SECOND DAY

- 8:00 a.m. Breakfast meeting with American Cancer Society to visit about community services
- 9:00 a.m. Education Committee, Room 123-S
- 9:45 a.m. Meet with lobbyist regarding possible health issues
- 10:00 a.m. Public Health and Welfare Committee, Room 526-S
- 11:00 a.m. Federal and State Affairs Committee, Room 254-E

SENATOR'S SCHEDULE (SAMPLE) *continued*

- Noon Lunch with pages and parents in Docking State Office Building cafeteria
- 1:00 p.m. Meet with Revisor on amendment to a bill
- 1:30 p.m. Utilities Committee, Room 531-N
- 2:30 p.m. Senate in session
- 4:00 p.m. Meet with Senate Majority Leader's office to discuss the placement of my bill on the General Orders Calendar
- 4:30 p.m. Review weekly schedule with secretary
- 6:00 p.m. Dinner with school officials from district
- 7:30 p.m. Work on presentation to committee

THIRD DAY

- 7:00 a.m. Caucus
- 8:30 a.m. Write newsletter
- 9:00 a.m. Education Committee, Room 123-S
- 10:00 a.m. Public Health and Welfare, Room 526-S
- 11:00 a.m. Federal and State Affairs Committee, Room 254-E
- Noon Grab sandwich from snack bar and answer constituent mail
- 1:00 p.m. Meet with governor on bill signing
- 1:30 p.m. Utilities Committee, 531-N
- 2:30 p.m. Senate in session
- 4:00 p.m. Press release to district media about passage of bill
- 6:00 p.m. Federal and State Affairs Committee dinner with governor at Cedar Crest

REPRESENTATIVE'S SCHEDULE (SAMPLE)

FIRST DAY

- 7:00 a.m. Breakfast meeting with Freshman Caucus, Docking State Office Building cafeteria
- 8:00 a.m. Calendar review/caucus
- 9:00 a.m. Joint Education Committee to hear Secretary of Education presentation
- 10:00 a.m. Physical fitness exam in rotunda
- 11:00 a.m. Session
- Noon Lunch with band members from district—concert in rotunda
- 1:30 p.m. Transportation Committee, 519-S
- 3:30 p.m. Insurance Committee, 527-S
- 5:00 p.m. Answer correspondence and e-mail
- 6:00 p.m. Meet with landlord re: broken garage door
- 7:00 p.m. Dinner with Education Committee
- 8:00 p.m. Do Internet research for bill

SECOND DAY

- 7:00 a.m. Breakfast meeting with subcommittee on School Finance
- 8:00 a.m. Calendar review/caucus
- 9:00 a.m. Education Committee, Room 313-S
- 10:00 a.m. Page pictures, Governor's Office
- 11:00 a.m. House session
- Noon Lunch with pages and parents

REPRESENTATIVE'S SCHEDULE (SAMPLE) *continued*

- 1:00 p.m. Return telephone calls
- 1:30 p.m. Transportation Committee, Room 519-S
- 3:00 p.m. Meet with lobbyists from city/county hospitals
- 3:30 p.m. Insurance Committee, Room 527-S
- 5:00 p.m. Write newsletter, read correspondence, sign letters
- 6:00 p.m. Reception for foreign agriculture delegation
- 7:00 p.m. Dinner with home county elected officials
- 9:00 p.m. Finish reading research and work on presentation to committee

THIRD DAY

- 7:00 a.m. Radio talk show with home station
- 8:00 a.m. Calendar review/caucus
- 9:00 a.m. Education Committee, Room 313-S
- 10:00 a.m. Meet with Revisor on wording of amendment
- 11:00 a.m. House session
- Noon Box luncheon in rotunda
- 1:30 p.m. Transportation Committee, 519-S
- 3:00 p.m. Meet with reporters about my proposed bill
- 3:30 p.m. Insurance Committee, Room 527-S
- 5:00 p.m. Return telephone calls and e-mail
- 6:00 p.m. Reception at Dillon House
- 7:00 p.m. Catch up on paper work for job at home

GLOSSARY

Amendment—An alteration to a bill proposed or effected by the legislative process.

Attorney General—The chief legal officer of the state. Among other duties, the attorney general is available to answer questions on the constitutionality of proposed laws.

Biennium—A two-year period. In Kansas, the legislative biennium starts in an odd-numbered year and ends with an even-numbered year. All bills, including those introduced in the first year of the two-year period, must be acted on before the close of session in the following year. If no action is taken, the bill dies.

