



STATE LEGISLATIVE RESOURCES FOR STUDENTS

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Grade Level(s): 6-12

Estimated Time: 1.5 hours

Purpose:

Students can have the duties as a Page in the Senate or House in selected States which can include delivering materials within the State Capital complex, taking messages for Senators or Legislators, carrying bills and amendments from the presiding officer's desk, answering phones in the Members' offices and working in the House or Senate Chambers when the General Assembly is in session. Serving as a Page is an excellent way to learn about and participate in the legislative process of your State and how the legislative process works for Agriculture. To educate our students on the definition of agriculture in protecting the science, art, or occupation concerned with cultivating land, raising crops, and feeding, breeding, and raising livestock; animal ownership; farming, ranching, hunting and fishing.

Materials:

- Teacher Guide
- Requirements to be a Page
- State by State Page Program Spreadsheet
- State Capital Vocabulary Definitions
- Activity Sheets
- Activity Sheets ANSWER KEY
- History of the Page Program

Requirements to be a Page:

Do I have to go to Student Page School?

Pages could spend up to two hours each day in a classroom setting learning about the legislative process. Students may have time outside of the 2-hour page school to do school assignments from home in the page room or in the evenings after work. Check with your individual State Page Program.

What Requirements are there to be a Page?

To serve as a page for the House of Representatives, a student may be required to:

- Have permission from a parent or guardian.
- Have permission from school.
- Be sponsored by a current member of the House of Representatives.
- Age may differ from State to State (12 yrs-17yrs) Check with your State requirements.
- To allow the maximum number of students to participate, pages may be allowed (1) to serve only one week of a legislative session for either the House or Senate, not both; (2) to serve only once during their eligibility period. Check with your State requirements.

What clothing am I required to wear?

The House may provide pages with page jackets and a black tie. Pages may be asked to bring the following clothing, to be worn each day: a white blouse or white shirt with collar, black dress slacks, black shoes, black socks. Check with your State requirements.

Questions:

Contact a member of your State Legislation for more information. You can also contact your House of Representatives by going to <https://www.congress.gov/state-legislature-websites>



STATE LEGISLATIVE RESOURCES FOR STUDENTS

STATE	CONTACT
Alabama	http://www.legislature.state.al.us/aliswww/House/ALHouse_PageInternProgram.pdf
Alaska	Senate Page Program Contact <u>Grace Ellsworth</u> Senate Sergeant-at-Arms 907-465-4987 House Page Program Contact <u>Micaela Bradner</u> House Sergeant-at-Arms 907-465-3869
Arizona	Senate Page Program Contact <u>Jenna Lyon, Deputy Sergeant-at-Arms/Constituent Services Liaison</u> 602-926-4478 https://www.azsenate.gov/senate-pages/ House Page Program Contact <u>Kelly Snyder, Human Resources</u> https://www.azleg.gov/careeropportunities/housepage.pdf
Arkansas	Contact House and Senate Legislators - https://www.congress.gov/state-legislature-websites
California	No formal program
Colorado	No formal program
Connecticut	No formal program
Delaware	No formal program
District of Columbia	Currently in planning stages Youth Legislative Program Contacts <u>Cedric L. Jennings</u> Director Office of Youth Programs 202-724-8161 <u>Cindy Diggs</u> Program Manager Office of Youth Programs 202-727-6132
Florida	Senate Page Program Contact <u>Linda Wilkie, Page Program Coordinator</u> 850-487-5224 or 850-487-5256 http://www.flsenate.gov/About/Opportunities House Page and Messenger Program Contact Jamie Seidman McDonnell <u>Civics Program Coordinator, Office of the Clerk</u> 850-717-5401 http://myfloridahouse.gov/contentViewer.aspx?Category=PublicGuide&File=Applications_and_Opportunities_Page_And_Messenger_Program.html
Georgia	Senate Page Program Contact <u>Nancy Ray, Director</u> 404-657-7004 http://www.senate.ga.gov/hr/en-US/SenatePageProgram.aspx House Page Program Contact <u>Page Program Staff</u> 404-463-5414 or 404-463-6481 http://www.house.ga.gov/en-US/HousePageProgram.aspx
Hawaii	No formal program

