Lesson Goals

SECTION 1
Students will . . .
- explain the structure of Congress and describe the controversy over the equity of the distribution of seats through a class discussion.
- predict the benefits and drawbacks of a bicameral Congress by drawing comparisons between a National Government and a school government.

SECTION 2
Students will . . .
- identify the States with the most and fewest representatives in the House and review the challenges the Framers faced in creating a functioning government.
- describe the House of Representatives.
- analyze the qualifications for members of the House through brainstorming and class discussion.
- identify the reasons for and results of gerrymandering by simulating the process of drawing district lines.

SECTION 3
Students will . . .
- use a Venn diagram to compare the job and qualifications of senators and members of the House.
- assess the characteristics and qualifications of senators through four real-life examples.

SECTION 4
Students will . . .
- address the composition of Congress by describing an “average” member and discussing ways the composition might be altered to reflect the population.
- identify and analyze the formal and informal qualifications for members of Congress by writing help-wanted ads.

Pressed for Time

To cover this chapter quickly, review the Section 1 Reading Comprehension Worksheet, questions 1 through 6. Then have students complete the Section 4 Core Worksheet, writing “help-wanted” ads for senators and members of the House. Explain reapportionment and the reasons for gerrymandering. Have students study “Gerrymandering: Choosing Their Voters” in Section 2. Finish by reviewing “How Should Members of Congress Vote?” in Section 4 and asking students to write a paragraph explaining how they think Senator Jones should vote on the bill.
GUIDING QUESTION
Why does the Constitution establish a bicameral legislature?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Summary</th>
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<tr>
<td>Historical</td>
<td>Americans familiar with bicameral British Parliament</td>
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<tr>
<td>Practical</td>
<td>compromise between Virginia and New Jersey Plans</td>
</tr>
<tr>
<td>Theoretical</td>
<td>each house can check power of the other; prevents Congress from overpowering other branches</td>
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Get Started

LESSON GOALS
Students will . . .

• explain the structure of Congress and describe the controversy over the equity of the distribution of seats through a class discussion.
• predict the benefits and drawbacks of a bicameral Congress by drawing comparisons between a National Government and a school government.

BEFORE CLASS
Assign the section, the graphic organizer in the text, and the Reading Comprehension Worksheet (Unit 3 All-in-One, p. 13) before class.

Differentiate Reading Comprehension Worksheet (Unit 3 All-in-One, p. 14)

BELLRINGER
Display Transparency 10A, Representation in Congress, and have students answer these questions in their notebook: Is the distribution of senators fair? Why or why not?

SKILLS DEVELOPMENT

DRAW INFERENCES AND CONCLUSIONS
Before students work on this section’s Core Worksheet, you may want to review the information on drawing inferences and conclusions in the Skills Handbook, p. S19.

SECTION 1

The National Legislature

Guiding Question
Why does the Constitution establish a bicameral legislature?
Use a table to take notes on the reasons for a bicameral legislature.

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<td>Theoretical</td>
<td>prorogue</td>
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<td></td>
<td>special session</td>
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Objectives
1. Explain why the Constitution provides for a bicameral Congress.
2. Explain the difference between a term and a session of Congress.
3. Describe a situation in which the President may convene or end a session of Congress.

FROM THE CONSTITUTION
All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

—Article I, Section 1

A Bicameral Congress
Immediately, the Constitution establishes a bicameral legislature—that is, a legislature made up of two houses. It does so for historical, practical, and theoretical reasons.

Focus on the Basics

Here is the information that your students need to learn in this section.

FACTS: • Congress is bicameral. • In the House of Representatives, States are represented according to population. • Each State has two senators. • Congress meets for two-year terms, divided into two one-year sessions.

CONCEPTS: separation of powers, checks and balances, federalism

ENDURING UNDERSTANDINGS: • The Constitution provides for a bicameral Congress for historical, practical, and theoretical reasons. • The bicameral structure of Congress is a compromise between two models of representation that the Framers developed to accommodate the needs of both large and small states.
Historical The British Parliament had consisted of two houses since the 1300s. The Framers and most other Americans knew the British system of bicameralism quite well. Most of the colonial assemblies and, in 1787, all but two of the new State legislatures were also bicameral. Among the original thirteen colonies, only Georgia and Pennsylvania had unicameral colonial and then State legislatures. Georgia’s legislature became bicameral in 1789 and Pennsylvania’s in 1790. (Only one State, Nebraska, has a unicameral legislature today.)