Bill—The proposed form of what may eventually become a law. Legislators spend the majority of their time studying, debating, and voting on bills. To become a law, a bill must go through a chain of approval in each chamber, the House and the Senate. The bill must be passed in the same form in each chamber. When the two chambers have approved a bill, the governor has the opportunity to approve it or veto it. If the governor vetoes a bill, the legislature has the opportunity to override the veto.

Branches of State Government—Kansas government includes three branches: the Legislative Branch (the House and Senate) makes the laws; the Executive Branch (including the governor and other executive administrators) enforces the laws; and the Judicial Branch (the courts) interprets the laws.

Calendar—The schedule published daily by the House and Senate. The calendar shows everything that is scheduled in each chamber and in committees. It also reports the status of bills and resolutions.

Committee Bill—A bill introduced by a standing, special, or joint legislative committee. The committee is often responding to a request from the governor, state agency officials, groups, or individuals. The introduction of a committee bill does not indicate that the committee endorses the bill. Instead, it indicates that the committee believes the bill deserves consideration.

Committee of the Whole—The Committee of the Whole includes every member of either the House of Representatives or the Senate. The members of each chamber form the Committee of the Whole during General Orders—the time when members debate, discuss, and amend bills. The Committee of the Whole is led by a House or Senate member appointed by the presiding officer.

Concur/Nonconcur—When a bill that was approved in the first chamber is amended by the second chamber, that bill is sent back to the first chamber so the new amendments can be considered. The first chamber concurs when it approves the amendments made by the second chamber. The first chamber nonconcur when it does not approve the new amendments.

Conference Committee—A committee formed to reach a compromise when the chamber of origin nonconcur with the amendments from the second chamber. The conference committee includes at least three senators and three representatives.

Consent Calendar—A section of the calendar that includes bills that probably do not need to be debated or amended. When it is likely that a bill will not be opposed, the standing committee places it on the Consent Calendar. If a representative or senator objects to placing a bill on this calendar, however, it is removed and placed on General Orders.

Constituents—The people who live in an elected official's district.

Constitutional Majority—Majority vote required by the Kansas Constitution. The constitution requires a two-thirds majority vote (84 in the House and 27 in the Senate) to pass constitutional amendments and to override a veto. The constitution requires a simple majority vote (63 in the House; 21 in the Senate) to pass bills and certain resolutions.

District—The geographical region a legislator represents when elected to office. The legislator must live in his or her district. Representatives and senators serve every person who lives within their districts. Districts are determined every 10 years by the Kansas Legislature.

Elections—Primary elections are held in August to help determine who will run for office in general elections in November. In primary elections, candidates of one party run against each other to see who will represent the party in the general election in November. In general elections, the winners of each party primary run against each other to determine who will hold public office.

Enacting Clause—The clause at the beginning of a bill that reads: "Be it enacted by the Legislature of the State of Kansas." This clause makes it clear that the bill is an act, not a resolution. (A resolution begins with a resolving clause.) Legislators sometimes try to kill a bill they oppose by making a motion to strike the enacting clause. If the motion passes, the bill is dead.

Enactment—The process required for a bill to become a law. This process includes introduction in both chambers, passage in both chambers, and approval by the governor.

General Orders—The time during the business day when members of each chamber debate and amend. During this time, the House and Senate each form the Committee of the Whole.

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Supreme Court—The highest court of law in the state. If a citizen or a group of citizens feel that a bill was passed improperly or is not in accordance with the Constitution of the State of Kansas, the Supreme Court is called upon to decide the constitutionality of the law.

Voting in the Legislature—To pass, a bill must receive a simple majority of votes of the entire membership of the House of Representatives and the Senate. In the House of Representatives, 63 votes are required and in the Senate, 21. Some actions, such as proposed amendments to the Kansas Constitution and ratification of amendments to the United States Constitution, require a two-thirds majority vote.

Voting Station—A panel of buttons on each representative's desk from which the member votes electronically. The green button is "Aye," the red button is "Nay," the white button is "Pass," and the amber button is used to summon a page. The white button is also used to request permission to speak during General Orders.

WORD PUZZLES

These word puzzles may be used to match vocabulary, people, events, etc., to their explanations. The ones prepared for *Kansas Lawmaker* are vocabulary puzzles. They may be copied on card stock and laminated to facilitate repeated use, or they may be copied on regular paper to be discarded. After copying, cut the cards by following the outside lines. Then cut the inside lines. The spaces between the bars provide cutting room.

Students should store their puzzles in zip-lock bags to prevent loss of puzzle pieces.