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STATE	CONTACT
Idaho	Senate Page Program Contact <u>Mary Sue Jones</u> 208-332-1302 https://legislature.idaho.gov/wp-content/uploads/house/page_program.pdf House Page Program Contact <u>Office of the Sergeant-at-Arms</u> 208-332-1111
Illinois	Senate Page Program Contact <u>Joe Dominguez, Sergeant-at-Arms</u> 217-782-2029 House Page Program Contact your State Representative
Indiana	Senate Page Programs <u>Senate Democrats Page Program</u> https://indianasenatedemocrats.org/opportunities/pages/ <u>Senate Republicans Page Program</u> https://www.indianasenaterepublicans.com/page-program House Page Programs <u>House Democratic Caucus Page Program</u> http://indianahousedemocrats.org/house-page-program-indiana-house-democrats/ <u>House Republican Caucus Page Program</u> https://www.indianahouserepublicans.com/page-program/
Iowa	https://www.legis.iowa.gov/agencies/careers/page
Kansas	http://www.kslegislature.org/las/Pages/how_to_become_a_page_new.html
Louisiana	Senate Page Program Contact <u>Office of the Senate Secretary</u> 225-342-5997
Maine	Honorary Page Program Contacts <u>Office of the Senate Secretary</u> 207-287-1540 <u>Office of the House Clerk</u> 207-287-1400 https://legislature.maine.gov/senate/honorary-page-program/9349
Maryland	Student Page Program Contact Student Programs 410-946-5120 1-800-492-7122 http://www1.pgcps.org/page.aspx?Pageid=234147&id=235248
Massachusetts	Senate Page Program Contact <u>Senate Office of Administration & Finance</u>
Michigan	No formal program
Minnesota	House of Representatives High School Page Program Contact <u>Andrew Olson, Assistant Sergeant-at-Arms</u> 651-296-7452 or 651-296-4860 http://www.house.leg.state.mn.us/edprog/over2p.htm Legislature https://www.leg.state.mn.us/youth/
Mississippi	No formal program
Missouri	House Page Program <u>Kristal Hall, House Intern Ombudsman</u> 573-522-6234 Or <u>Contact your Senators or Legislators for Honorary Page for the Day</u>

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STATE LEGISLATIVE RESOURCES FOR STUDENTS

STATE	CONTACT
Montana	Legislative Page Program Contact <u>Senate Page Coordinator</u> 406-444-5241 <u>House Page Coordinator</u> 406-444-4819 http://leg.mt.gov/css/For-the-Classroom/Page-Program.asp
Nebraska	Legislative Page Program Contact <u>Office of the Clerk</u> 402-471-2271 <u>Student Programs</u> https://nebraskalegislature.gov/education/student_programs.php
Nevada	No formal program
New Hampshire	Senate Page Program Contact <u>Senate Clerk's Office</u> 603-271-3420 http://www.gencourt.state.nh.us/Senate/senate_clerk/senate_page.aspx
New Jersey	No formal program
New Mexico	Honorary and Paid Page Programs Contact - Senate <u>Chief Clerk's Office</u> 505-986-4714 Contact - House <u>Chief Clerk's Office</u> 505-986-4750
New York	No formal program
North Carolina	House Page Program Contact <u>North Carolina House Page Office</u> 919-733-5701 https://www.ncleg.net/house/housepagesite/
North Dakota	Page for a Day Program Contact - Senate <u>Linda Lang</u> 701-328-3503 http://www.legis.nd.gov/page-a-day Contact - House <u>Virginia Emineth</u> 701-328-3319
Ohio	House Page Program Contact <u>Graham McCready</u> 614-466-0892 http://www.ohiohouse.gov/internship-opportunities/page-program
Oklahoma	Senate Page Program Contact <u>Cathey Jo Warner, Intern and Page Program Coordinator</u> 405-521-5661 http://www.oksenate.gov/about/page_intern_program.html
Oregon	Honorary Page Program Contact - Senate <u>James Goulding, Reading and Journal Clerk</u> 503-986-1851 https://www.oregonlegislature.gov/citizen_engagement/Pages/Page-Program.aspx Contact - House <u>Brian Fenderson, Honorary Page Coordinator</u> 503-986-1882