Practical The Framers had to create a two-chambered body to settle the conflict between Thomas Jefferson and George Washington at Mount Vernon. Jefferson, who had just returned from France, told Washington that he was opposed to a two-chambered legislature. As he made his point, he poured his coffee into his saucer, and Washington asked him why he did so. “To cool it,” replied Jefferson. “Even so,” said Washington, “we pour legislation into the senatorial saucer to cool it.”

The Framers were generally convinced that Congress would dominate the new National Government. As Madison observed,

“

Primary Source
In a republican government, the legislative authority necessarily predominates. The remedy for this inconveniency is to divide the legislature into different branches.

—The Federalist No. 51

1 Max Farrand, The Framing of the Constitution (1913).

Teach

To present this topic using online resources, use the lesson presentations at PearsonSuccessNet.com.

INTRODUCE THE TOPIC

Tell students that today they will discuss the structure of Congress and the reasons for it. Tell them that Congress is bicameral and ask what that means. (It is made up of two legislative chambers or houses: the Senate and the House of Representatives.)

ELL Differentiate Write the word bicameral on the board and break it down into parts. Bi- means two and camera is the Latin word for chamber, or room. Explain that bicameral is a political word that refers to governments with two legislative chambers.

REVIEW THE STRUCTURE OF THE HOUSES

Review representation in Congress: two senators per State, representatives allotted according to population. Ask students to explain why Congress is set up this way (for historical, practical, and theoretical reasons).

You may also discuss what the author means when he says, “Remember, had the States not been equally represented in the Senate, there might never have been a Constitution.” (The large States would not have agreed to a Congress with equal representation, while the small States would not have agreed to a Congress with representation based on population.) Review responses to the Bellringer questions.

Differentiated Resources

The following resources are located in the All-in-One, Unit 3, Chapter 10, Section 1:

- Prereading and Vocabulary Worksheet (p. 9)
- Reading Comprehension Worksheet (p. 13)
- Reading Comprehension Worksheet (p. 14)
- Core Worksheet (p. 15)
- Extend Activity (p. 16)
- Quiz A (p. 17)
- Quiz B (p. 18)

Answers

Checkpoint It solved the conflict between large- and small-population States over how to distribute the seats in Congress.

The Capitol The houses are two parts of one National Government. Therefore, the two chambers must reside close together so that members can work together.
Distribute the Chapter 10 Section 1 Core Worksheet (Unit 3 All-in-One, p. 15). Explain that students will predict the benefits and drawbacks of a bicameral system by using school government as an example. Ask a student to read the introductory paragraph on the worksheet aloud.

**DISTRIBUTE CORE WORKSHEET**

**INTERPRETING MAPS**

California and Wyoming each elect two senators, despite a huge difference in their populations. **How does the distribution of Senate seats among the States illustrate the principle of federalism?**

The Frammers saw bicameralism as a way to diffuse the power of Congress and so prevent it from overwhelming the other two branches of government.

For more than 200 years now, some people have argued that equal representation of the States in the Senate is undemocratic and should be eliminated. They often point to the two extremes to make their case. The State with the least population, Wyoming, has only some 500,000 residents. The most populous State, California, now has a population of more than 37 million. Yet each of these States has two senators.

Those who object to State equality in the Senate ignore a vital fact. The Senate was purposely created as a body in which the States would be represented as coequal members and partners in the Union. Remember, had the States not been represented equally in the Senate, there might never have been a Constitution.

**TERMS AND SESSIONS**

It is said that a woman, incensed at something her senator had done, said to him, “You know, the 535 of you people in Congress meet every two years. Well, Senator, there are some of us who think that it would be much better if just two of you met every 535 years.” Whether that story is true or not, that woman’s advice has never been followed. Ever since 1789, Congress has met for two-year terms.

