

Lesson Plan – “A Look at the Virginia General Assembly”

For use in conjunction with the publication, “A Look at the Virginia General Assembly”

Developed for grades 4 and 5



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Lesson: Using “A Look at the Virginia General Assembly” to Learn About Virginia

Grade Level: Grades 4-5

Resource: “A Look at the Virginia General Assembly”

(<https://capclass.virinigeneralassembly.gov/Publications/Publications.html>) The publication is designed for electronic or printed use and can be used in its entirety or selected sections.

Notes for teachers:

1. This resource includes suggested questions for students to answer as they navigate the publication, “A Look at the Virginia General Assembly”. These questions are only suggestions and are intended to be used in a variety of ways including, but not limited to: independent work, group/whole class discussion, or a gallery walk around the room with the questions posted. Choose the questions that best fit your student needs.

2. Page 9 provides students with the opportunity to practice writing their own bills.

“A Look at the Virginia General Assembly”



Page 1 (A Look at the Capitol Timeline)

1. Complete the following cause/effect chart.

Cause	Effect
Williamsburg was situated at a higher elevation than Jamestown.	
	The capital of Virginia was moved to Richmond in 1780.

Page 2 (A Look at Virginia Geography)

1. Virginia’s General Assembly is known as a citizen legislature. Write a definition for “citizen legislature”.

2. Think about your region of Virginia. What issues might citizens in your region discuss with the Senator or Delegate who represents them?

Pages 3-5 (A Look at the Three Branches of Government)

1. Create a Venn diagram comparing/contrasting the Senate and the House of Delegates.

2. Use a three-column chart to list the responsibilities of each branch of government: Executive, Legislative, and Judicial.

Pages 6-8 (Learn the Key Steps to How a Bill Becomes a Law in Virginia)

1. Complete “A Look at the Steps of a Bill” on page 8.

2. If you school has a Student Council Association (SCA), compare the steps of how a bill becomes a law to the steps of how the SCA succeeds at making changes at your school.

Page 9 (A Look at How You Write Your Own Bill)

1. Brainstorm issues that you believe affect all Virginians. Use the template to write a bill that addresses one issue.

Page 10 (A Day in the Life of a Virginia State Senator)

1. What aspects of the sample schedule support the statement that “being a member of the Senate of Virginia is a very demanding job”?



Page 11 (Qualifications to Get Involved)

1. Describe the position of a Page.
2. The Governor, Lieutenant Governor, and Attorney General are the three statewide positions that are elected by all citizens of Virginia. Explain the differences between the qualifications of those positions.

Pages 12-15 (A Look at the Senate and House Chambers)

1. Complete the activity for each chamber.
2. Create a Venn diagram and compare/contrast the Senate Chamber and the House of Delegates Chamber.

Pages 16-17 (A Look at the Features of a Senator’s Desk and a Delegate’s Desk)

1. The desks have been in continuous use since 1906. Explain how the desks have been equipped for the use of modern technology.
2. Write a statement that connects how you ask to be heard in a classroom and how a Senator/Delegate asks to be heard in their respective chamber.