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STATE	CONTACT
Pennsylvania	Senate Page Room Contact Secretary of the Senate 717-787-5920 Or Contact your State Legislators- https://www.congress.gov/state-legislature-websites
Rhode Island	House Page Program Contact Frank McCabe, House Clerk 401-222-1478 http://www.rilin.state.ri.us/internship/Pages/Eligibility.aspx
South Carolina	South Carolina Legislature Page Program Contact - Senate Jeffrey S. Gossett, Clerk of the Senate 803-212-6200 803-212-6299 Contact - House Charles F. Reid, Clerk of the House 803-734-240 https://www.scstatehouse.gov/studentpage/Who/page_what.shtml
South Dakota	Legislative Page Program Contact Legislative Research Council 605-773-3251 http://sdlegislature.gov/Students/Page/default.aspx?Session=2018
Tennessee	No formal program
Texas	No formal program
Utah	Contact your State Legislators- www.congress.gov/state-legislature-websites for "Page for the Day"
Vermont	No formal program
Vermont	Legislative Page Program Contact Janet Miller, Sergeant-at-Arms 802-828-2228 https://legislature.vermont.gov/the-state-house/civic-education/become-a-legislative-page/
Virginia	Senate and House Page Programs Senate Contact Bladen Finch, Senate Page Program Director/Civics Coordinator 888-892-6948 or 804-698-7410 http://capclass.viriniageneralassembly.gov/PagePrograms/PagePrograms.html House Contact Jay Pearson, Sergeant-at-Arms and Information and Communications Services Director 804-698-1524
Washington	Senate Page Program Contact Senate Security Office 360-786-7572 http://leg.wa.gov/Senate/Administration/PageProgram/Pages/default.aspx House Page Program Contact Greg Payne, House Page Supervisor 360-786-7753 http://leg.wa.gov/House/Pages/HousePageProgram.aspx
West Virginia	Legislative Page Program Senate Contact Office of the Senate Clerk 304-357-7800 http://www.wvlegislature.gov/Educational/page_program/page.cfm House Contact Kim Wilson, Page Coordinator 304-340-3294

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STATE	CONTACT
Wisconsin	Senate Programs · Page for a Day · Senate Scholars Contact <u>Dr. Tammy Wehrle, Legislative Education and Outreach Officer</u> 608-261-0533 http://legis.wisconsin.gov/ssgt/civics
Wyoming	Senate Page Program Contact <u>Ellen Thompson, Senate Chief Clerk</u> 307-777-6820 House Page Program Contact <u>Wendy Harding, House Clerk</u> 307-777-7606

State Capital Vocabulary Definitions:

AMENDMENT - Any alteration made (or proposed to be made) to a bill or clause thereof, by adding, deleting, substituting, or omitting.

BILLS - Draft of a proposed law presented to the legislature for consideration.

CALL OF THE SENATE OR HOUSE - Procedure used to compel the attendance of members who are missing from the chamber and to compel those members already in attendance to remain in the chamber.

CHAMBER - Official hall for the meeting of a legislative body.

CLERK OF THE HOUSE OR ASSEMBLY - A non-legislator officer who is appointed or elected by the members of the House of Representatives or Assembly to perform and direct the parliamentary and clerical functions of the chamber. Also, may be titled “chief clerk” or “principal clerk.”

STATE CONSTITUTION - A written instrument embodying the fundamental principles of the state that guarantees powers and duties of the government and guarantees certain rights to the people.

U.S. CONSTITUTION - The structure of the basic laws of a country through which government is granted responsibilities and duties and the people are guaranteed rights.

DEMOCRACY - A system of government in which power belongs to the people and is exercised through voting.

ELECTION - The process of making a choice by casting a vote.

EQUALITY - The condition or state of having the same rights and status as another.

EXECUTIVE - Having to do with the enforcement of laws and the conduct of public affairs.

State Capital Vocabulary Definitions:

FLOOR - That portion of the legislative chamber reserved for members and officers of the assembly or other persons granted privileged access.