**TERMS OF CONGRESS**

Each term of Congress lasts for two years, and each of those two-year terms is numbered consecutively. Congress began its first term on March 4, 1789. That term ended two years later, on March 3, 1791.

The date for the start of each new term was changed by the 20th Amendment in 1933. In an earlier era, the several months from election to March 4 allowed for delays in communicating election results, and it gave newly chosen lawmakers time to arrange their affairs and travel to Washington. The March date gave Congress less time to accomplish its work each year, however, and by the 1930s travel and communications were no longer an issue. The start of each new two-year term is now “noon of the 3d day of January” of every odd-numbered year. So the scheduled term of the 111th Congress runs for two years—from noon on January 3, 2009, to noon on January 3, 2011.

**SESSIONS**

A session of Congress is that period of time during which, each year, Congress assembles and conducts business. There are two sessions to each term of Congress—one session each year. The Constitution provides the following:

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**BACKGROUND**

**SPECIAL SESSIONS**

Display and discuss Transparency 108, Special Congressional Session. When President Franklin D. Roosevelt took office in March 1933, the nation was in the Great Depression. Millions of Americans were out of work. The banking system had collapsed. Roosevelt did not wait until Congress went into regular session in December. He immediately called a special session to address the economic crisis, and Congress passed a remarkable range of important legislation. The Depression, however, was not the only crisis Roosevelt faced. In the late 1930s, German aggression was pushing Europe toward war. The American policy was to remain neutral. In 1939, after Germany invaded Poland, Roosevelt called a special session and asked Congress to lift the ban on the sale of arms. The resulting “cash-and-carry” law enabled the U.S. to supply arms to the Allies without formally declaring war.
"From the Constitution"

The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3d day of January, unless they shall by law appoint a different day.

—20th Amendment, Section 2

In fact, Congress often does "appoint a different day." The second session of each two-year term frequently convenes (begins) a few days or even a few weeks after the third of January.

Congress adjourns, or suspends until its next session, each regular session as it sees fit. Until World War II, the nation's lawmakers typically met for four or five months each year. Today, the many pressing issues facing Congress force it to remain in session through most of each year. Both houses do recess for several short periods during a session. That is, they temporarily suspend business.

Neither house may adjourn sine die (finally, ending a session) without the other's consent. The Constitution provides that

"From the Constitution"

Neither House . . . shall, without the Consent of the other, adjourn for more than three days, nor to any other Place than that in which the two Houses shall be sitting.

—Article I, Section 5, Clause 4

Article II, Section 3 of the Constitution does give the President the power to prorogue (end, discontinue) a session, but only when the two houses cannot agree on a date for adjournment. No President has ever had to use that power.

Special Sessions Only the President may call Congress into special session—a meeting to deal with some emergency situation. Only 27 of these special joint sessions of Congress have ever been held. President Harry Truman called the most recent one in 1948, to consider anti-inflation and welfare measures in the aftermath of World War II.

Note that the President can call Congress or either of its houses into a special session. The Senate has been called alone on 46 occasions, to consider treaties or presidential appointments, but not since 1933. The House has never been called alone.

Of course, the fact that Congress now meets nearly year-round reduces the likelihood of special sessions. That fact also lessens the importance of the President's power to call one. Still, as Congress nears the end of a session, the President sometimes finds it useful to threaten a special session if the two chambers do not act on some measure high on the administration's legislative agenda.

4 Article II, Section 3 says that the President "may, in extraordinary Occasions, convene both Houses, or either of them . . . ."

SECTION 1 ASSESSMENT

1. Guiding Question Use your completed table to answer this question:
   Why does the Constitution establish a bicameral legislature?

   Key Terms and Comprehension
   2. What is a bicameral legislature?
   3. What is the difference between a term and a session of Congress?
   4. How is a congressional recess different from an adjournment?

   Critical Thinking
   5. Determine Cause and Effect What might have happened if the Framers had created a legislature with only one house?
   6. Draw Inferences Why is the President's power to convene and dismiss Congress very limited?
   7. Make Comparisons The Articles of Confederation provided for a Congress that met for one-year terms. Why do you suppose the Framers created a Congress that meets for two-year terms?