To use these puzzles, students stack the short ends in one pile and the longer ends may be placed on a desk. The student holds the short ends so the puzzle cut cannot be seen. When the student selects an answer from the desk, he/she will receive immediate feedback by seeing whether the puzzle cuts fit. Students should separate the ones missed and continue to study these terms until they have mastered the entire set. To promote effective learning, no more than ten word puzzles should be used at one time.

This activity also works well with partners. One keeps the stack of short ends (words), and the other keeps the long ends (definitions). The one with the definitions reads the card. The partner then selects an answer. Both students hold up their puzzle pieces to see whether the answer is correct (correct answers will have a puzzle match). Again, missed items should be kept in a separate stack for continued study.

This is an effective teaching strategy for students who have trouble mastering vocabulary terms and can be used as an accommodation. The teacher could also use this set to test students over the vocabulary terms.

These word puzzle patterns are replicated courtesy of Ginny Hoover. For additional patterns, see Ginny Hoover, Teacher Friendly Tactile and Kinesthetic Activity Patterns. Brechin, Ontario: Teacher TimeSavers (<http://www.teachertimesavers.com>), 1999.

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BIBLIOGRAPHY

The following bibliography was compiled by Cindy Roupe of the Kansas State Library. The items noted with an asterisk are particularly useful for students and teachers who want to know more about the Kansas legislative process. Many of these books are available from the University of Kansas Public Management Center (formerly Capitol Center) in Topeka (785-296-2353) and are relatively inexpensive.

*Drury, James W. *The Government of Kansas*. 5th ed. Topeka, Kans.: KU Capitol Center, University of Kansas, 1997.

Harder, Marvin Andrew, and Carolyn Rampey. *The Kansas Legislature: Procedures, Personalities, and Problems*. Lawrence, Kans.: University Press of Kansas, 1972.

Harder, Marvin Andrew, and Raymond G. Davis. *The Legislature as an Organization: A Study of the Kansas Legislature*. Lawrence, Kans.: Regents Press of Kansas, 1979.

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Hellebust, Lynn. *How to Lobby the Kansas Legislature: A Citizen's Guide*. 2nd ed. Topeka, Kans.: Government Research Service, 1988.

**Introducing the Kansas Legislature*. Rev. 1996. Topeka, Kans.: Kansas Legislature (Distributed by Division of Legislative Administrative Services), 1996.

Kansas Bar Association. *The People's Guide to Kansas Law: Quick Answers to Common Questions, 1996-1997*. [Topeka, Kans.]: The Association, 1996.

**Kansas Legislative Handbook*. Topeka, Kans.: Government Research Service, 1999.

**Legislative procedure in Kansas*. [10th ed.] [Topeka, Kans.]: Kansas Legislative Research Department, 1998.

INTERNET RESOURCES

The following Internet sites provide useful information to supplement students' study of the Kansas legislative process and aid in understanding the American political process. Sites marked with an asterisk (*) are particularly useful resources.

As you consider which sites to use, keep the following issues in mind.

- Does the site include—in a readily accessible format—the source of posted information, as well as the creator and publisher?
- Is the last update of the site indicated? Do we know the extent of the changes that were made when it was last updated?
- Is the quality of the material appropriate for educational use?
- Is the site functional? Is the site indexed? Do extraneous images slow downloading?

Sites for Evaluating Sources

"Checklist for Evaluating Web Sites," Canisius College Library & Internet
<<http://www.canisius.edu/canhp/canlib/webcrit.htm>>

"Evaluating Web Sites: Criteria and Tools," Olin Kroch Uris Libraries
<<http://www.library.cornell.edu/okuref/research/webeval.html>>

Kansas Governmental, Historical, and Cultural Sites

*Kansas' official homepage. Information on state agencies, legislature, professional associations, business, and education
<<http://www.ink.org>>

Kansas State Historical Society. An award-winning site. Links to resources for researching Kansas history, Kansas State Historical Society publications, and Kansas historical sites
<<http://www.kshs.org>>

State of Kansas Geographic Information Systems Initiative's Data Access & Support Center. Interactive maps portraying the people, cultures, and places of Kansas
<http://gisdasc.kgs.ukans.edu/dasc_net.html>

Resources on Kansas and the Old West—books, teaching aids, videotapes, and other items
<<http://www.ksheritage.org>>

*Washburn University Law Library's Kansas Web site. Links to sites with information on Kansas history, educational institutions, cities, business, entertainment, and special interest groups <http://www.washlaw.edu/uslaw/uslia_mi.html#Kansas>