FREEDOM - The condition of having liberty, or the ability to exercise rights.

GOVERNMENT - A system of political authority that controls and directs the functioning of a country, state, or etc.

HOUSE - Generic term for a legislative body; usually the body in a bicameral legislature that has the greater number of members; shortened name for House of Representatives or House of Delegates.

JOINT SESSION - A combined meeting of the Senate and House in one chamber.

JUDICIAL - Having to do with the authority of the courts to make judgments and interpret laws.

JUSTICE - The fair treatment of people through the process of law.

LEGISLATIVE - Having to do with the authority and process of making laws.
public programs.

RESPONSIBILITY - A duty or task that is expected or required.

SENATE - A legislative body; usually the body in a bicameral legislature having the fewer number of members.

SOVEREIGNTY - The independent authority and right to self-governance possessed by a country.

SPEAKER - Usually the title given to the person elected as the presiding officer of the House or Assembly; in some states, the title given to the presiding officer of the Senate.

STATUTE - A formal enactment of the legislature of a more permanent nature. The term “statute” is used to designate written law, as distinguished from unwritten law.

TAX - Money collected from a citizen’s person, property or activity for the support of government.

VETO - To prevent from becoming a law by the use of constitutional power.

Procedures:

Begin the lesson by asking students to describe and define in their own terms the words: A bill, an amendment, a State Senator and a State Legislator. Have students research your State Senators and State Legislators in the districts you live in.

Ask students if they have heard of any news reports on bills, amendments.

Ask students to research bills and amendments in your State.

Were there bills or amendments pertaining to Agriculture?

Ask your students how these bills or amendments will affect the future of Agriculture.



Background Agricultural Connections:

Your state legislative officials make the rules and provide management oversight for many government services. For an agricultural community, the importance of bills and amendments are obvious. Yet few people follow or even think about the work within the State Capitals let alone visit with State Legislators. This unit is meant to help the students start to think about how their government works and how they might participate to improve agricultural law and policy.

Background History of the Page Program:

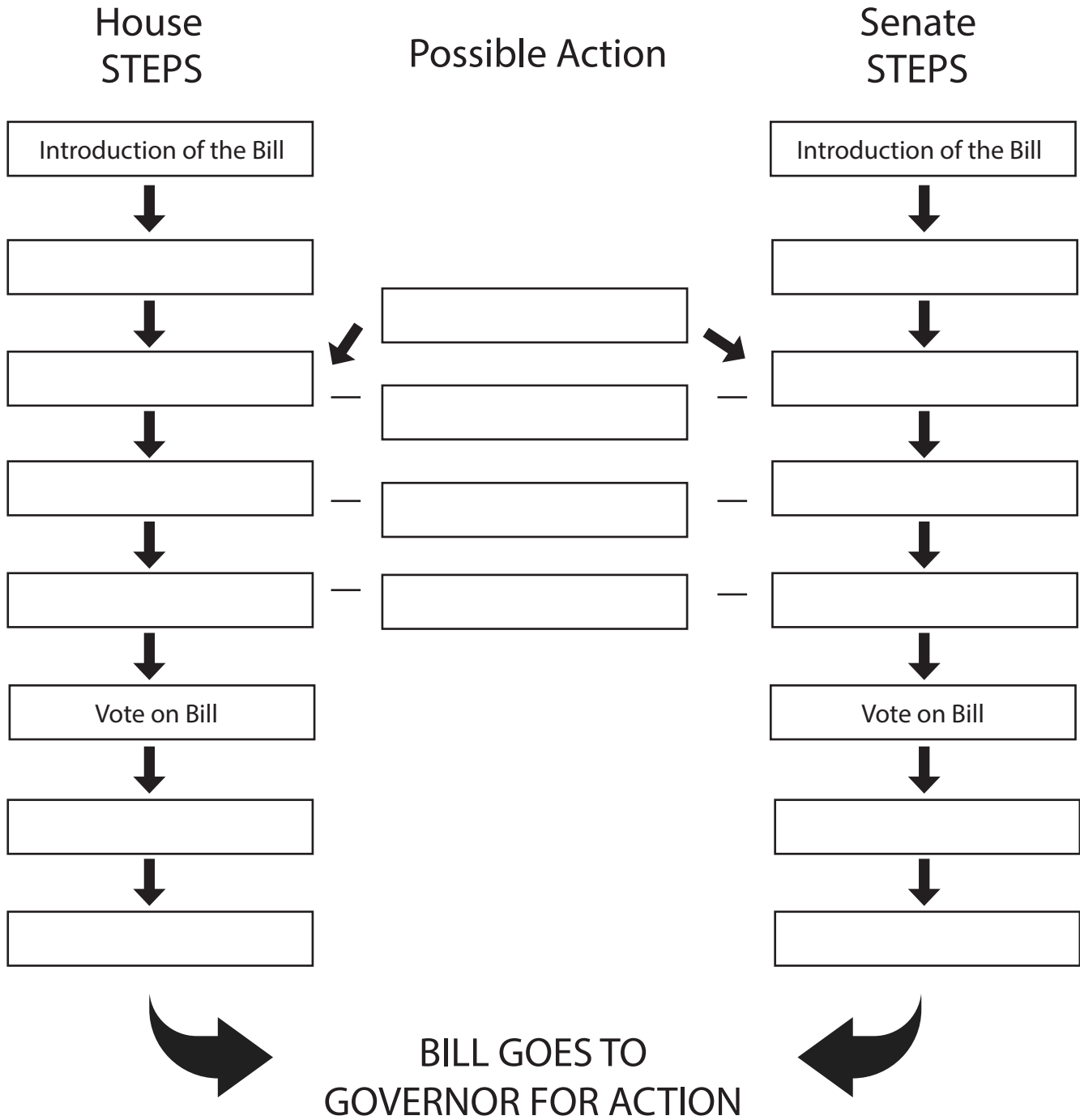
The State by State Programs were modeled after the Pages in the U.S. House of Representatives.

