Idaho History and The Idaho Cut

Lesson Plan for Grade 4, Idaho History

# OVERVIEW & PURPOSE

The purpose of this lesson is for students to learn about the governmental processes in Idaho while also learning about the newest state symbol, the Idaho Cut.

# EDUCATION STANDARDS

1. [Standard 4: Civics and Government](https://www.sde.idaho.gov/academic/shared/social-studies/ICS-Social-Studies.pdf)

Students in Grade 4 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

1. Goal 4.1: Build an understanding of the foundational principles of the American political system.
2. [4.SS.4.1.1](https://www.sde.idaho.gov/academic/shared/social-studies/ICS-Social-Studies.pdf) Identify the people and groups who make, apply, and enforce laws within state, local, and tribal governments.
3. [4.SS.4.2.1](https://www.sde.idaho.gov/academic/shared/social-studies/ICS-Social-Studies.pdf)

Explain the significance of Idaho symbols and the unique tribal seal of each federally recognized tribe in Idaho.

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# OBJECTIVES

1. I can identify the branches of the Idaho State government.
2. I can recognize how a new law is voted on and put into place.

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# MATERIALS NEEDED

1. Writing utensils
2. Print handouts and copy as needed. Downloadable Handouts: Idaho Government Hierarchy [Idaho Government Hierarchy](https://builders.networksolutions.com/f5d61238c8a02d5c14038c4b2893fd92/idaho-history-and-the-idaho-cut-idaho-hierarchy-of-goverment.docx), [Who Does What?](Idaho%20History%20and%20the%20Idaho%20Cut%20-%20Who%20Does%20What.pdf.docx), [Idaho Legislative Checklist](Idaho%20History%20and%20the%20Idaho%20Cut%20-%20Idaho%20Legislative%20Checklist.docx), [Voting Ballots](Idaho%20History%20and%20the%20Idaho%20Cut%20-%20Voting%20Ballots.docx), [role name cards](Idaho%20History%20and%20the%20Idaho%20Cut%20-%20Name%20Cards.docx).
3. Projector and/or computer to show videos

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# ACTIVITY

*Students will watch how a bill passes to become a law. Class discussion should preface and follow the videos as well*.

The Official Documentation is also included. *This section could be passed out to students so that they can follow along in the process and check off each item as it’s watched and/or discussed. For the point of this lesson we did not include the extra readings, but it could be stressed that bills are read multiple times before they’re voted on.*

**Background Information:**

1. To pass the Idaho Cut as law in Idaho, the idea first had to be brought to the Senate (or the House). In this case, the idea was brought to a Senator in Idaho and then she sponsored the bill to be brought in front of the Senate committee.
2. This committee was composed of about 15 members. After a few brief speeches and questions about the Idaho Cut, the Committee voted “Yea” with a Do Pass Recommendation to have the Idaho Cut be moved to the Senate Floor.
   1. Click [Here](https://youtu.be/UNtg_DpJZZY) for Senate Committee Video
3. Pause to explain what each step of the process is.
4. In the Senate Chambers, after reading the bill it was voted on and the Senate passed the bill 32-0-3. (32 ayes, 0 nays, 3 absent and excused).
5. Click [Here](https://youtu.be/8-14UjDHaU0) to show video of the Senate Chambers.
6. The bill was then approved to be moved to the House and was given a date for the House Committee.
7. They read the bill and passed the bill onto the Floor with a Do Pass Recommendation.
   1. Click [Here](https://youtu.be/FrJqB_QB0k8) for House Committee Video
8. Finally, the bill was brought in front of the House and was passed 68-1-1 (68 yea, 1 nay, 1 absent and excused).
9. Click [Here](https://youtu.be/dFVDgDrAL5c) to show video from House Chambers
10. From there the bill was sent back to the Senate, signed by the president of the Senate and sent back to the house to be signed by the Speaker of the House. The house then returned it to the Senate.
11. The Senate had the bill delivered to the Governor and the next day the Governor signed it into law.