   Quick Write
   Expository Writing: Gather Information Do research to gather information about Britain's two houses of Parliament. Include information about historical background, formal qualifications for office, salary and benefits of members, terms, and elections. Make a parallel list for the U.S. Congress. Continue to add information to your list as you read.

   Answer
   Checkpoint two

Assessment Answers

1. Historical: familiarity with British Parliament, which was bicameral Practical: compromise between the Virginia and New Jersey Plans Theoretical: The Framers believed that bicameralism would enable each house of Congress to check the power of the other and would help to prevent Congress from overpowering the other branches of government.

2. one that has two houses

3. A term is the period from noon of January 3 of the year following a congressional election (every odd-numbered year) to noon of January 3 after the next election. It lasts two years. A session is the period in a given year during which Congress is conducting business. Each term has two sessions, one each year of the term.

4. recess: a temporary break; adjournment: business is ended until the next session

5. The large and small States might not have agreed to a National Government.

6. Under a monarchy, the executive (king) was very powerful. The Framers chose to create a republic, in which the legislators, as the people's representatives, would hold greater power than the executive (President).

7. A good answer will include the possibility that experience had taught the Framers that a one-year term was too short to allow Congress to accomplish much, so they decided to lengthen it to two years.

Quick Write: Students' lists should show evidence of thoughtful research and evaluation of information.

EXTEND THE LESSON

Ask students to make a fact sheet on the current term and session of Congress. They should include the names of their representatives and the dates for the start, end, adjournment, and recesses.

Differentiate For these students, distribute the Extend Activity “Write to Your Senator or Representative” (Unit 3 All-in-One, p. 16).

Assess and Remediate

L3 Assign the Section 1 Assessment questions.
L2 Section Quiz A (Unit 3 All-in-One, p. 17)
L2 Section Quiz B (Unit 3 All-in-One, p. 18)

Have students complete the review activities in the digital lesson presentation and continue their work in the Essential Questions Journal.

REMEDIATION

<table>
<thead>
<tr>
<th>If Your Students Have Trouble With</th>
<th>Strategies For Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explaining reasons for bicamerality (Questions 1, 5)</td>
<td>Write the section graphic organizer on the board and have students explain it.</td>
</tr>
<tr>
<td>Understanding terms and sessions (Questions 2, 3, 4, 6, 7)</td>
<td>Have students make a timeline of the last session of Congress using the relevant Political Dictionary words.</td>
</tr>
</tbody>
</table>
LESSON GOAL

- Students will identify an issue being debated by Congress in which they are interested and write a letter to one of their representatives in Congress.

Teach

READ

Have students read the introduction to Citizenship 101 aloud. If students have computer access, you may have them research bills on the current congressional calendars. Alternatively, students may read newspapers or watch the news to collect ideas about what issues Congress is currently debating.

BRAINSTORM

As a class, have students brainstorm a list of issues that affect them. Compare this with a list of bills that have recently or will soon be debated by Congress. If there is no bill that students feel strongly about, they could propose one. Read Step 1 aloud. Use the Internet or a local newspaper to identify the students’ representatives in Congress, including both senators and representatives.

DRAFT AND WRITE LETTERS

In groups or on their own, have students follow the remaining steps to write a letter to a member of Congress. Work with individual students to address problems with their letters.

Assess and Remediate

Collect the students’ letters and grade them. You may also wish to have them answer the What Do You Think questions at the bottom of the page.

Answers

1. Possible answers: Officials try to represent their constituents’ views. Unless constituents write to them, officials may not know the views of the people in their districts.
2. A strong answer will explain that elected officials receive a lot of mail or that a short letter can be more effective than a long one.
3. A strong letter will address the correct recipient, clearly state the reasons for the letter, explain the writer’s position on the issue, call for action, and use good grammar.

Writing a Letter to a Public Official

Terrorism, drunk driving, climate change, discrimination, immigration—Do you have a strong opinion about an issue that’s being debated in Congress? A brief, well-written letter or e-mail is a very effective way to let your representative and senators know about it. Members of Congress pay attention to constituents who take the time to write to them.