http://history.house.gov/Exhibitions-and-Publications/Page-History/Images/History_of_the_House_Page_Program/

Interest Approach – Engagement:

Have your students write a mock-bill, take in mind how this bill will affect agriculture in your state then complete the following chart describing the process a bill must go through in order to become a law:

How a Bill Becomes a Law





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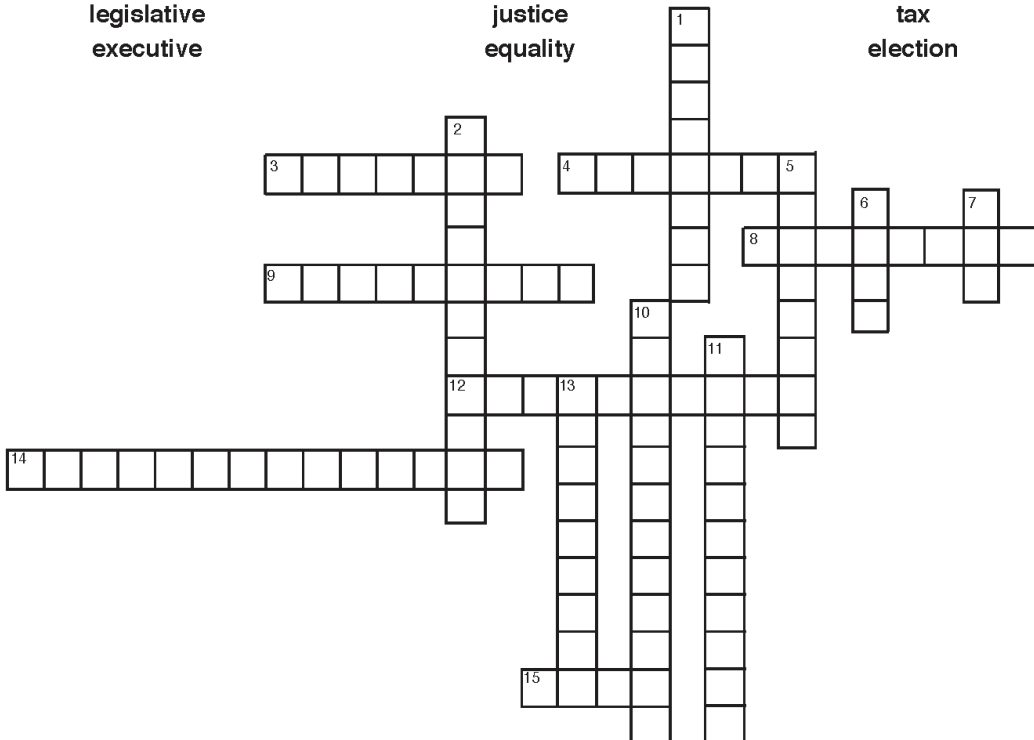
Name _____ Date _____