Kansas Collection, University of Kansas. Links to full texts of writings by Kansans of the mid-nineteenth century and brief descriptions of those works
<<http://www.cc.ukans.edu/carrie/kancoll/>>

Oregon-California Trails Association. Well-researched and constructed site. Includes links to emigrants, publications, preservation, education, tourism, genealogy, and trail facts, maps, stories, graves, and photos
<<http://calcite.rocky.edu/octa/octahome.htm>>

Santa Fe Trail site. Valuable links to the trail's history and literature and to other Kansas historical sites
<<http://history.cc.ukans.edu/heritage/research/sft/sftrail-2.html>>

Kansas City regional history homepage created by UMKC. Useful resources on Kansas City, including census data and railroad history
<<http://cei.haag.umkc.edu/history/resource/kcpage1.htm>>

*Award-winning site of the Kansas State Library's Internet system, Blue Skyways. Extensive information about Kansas communities, education, government, and libraries. Unique resources including the Kansas Constitution, state publications, and home pages for government agencies, libraries, schools, and communities statewide
<<http://skyways.lib.ks.us/kansas/>>

A partner of the Kansas State Library's site. Links to Kansas historical sites by categories.
Information about Kansas communities, counties, history, poetry, and museums
<<http://skyways.lib.ks.us/history>>

Information on the Eisenhower Presidential Library
<<http://history.cc.ukans.edu/heritage/abilene/ikectr.html>>

Award-winning Civil War site. Comprehensive resources on various aspects of the Civil War,
including some Kansas-related sites
<<http://sunsite.utk.edu/civil-war/>>

University of Virginia site on "Kansas Territory: Crucible of American Experience"
<<http://wsrv.clas.virginia.edu/~tsawyer/HNS/Kansas/kansas.html>>

National Park Service page on Brown v. The Topeka Board of Education. Extensive background
material on "Kansas and the African-American Public School Experience, 1855-1955" and
descriptions of corresponding cases
<<http://www.nps.gov/brvb/>>

West Web, a City University of New York site. Interesting links on the history and culture of the
American West
<<http://www.library.csi.cuny.edu/westweb/>>

Emporia State University's Great Plains Studies site. Good links to other sites
<<http://www.emporia.edu/S/www/cgps/grplsst.htm#HERITAGE>>

Emporia State University *Teaching History* site. Helpful links to resources for teaching history
<<http://www.emporia.edu/socsci/journal/main.htm>>

National Archives and Records Administration site. Digital Classroom links provide resources
and activities for educators and students
<<http://www.nara.gov/education/classrm.html>>

Kansas Heritage Center for Family and Local History site. Interesting links to Old West Kansas
and Kansas prairie sites
<http://history.cc.ukans.edu/heritage/heritage_main.html>

Federal Sites

The federal judiciary site

<<http://www.uscourts.gov/>>

The U.S. Supreme Court archives

<<http://oyez.at.nwu.edu/>>

*A useful site for teachers and students on the U.S. Congress. Excellent for comparison of state and federal systems.

<<http://www.congresslink.org/>>

Information on Congressional activities, including status on current bills

<<http://thomas.loc.gov>>

The U.S. federalism Web site

<<http://www.min.net/~kala/fed/polsci.htm>>

U.S. Census Bureau: The Official Statistics

<<http://www.census.gov>>

*U.S. State and Local Gateway. An excellent link to many state and federal sites.

<<http://www.statelocal.gov>>

Two important agencies in the federal bureaucracy

<<http://www.nasa.gov>>

<<http://www.epa.gov>>

Important documents from the first century of the U.S. government (1774-1873)

<<http://lcweb2.loc.gov/ammem/amlaw/lawhome.html>>

Related Sites

The role of the modern media in politics

<<http://cnn.com/ALLPOLITICS/>>

A useful site for researching American public opinion

<<http://www.ropercenter.uconn.edu/>>

America's two major political parties

<<http://www.democrats.org/>>

<<http://www.rnc.org/>>

Two important interest groups—the National Rifle Association and the American Association of Retired People

<<http://www.nra.org>>

<<http://www.aarp.org/>>

Campaign finance reform

<<http://www.publiccampaign.org/>>

Political participation in America, including voter turnout and participation statistics

<<http://www.trican.com/mcgraw-hill/patterson/sc/11/07.html>>

Recent political campaigns

<<http://www.ipt.com/vote>>

A collection of election statistics from previous elections

<<http://clerkweb.house.gov/histrecs/history/elections/elections.htm>>

Speeches of past presidents

<<http://odur.let.rug.nl/~usa/P/>>

The White House Web site

<<http://www.whitehouse.gov>>

The American historical experience as chronicled by the American Memory Project

<<http://memory.loc.gov/>>

Allows students to cast a "virtual vote" on bills and amendments before Congress and then to compare their decisions with actual votes. Contains excellent summaries on pending legislation and timely political topics.