Follow these simple steps when writing your letter:

1. Find out who represents you in Congress. If you don’t know who your representative and senators are, look in your local newspaper, which may have a weekly record of how they voted on recent bills. You could also go to the Senate or House of Representatives Web site and type your zip code or State in the Search box. You can be sure you are using an official government Web site if the address ends in .gov. You can also use the blue (government) pages of your phone book to look up your members of Congress and their office addresses.

2. Organize your thoughts. Identify your issue clearly. Before you write, list the reasons you hold your opinion and arrange them in order of importance. Choose only the top two or three to include in your letter.

3. Clearly state what action you want your member of Congress to take. For example, you might say, “I am writing to urge you to vote for Senate Bill 244, the bill that will continue funding for Job Corps.” If you don’t know the number of a bill, identify it as closely as you can by name.

4. Explain your reasons. Tell your member of Congress why you think he or she should support your position. Be sure to include specific details and personal experiences that have led you to your position: “I dropped out of high school in tenth grade and couldn’t get a job. My cousin learned auto mechanics in Job Corps and ended up with a really good job, so I applied. Job Corps turned my life around. I earned my GED and trained as a computer technician. This year I’m working part time and going to college. I’m writing to you to say that this is a great program. Please vote for funding to make sure it will continue to help young people who want a chance to succeed.”

5. Prepare your letter. Make sure to address your letter correctly. Include your full name, phone number, and mailing address on the letter or in the e-mail.

What do you think?

1. Why might an elected official want to hear about your experiences?
2. Why might it be important to limit yourself to explaining only the top two or three reasons for the position you hold?
3. You Try It: Follow the steps above to write a letter on an issue that is important to you.

GOVERNMENT ONLINE
Citizenship Activity Pack

For an activity to help you write a letter to a public official, go to PearsonSuccessNet.com

Citizenship Activity Pack

If your students need extra support, use the Citizenship Activity Pack lesson How to Write a Letter to a Public Official. It includes a lesson plan for you and four Mission Briefs for students, which provide a script and instructions for writing effective letters. The Template and Checklist for a Letter to a Public Official may be helpful for students who do not need the full support of the Mission Briefs. Students may also access the Citizenship Activity Pack online for activities on How to Write a Letter to a Public Official at PearsonSuccessNet.com.
Focus on the Basics

FACTS: • Members of the House represent districts of roughly equal population and serve two-year terms. • After each census, the 435 seats in the House are redistributed among the States to reflect changes in population. • Elections are held on the Tuesday following the first Monday in November of even-numbered years. • Members of the House must be at least 25 years old, must have been a U.S. citizen for at least seven years, and must live in the State he or she represents.

CONCEPTS: judicial review

ENDURING UNDERSTANDINGS: • Congressional districts can be gerrymandered to provide an advantage to the dominant party in a State’s legislature. • The right combination of formal and informal qualifications helps members of the House get elected.
Reapportionment

Article 1 of the Constitution directs Congress to reapportion (redistribute) the seats in the House every ten years, after each census. Until a first census could be taken, the Constitution set the size of the House at 65 seats. That many members served in the First and Second Congresses (1789–1793). The census of 1790 showed a national population of 3,929,214 persons; so in 1792 Congress increased the number of House seats by 41, to 106.

A Growing Nation As the nation’s population grew over the decades, and as the number of States also increased, so did the size of the House. It went to 142 seats after the census of 1800, to 182 seats 10 years later, and so on. By 1912, following the census of 1910 and the admission of Arizona and New Mexico to the Union, the House had grown to 435 seats.

With the census of 1920, Congress found itself in a difficult political position. The House had long since grown too large for effective floor action. To reapportion without adding more seats, however, would mean that some States would have to lose seats.

Congress met the problem by doing nothing. So, despite the Constitution’s command, there was no reapportionment on the basis of the 1920 census.

Reapportionment Act of 1929 Faced with the 1930 census, Congress avoided repeating its earlier lapse by passing the Reapportionment Act of 1929. That law, still on the books, sets up what is often called an “automatic reapportionment.” It provides:

1. The “permanent” size of the House is 435 members. Of course, that figure is permanent only so long as Congress does not decide to change it. Congress did enlarge the House temporarily in 1959 when Alaska and then Hawaii became States. Today each of the 435 seats in the House represents an average of some 700,000 persons.