Crossword

democracy
constitution
government
legislative
executive

judicial
bill
veto
justice
equality

responsibility
freedom
sovereignty
tax
election



Across

3. the condition of having liberty, or the ability to exercise rights
4. the fair treatment of people through the process of law
8. having to do with the authority of the courts to make judgments and interpret laws
9. a system of government in which power belongs to the people and is exercised through voting
12. a system of political authority that controls and directs the functioning of a country, state, or etc.
14. a duty or task that is expected or required
15. to prevent from becoming a law by the use of constitutional power

Down

1. the process of making a choice by casting a vote
2. the independent authority and right to self-governance possessed by a country
5. the condition or state of having the same rights and status as another
6. a proposal for a new law, or the language of the law before it is enacted
7. money collected by the government from people or businesses to finance public programs
10. the structure of the basic laws of a country through which government is granted responsibilities and duties and the people are guaranteed rights
11. having to do with the authority to make laws and the process of making them
13. having to do with the enforcement of laws and the conduct of public affairs

Name _____ Date _____

Word Find

Circle each word from the box in the letter grid below. The words are up, down, across, backwards, and diagonal. Then, going across each row starting at the top left, place each unused letter on a blank until you reveal the hidden message below.

BILL	EXECUTIVE	LEGISLATIVE
CONSTITUTION	FREEDOM	TAX
DEMOCRACY	GOVERNMENT	VETO
ELECTION	JUDICIAL	RESPONSIBILITY
EQUALITY	JUSTICE	SOVEREIGNTY

Y T I L A U Q E W H X A T I E
 S O T H F R E E D O M A E H V
 I T G H E S T C O U R T T T I
 R E S P O N S I B I L I T Y T
 H V N O I T U T I T S N O C A
 E S T N E M N R E V O G U P L
 D E M O C R A C Y R E M E C S
 N O I T C E L E C I T S U J I
 S O V E R E I G N T Y O U R G
 E V I T U C E X E B I L L T E
 V I P S Z J U D I C I A L V L