**Extending Activity:**

Create a Senate, a House, and a Governor (potentially the teacher)

1. Come up with some idea that the class would like to vote on.
   1. This could be done at the start of the year as you create rules, or throughout the year for a myriad of different issues.
2. Have students elect a Senate Majority Leader, Speaker of the House, House Committee, and Senate Committee. Have them elect a Governor, too, if you as the teacher are not participating. This can be done simply by using a paper ballot, Google Form, etc. or more elaborately by using technology such as FlipGrid, Screencastify, etc. and having students campaign.
   1. Make sure that there are about half as many Senators and Representatives. This is accurate to our government but will depend on your class size.
   2. These roles could also be assigned by the teacher depending on how much time is allotted for the lesson.
3. Break up the classroom into Senate and House and have the Committees sit with their side but each committee should sit with their committee members.
4. Present the issue that you came up with to the Senate Committee.
   1. These issues could also be led by students and students that are not on- a committee or who could present to the committees on either side since bills can also be started in the House and move through the same process to become law.
5. Once the issue is presented, have them vote whether or not they think it’s important enough to bring to the Senate Floor.
   1. Students can follow along with what’s happening on a checklist or view the “Who Does What?” handout as they listen to the proceedings.
6. If they vote no, the bill dies and they can visit a new bill.
7. If they vote yes, the bill moves on to the Senate Floor and students for the Senate and the Senate Committee all vote whether or not it should be moved to the House. Make sure to have the Senate Majority Leader read the bill.
8. Once the Senate Floor has voted, if they vote yes it moves to the House committee to be voted on. There, have the committee leader read the bill.
9. Repeat the same processes with the House, having the Speaker of the House read the bill and then vote.
10. If the bill passess, it goes to the Governor to be signed into law or vetoed, at which point the bill would have to be rewritten and go through all the steps again.

**Official documentation:**

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| STATE SYMBOLS – Adds to existing law to designate the Idaho cut as the official state cut of Idaho for faceted gemstones. |

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|  | 02/14 | Introduced; read first time; referred to JR for Printing |  |
|  | 02/15 | Reported Printed; referred to State Affairs |  |
|  | 02/21 | Reported out of Committee with Do Pass Recommendation; Filed for second reading |  |
|  | 02/22 | Read second time; filed for Third Reading |  |
|  | 02/25 | Read third time in full – **PASSED - 32-0-3**  **AYES** – Agenbroad, Anthon, Bayer, Blair(Johnson), Burgoyne, Burtenshaw, Cook, Crabtree, Den Hartog, Grow, Guthrie, Harris, Heider, Lakey, Lee, Lent, Lodge, Martin, Nelson, Nye, Patrick, Ricks, Riggs, Semmelroth, Stennett, Thayn, VanOrden(Bair), Ward-Engelking, Winder, Wintrow, Woodward, Zito  **NAYS** – None  **Absent and excused** – Funk(Souza), Rice, Vick  **Floor Sponsor - Den Hartog**  Title apvd - to House |  |
|  | 02/28 | Received from the Senate, Filed for First Reading |  |
|  |  | Read First Time, Referred to State Affairs |  |
|  | 03/17 | Reported out of Committee with Do Pass Recommendation, Filed for Second Reading |  |
|  | 03/18 | Read second time; Filed for Third Reading |  |
|  | 03/21 | Read Third Time in Full – **PASSED - 68-1-1**  **AYES** – Adams, Addis, Andrus, Armstrong, Barbieri, Berch, Blanksma, Boyle, Bundy, Burns, Cannon, Chaney, Chew, Christensen, Clow, Crane, DeMordaunt, Dixon, Ehardt, Erickson, Ferch, Furniss, Galloway, Gannon, Gestrin, Gibbs, Giddings, Green, Hanks, Hartgen, Holtzclaw, Horman, Kauffman, Kerby, Kingsley, Lickley, Manwaring(Tovey), Marshall, Mathias, McCann, McCrostie, Mendive, Mitchell, Monks, Moon, Moyle, Nash, Nate, Necochea, Nichols, Okuniewicz, Palmer, Rubel, Ruchti, Scott, Shepherd, Skaug, Syme, Toone, Troy, Vander Woude, Weber, Wisniewski, Wood, Yamamoto, Young, Youngblood, Mr. Speaker  **NAYS** – Harris  **Absent** – Amador  **Floor Sponsor - Blanksma**  Title approved - to Senate |  |
|  |  | Returned From House Passed; referred to enrolling |  |
|  | 03/22 | Reported enrolled; signed by President; to House for signature of Speaker |  |
|  |  | Received from Senate; Signed by Speaker; Returned to Senate |  |
|  | 03/23 | Reported signed by the Speaker & ordered delivered to Governor |  |
|  |  | Reported delivered to Governor at 11 a.m. on 03/23/22 |  |
|  | 03/25 | Signed by Governor on 03/24/22  Session Law Chapter 213  Effective: 07/01/2022 |  |