<<http://www.Usademocracy.com>>

Media Sites

The New York Times on the Web

<<http://www.nytimes.com>>

The Washington Post

<<http://www.washingtonpost.com>>

U.S. News Online

<<http://www.usnews.com/usnews/home.htm>>

CNN Interactive

<<http://www.cnn.com>>

KANSAS LAWMAKER TEST

Each of the following test questions is worth two points, except the essay question. The essay is worth 10 points.

True or False

Circle the letter of the correct answer.

1. T F Bills are assigned to a standing committee when first introduced.
2. T F The chamber in which a bill is first introduced is always the Senate.
3. T F A “bill” is a proposal for a law.
4. T F Most work of the legislature takes place on the floor of the Senate and House.
5. T F Constituents are the people in the state who elect a senator or representative.
6. T F Debate on a bill is conducted during a “Committee of the Whole.”
7. T F To become a law, a bill must be passed in identical form and wording by each house of the legislature.
8. T F Enacted legislation cannot become law.
9. T F Passing a bill into a law requires a two-thirds majority in favor of it.
10. T F Amendments to bills can be proposed by any member of a house.
11. T F The Kansas Legislature meets for a six-month session each year starting in June.
12. T F Kansas House of Representatives members are elected for six-year terms.
13. T F Kansas Senate members are elected for four-year terms.

14. T F After a bill has been properly researched and prepared, it is filed with the Chief Clerk of the House or the Secretary of the Senate.
15. T F There are no age limits or education and experience requirements to become a Kansas legislator.
16. T F A lobbyist introduces bills in the legislature.
17. T F The Kansas Supreme Court, the highest court of law in the state, decides on the constitutionality of a law.
18. T F The governor of Kansas is elected to make laws for the state of Kansas.
19. T F The Kansas Constitution defines the "legislature" as one of the three branches of state government.
20. T F The Revisor of Statutes offers amendments to bills on the house floor.

Matching

Match the term with the correct description.

- | | |
|------------------------|--|
| a. attorney general | 1. _____ The schedule published daily by the Kansas House and Senate |
| b. bill | 2. _____ The statehouse office in which bills are drafted |
| c. calendar | 3. _____ The proposed form of what may eventually become a law |
| d. committee | 4. _____ The people who live in an elected official's district |
| e. committee bill | 5. _____ Official in charge of a state's legal matters |
| f. constituents | 6. _____ The time during the business day when members of each chamber debate and amend bills. |
| g. district | 7. _____ The chamber where a bill is introduced for the first time. |
| h. General Orders | 8. _____ The lawmaking branch of Kansas government. |
| i. house of origin | 9. _____ An individual who tries to persuade legislators to vote for or against a bill. |
| j. Kansas Constitution | 10. _____ The principles and policies declared by candidates for public office. |
| k. Kansas Legislature | 11. _____ A piece of legislation that has successfully passed through the enactment process. |
| l. law | 12. _____ A bill introduced by a standing, special, or joint legislative committee. |
| m. legislator | 13. _____ The geographic region that a legislator represents when elected to office. |
| n. lobbyist | 14. _____ The document that establishes the state's governing structure and each citizen's fundamental rights. |
| o. platform | 15. _____ An individual who is elected to serve in the Kansas Legislature. |
| p. Revisor of Statutes | |

Fill in the blank

Complete the sentence with the correct term or phrase. Some terms may be used more than once.

**Legislative Research
Department**

biennium

standing committee

Kansas Senate

enactment

Kansas Legislature

**Committee of the
Whole**

lobbyists

legislator

1. After a bill is introduced in the Kansas Legislature, it generally goes to a _____.
2. The process required for a bill to become a law is called _____.
3. One of two chambers of the Kansas Legislature is the _____.
4. _____ includes every member of either the Kansas House of Representatives or the Senate and is formed during General Orders.
5. The office in the statehouse that provides general research and fiscal analysis to the legislature is the _____.
6. The _____ is the law-making branch of Kansas government.
7. A _____ is a two-year period.
8. Some _____ are former legislators.
9. A _____ is an elected senator or representative.
10. A _____ considers bills in depth and provides expertise on many public policy issues.

Essay

Describe the steps in the Kansas legislative process.