_____?



Name _____ Date _____

Matching

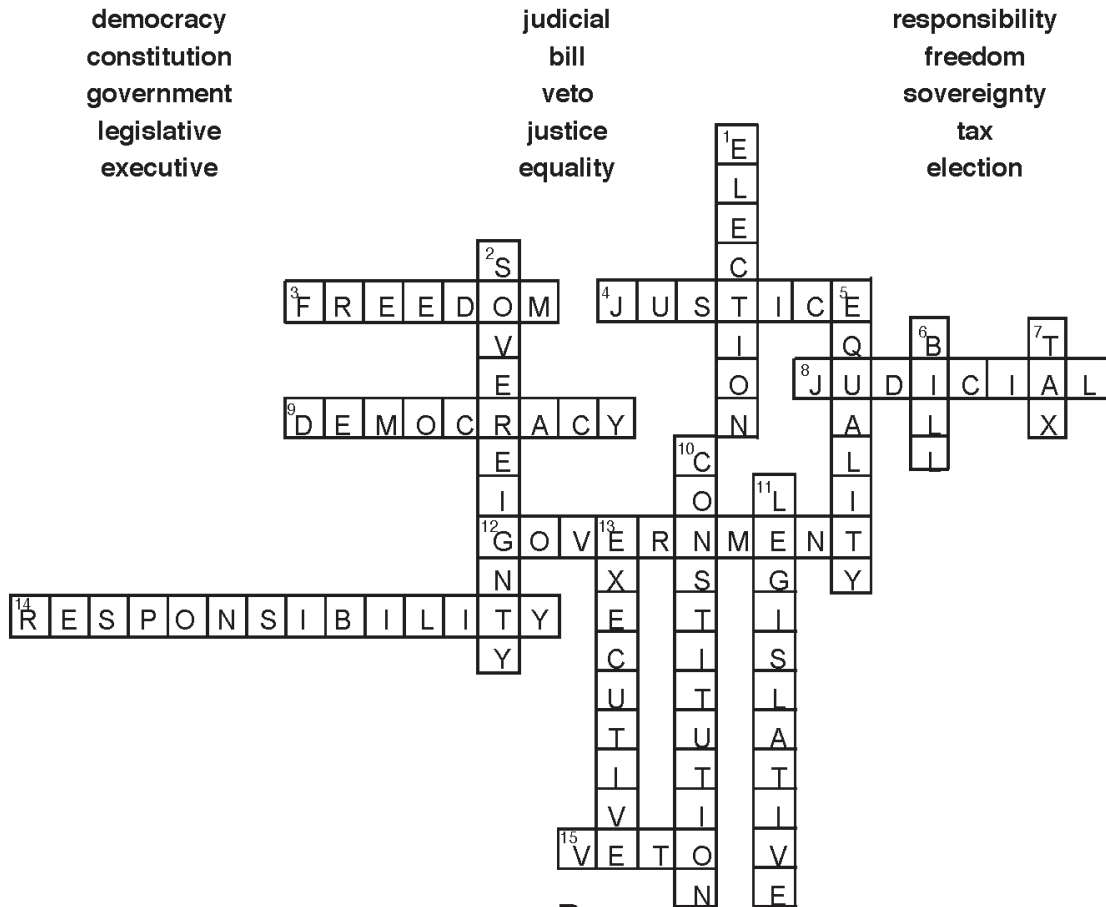
For each vocabulary word in the left column, locate its definition in the right column. Write the number of the correct definition in the blank before the word.

- | | |
|----------------------|---|
| _____ democracy | 1. having to do with the authority of the courts to make judgments and interpret laws |
| _____ constitution | 2. a system of political authority that controls and directs the functioning of a country, state, or etc. |
| _____ government | 3. the fair treatment of people through the process of law |
| _____ legislative | 4. money collected by the government from people or businesses to finance public programs |
| _____ executive | 5. the process of making a choice by casting a vote |
| _____ judicial | 6. the condition of having liberty, or the ability to exercise rights |
| _____ bill | 7. a system of government in which power belongs to the people and is exercised through voting |
| _____ veto | 8. to prevent from becoming a law by the use of constitutional power |
| _____ tax | 9. a duty or task that is expected or required |
| _____ freedom | 10. the independent authority and right to self-governance possessed by a country |
| _____ justice | 11. a proposal for a new law, or the language of the law before it is enacted |
| _____ sovereignty | 12. the structure of the basic laws of a country through which government is granted responsibilities and duties and the people are guaranteed rights |
| _____ equality | 13. the condition or state of having the same rights and status as another |
| _____ election | 14. having to do with the authority to make laws and the process of making them |
| _____ responsibility | 15. having to do with the enforcement of laws and the conduct of public affairs |

Name **ANSWER KEY**

Date _____

Crossword



Across

3. the condition of having liberty, or the ability to exercise rights
4. the fair treatment of people through the process of law
8. having to do with the authority of the courts to make judgments and interpret laws
9. a system of government in which power belongs to the people and is exercised through voting
12. a system of political authority that controls and directs the functioning of a country, state, or etc.
14. a duty or task that is expected or required
15. to prevent from becoming a law by the use of constitutional power

Down

1. the process of making a choice by casting a vote
2. the independent authority and right to self-governance possessed by a country
5. the condition or state of having the same rights and status as another
6. a proposal for a new law, or the language of the law before it is enacted
7. money collected by the government from people or businesses to finance public programs
10. the structure of the basic laws of a country through which government is granted responsibilities and duties and the people are guaranteed rights
11. having to do with the authority to make laws and the process of making them
13. having to do with the enforcement of laws and the conduct of public affairs



Name **ANSWER KEY** Date _____

Word Find

Circle each word from the box in the letter grid below. The words are up, down, across, backwards, and diagonal. Then, going across each row starting at the top left, place each unused letter on a blank until you reveal the hidden message below.