**Answers**

Checkpoint Because the House had too many members to be effective, it had to reapportion seats after the 1920 census.

Interpreting Maps Population is declining in several Northcentral and Northeastern States. Population is increasing in the South and Southwest.

Differentiated Resources

The following resources are located in the All-in-One, Unit 3, Chapter 10, Section 2:

**L7** Reading Comprehension Worksheet (p. 19)

**L7** Reading Comprehension Worksheet (p. 20)

**L7** Bellringer Worksheet (p. 21)

**L7** Core Worksheet (p. 22)

**L7** Core Worksheet (p. 23)

**L7** Extend Activity (p. 24)

**L7** Quiz A (p. 25)

**L7** Quiz B (p. 26)
2. Following each census, the Census Bureau is to determine the number of seats each State should have.
3. When the Bureau’s plan is ready, the President must send it to Congress.
4. If within 60 days of receiving it, neither house rejects the Census Bureau’s plan, it becomes effective.

The plan set out in the 1929 law has worked quite well through eight reapportionments. The law leaves to Congress its constitutional responsibility to reapportion the House, but it gives to the Census Bureau the mechanical chores and the political “heat” that go with that task.

**Congressional Elections**

According to the Constitution, any person whom a State allows to vote for members of “the most numerous Branch” of its own legislature is qualified to vote in congressional elections. The Constitution also provides that

**FROM THE CONSTITUTION**

The Times, Places and Manner of holding [Congressional] Elections . . . shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations . . .

—Article 1, Section 4, Clause 1

**Date**

Congressional elections are held on the same day in every State. Since 1872 Congress has required that those elections be held on the Tuesday following the first Monday in November of each even-numbered year. Congress has made an exception for Alaska, which may hold its election in October. To date, however, Alaskans have chosen to use the November date.

In that same 1872 law, Congress directed that representatives be chosen by written or printed ballots. The use of voting machines was approved in 1899. Today, most votes cast in congressional elections are cast on some type of (usually electronic) voting device.

**Off-Year Elections**

Those congressional elections that occur in nonpresidential years—that is, between presidential elections—are called off-year elections. Examples include 2006, 2010, and 2014.

Far more often than not, the party that holds the presidency loses seats in the off-year elections. The most recent exception occurred in 2002, in the first election to be held after the terrorist attacks on September 11, 2001. The Republicans, sparked by the campaign efforts of President Bush, regained control of the Senate and padded their slim majority in the House. The party in power suffered major losses in the 2006 off-year elections, however. The Democrats, riding a wave of popular dissatisfaction with several Bush administration policies and, in particular, mounting opposition to the war in Iraq, captured control of both houses of Congress.

**Districts**

The 435 members of the House are chosen by the voters in 435 separate congressional districts across the country. Recall that seven States each have only one seat in the House. There are, then, 428 congressional districts within the other 43 States.

The Constitution makes no mention of congressional districts. For more than half a century, Congress allowed each State to decide whether to elect its members by a general ticket system or on a single-member district basis. Under the single-member district arrangement, the voters in each district elect one of the State’s representatives from among a field of candidates running for a seat in the House from that district.

Most States quickly set up single-member districts. However, several States used the general ticket system. Under that arrangement, all of the State’s seats were filled at-large—that is, elected from the State as a whole, rather than from a particular district. Every voter could vote for a candidate for each one of the State’s seats in the House.

**Cover the Basics**

Ask students to take out the Reading Comprehension Worksheet. Review the answers to questions 1, 3, and 13 to make sure they know the size of the House (435), length of term (two years), and formal qualifications for members (at least 25 years old, a citizen of the United States for at least seven years, and live in the State he or she represents).

Allow students to ask questions related to these topics.

**Brainstorm**

Remind students that there are informal qualifications for members of the House. List students’ ideas for other qualifications on the board. Ask them to explain why they identified these qualifications. Tell them to write down these qualifications in their notebooks, as they will use them for reference after reading Section 4. They will spend the rest of this lesson focusing on how districts may be drawn to the advantage of the party in power.

