

Environmental Law-Making

Grade Level: 9-12

<p>Overview</p>	<p>Students will gain a better understanding of many environmental laws. They will go through the process of creating and passing a federal law.</p>
<p>Objectives</p> 	<p>After this activity has been completed, students should be able to:</p> <ul style="list-style-type: none"> • Identify different environmental laws already in place • Know how to go about making large changes in a community • Identify which issues are most important and should be fixed first • Understand the steps for a law to be passed • Draft a bill of what a law would really look like • Utilize Slideserve to create a powerful presentation for their audience • Work with different members of a group to effectively present their case
<p>Standards</p>	<p>Principles of Environmental Science Students investigate, through laboratory and fieldwork, the concepts of environmental systems, populations, natural resources, and environmental hazards.</p> <p>United States Government This course provides a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government.</p>
<p>Materials</p>	<ul style="list-style-type: none"> • Use of a computer lab for proper research of environmental laws • Printout of laws already in place from the EPA
<p>Procedures</p>	<ul style="list-style-type: none"> • Students will first research various environmental laws and regulations on government websites such as EPA.org. • After completing a basic worksheet about some standard laws, students will be divided into groups of 4-5 • They should choose an environmental issue they think needs to be addressed, whether it be locally, nationally or globally. • Students must research related policies for the issue online and in books. • They will draft a bill of the issue that they wish to present to Congress. It should include a specific law they believe should be passed in the United States. • Within their committee of 4-5 members, they will decide who is in charge of each aspect of the bill. • After the draft is finished, each group will prepare a presentation using

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	SlideServe in front of the class and bring their issue forth.
<i>Evaluation</i>	After this presentation, students should have a better understanding of the environmental laws already made and the issues that still need to be addressed. Several basic laws they reviewed will be included on a test.

Standards Resource adapted from:

<http://www.indianastandardsresources.org/standardSummary.asp?Subject=soc&Grade>

Picture by:

http://www.climaticoanalysis.org/wp-content/uploads/2009/03/epa_logo-275x300.png