BILL	EXECUTIVE	LEGISLATIVE
CONSTITUTION	FREEDOM	TAX
DEMOCRACY	GOVERNMENT	VETO
ELECTION	JUDICIAL	RESPONSIBILITY
EQUALITY	JUSTICE	SOVEREIGNTY

Y T I L A U Q E W H X A T I E
S O T H F R E E D O M A E H V
I T G H E S T C O U R T T T
R E S P O N S I B I L I T Y T
H V N O I T U T I T S N O C A
E S T N E M N R E V O G U P L
D E M O C R A C Y R E M E C S
N O T I C E L E C I T S U J
S O V E R E I G N T Y O U R G
E V I T U C E X E B I L L T E
V I P S Z J U D I C I A L V L

W H A T I S T H E H I G H E S T C O U R T ?

T H E S U P R E M E C O U R T

Name **ANSWER KEY** Date _____

Matching

For each vocabulary word in the left column, locate its definition in the right column. Write the number of the correct definition in the blank before the word.

- | | |
|-------------------------|---|
| <u>7</u> democracy | 1. having to do with the authority of the courts to make judgments and interpret laws |
| <u>12</u> constitution | 2. a system of political authority that controls and directs the functioning of a country, state, or etc. |
| <u>2</u> government | 3. the fair treatment of people through the process of law |
| <u>14</u> legislative | 4. money collected by the government from people or businesses to finance public programs |
| <u>15</u> executive | 5. the process of making a choice by casting a vote |
| <u>1</u> judicial | 6. the condition of having liberty, or the ability to exercise rights |
| <u>11</u> bill | 7. a system of government in which power belongs to the people and is exercised through voting |
| <u>8</u> veto | 8. to prevent from becoming a law by the use of constitutional power |
| <u>4</u> tax | 9. a duty or task that is expected or required |
| <u>6</u> freedom | 10. the independent authority and right to self-governance possessed by a country |
| <u>3</u> justice | 11. a proposal for a new law, or the language of the law before it is enacted |
| <u>10</u> sovereignty | 12. the structure of the basic laws of a country through which government is granted responsibilities and duties and the people are guaranteed rights |
| <u>13</u> equality | 13. the condition or state of having the same rights and status as another |
| <u>5</u> election | 14. having to do with the authority to make laws and the process of making them |
| <u>9</u> responsibility | 15. having to do with the enforcement of laws and the conduct of public affairs |



State legislators are elected officials working for you. Their decisions determine how the people who live in your State will conduct their businesses, own property and have community involvement.

The teacher should plan to visit the State Capital to observe their work. The visit may allow the teacher to find more resources and speakers for the students. The teacher may decide to take the students to the State Capital for a class field trip.

Many of the State Legislative offices have many resources and helpful information that the teacher can use.

<https://www.congress.gov/state-legislature-websites>

<http://www.ncsl.org/legislators-staff/legislative-staff/legislative-staff-coordinating-committee/states-legislative-internship-programs-and-coordinators.aspx>

Please download and review the three documents below:

Government by the People at ***<http://protecttheharvest.com/government-by-the-people/>***

Civic and Agricultural Boards That Run Your World at ProtectTheHarvest
<http://protecttheharvest.com/wp-content/uploads/2017/06/CivicAgBoardsBooklet.pdf>

Indiana Government by the People: Boards That Run My World at National Ag in the Classroom website or upon request to *Linda@FoleyPeden.com*

The National Association of Counties (NACo) is located on the web at <http://www.naco.org>. NACo unites America's 3,069 county governments. The website is rich with additional resources. One particularly helpful resource is the "Counties Matter" at <http://www.naco.org/counties-matter>. Be sure to explore the website in detail to find other good materials and information.

Sources/Credits:

Lesson adapted from materials provided by the College of Agriculture, Purdue University, and Protect The Harvest, Inc.

Author(s):

Betty A. Doke

Organization Affiliation:

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Brownsburg, IN 46112



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