**Differentiate** Draw students’ attention to the paragraphs below the heading “Informal Qualifications” at the end of the section. Ask them to find the informal qualifications listed by the author.

**Differentiate** Ask students to make a distinction between the qualifications that people look for—such as experience—and the qualifications people may not recognize as influencing their votes—such as gender, race, and fundraising ability.

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**Political Cartoon Mini-Lesson**

Display Transparency 10D, Redistricting, when you discuss congressional elections. This cartoon illustrates the effects of U.S. Congress-sanctioned redistricting. Ask: **Whom does the man at the table represent?** (the voting public) **How does the cartoonist characterize redistricting?** (as a puzzle whose pieces should fit together as shown on the box’s lid) **Explain how the cartoon characterizes the way the public feels about the current system.** (The man in the cartoon representing the public is confused about the irregular, and seemingly arbitrary, way the system allows districts’ boundaries to be cut/frawn.) **Of the two typical State forms of deciding congressional districts that were discussed in this section, which form does this cartoon represent? Why?** (single-member district; Each district’s voters elect their State’s representative rather than the State electing representatives as a whole—at large.)

**Answers**

**Checkpoint** The party that is not in power typically gains seats in off-year elections.
COMPARE DISTRICT MAPS
Show Transparency 10E, Congressional Districts. Ask what this map shows. (the congressional districts in Louisiana) Direct them to examine the size and shape of the districts. Ask what they notice about the shapes. (They should notice that the shapes are odd, not uniform.) Ask why the districts might be shaped differently from one year to the next. (The odd shapes in 2007 may have been drawn to provide an advantage to the party in power; the more uniform shapes in 2000 probably were based on population alone.)

DISTRIBUTE CORE WORKSHEET
Distribute the Chapter 10 Section 2 Core Worksheet (Unit 3 All-in-One, p. 22), which addresses the distribution of seats in the House and the politics associated with reapportionment and redistricting, also referred to as gerrymandering. Using this worksheet, students will draw their own district lines.

At-large elections proved g grossly unfair. A party with even a very small plurality of voters statewide could win all of a State’s seats in the House. Congress finally did away with the general ticket system in 1842. Thereafter, all of the seats in the House were to be filled from single-member districts in each State. Since the seven States with the fewest residents each have only one representative in the House, these representatives are said to be elected “at-large.” Although each of them does represent a single-member district, that district covers the entire State.

The 1842 law made each State legislature responsible for drawing any congressional districts within its own State. It also required that each congressional district be made up of “contiguous territory.” That is, it must be one piece, not several scattered pieces. In 1872, Congress added the command that the districts within each State have “as nearly as practicable an equal number of inhabitants.” In 1901, it further directed that all the districts be of “compact territory”—in other words, a comparatively small area.

These requirements of contiguity, population equality, and compactness were often disregarded by State legislatures, and Congress made no real effort to enforce them. The requirements were left out of the Reapportionment Act of 1929. In 1932, the Supreme Court held (in Wood v. Broom) that they had therefore been repealed. Over time, then, and most notably since 1929, the State legislatures have drawn many districts with very peculiar geographic shapes. Moreover, until fairly recently, many districts were also of widely varying populations.

L2 Differentiate An adapted Core Worksheet (Unit 3 All-in-One, p. 23) offers a shorter version of the activity.

Answers
Gerrymandering Some say that gerrymandering should be outlawed because district lines are intentionally drawn to the advantage of the party in power, creating an unfair “rigging” of elections.

Background
GERRYMANDERING IN PRACTICE After the 2000 census, 17 Democrats and 15 Republicans represented Texas in the House of Representatives. In 2003, Tom DeLay, the majority leader in the House, spent a few days in his home state, helping Texas Republicans redraw the congressional districts. In the election of 2004, his efforts paid off. The gerrymandering helped change the Texas delegation to 21 Republicans and 11 Democrats. Democrats protested, contending that it is unconstitutional to redraw the lines three years after the census and solely for political advantage. In 2006, the Supreme Court upheld the Texas plan as constitutional. Gerrymandering is legal and practiced by both parties when in power. If Congress wants to stop the practice, it must pass a law against it.
CRACKING Cracking happens when the party in power splits up the voters from the opposing party. This results in the minority party winning fewer seats.

Result: The Orange Party wins three districts.

KIDNAPPING Kidnapping happens when the party in power redraws the district lines to move a minority-party candidate into a different district where she or he is unlikely to win re-election.

Result: The Orange Party wins three seats. The Green Party incumbent "loses" his district.

Gerrymandering Congressional districts maps in several States show one and sometimes several districts of very odd shapes. Some look like the letters S or Y, some resemble a dumbbell or a squiggly piece of spaghetti, and some defy description. Those districts have usually been gerrymanded. That is, they have been drawn to the advantage of the political party that controls the State's legislature.

Gerrymandering is widespread today—and not just at the congressional district level. Districts for the election of State legislators are regularly drawn for the advantage of one party. In fact, gerrymandering can be found in most places where lines are drawn for the election of public officials—in cities, counties, school districts, and elsewhere.

Most often gerrymandering takes one of two forms. The lines are drawn either (1) to concentrate the opposition's voters in one or a few districts, thus leaving the other districts comfortably safe for the dominant party; or (2) to spread the opposition as thinly as possible among several districts, limiting the opposition's ability to win anywhere in the region. Gerrymandering's main goal is to create as many "safe" districts as possible—districts almost certain to be won by the party in control of the line-drawing process.

And the computer-driven map-making techniques of today make the practice more effective than ever in its storied past.

Gerrymandering is the principle reason why, presently, only a handful of seats in the House are actually at risk in an election. In most elections, no more than 40 members now represent districts that cannot be classified as more or less safe districts.

For decades, gerrymandering produced congressional districts that differed widely

CHECKPOINT What is gerrymandering and what are its purpose and result?

DEBATE

In March 2006, as the Supreme Court was considering a case concerning gerrymandering in Texas, an editorial appeared in The New York Times. It ended with this strong statement: "If the Supreme Court permits those drawing legislative lines to use high-powered computers to create district lines that predetermine the outcomes of all but a handful of Congressional races, America may need to come up with another word for its form of government, because 'democracy' will hardly apply." ("The Texas Gerrymander" from The New York Times, March 1, 2006) Ask: Do you agree with this opinion? Why or why not? What would you do to make the redistricting process more "democratic"?

ANSWERS

CHECKPOINT Gerrymandering is drawing electoral districts (congressional and otherwise) with the goal of maximizing the number of seats held by the party that controls the State's legislature.
REFLECT AND DISCUSS

Have students discuss the reflection questions on the Core Worksheet in small groups. This will help them make connections to the unit Essential Question (What should determine the balance between partisanship and consensus in Congress?).

After students have answered the questions on their own, discuss them as a class. Display Transparency 10G, The Gerry-mander. Ask: How did this cartoon get its name? (from Massachusetts governor Gerry when he and his supporters redrew districts)

You may choose to emphasize the Court cases discussed in the text and their effect on gerrymandering since then. The cases are as follows:

• Wesberry v. Sanders said that districts must have substantially equal populations.
• Gomillion v. Lightfoot said that gerrymandering solely on race is unconstitutional. Bush v. Vera and United Latin American Citizens v. Perry also struck down race-based districts.
• Hunt v. Cromartie said that race may be one of a mix of factors that shape the districting process.
• Davis v. Bendemer said that under some circumstances, gerrymandering may be unconstitutional.
• United Latin American Citizens v. Perry said that nothing in the Constitution prevents a State from redrawing district lines to give advantage to the party in control of the legislature.

EXTEND THE LESSON

Have students do research to find a map that shows the electoral districts in their State before and after the most recent reapportionment. They should find out which party was in power at the time of the reapportionment and the results of the elections just before and just after the new district lines were drawn. They should then draw conclusions about whether redistricting benefited the dominant party.

L4 Differentiate Have advanced students do further research on the demographics of particular districts to determine what criteria the legislature may have used to draw the lines.

L2 Assign the Extend Activity “The Importance of Congress” (Unit 3 All-in-One, p. 24).

Answers

Checkpoint The Wesberry decision said that all congressional districts must have roughly the same population. This is often summarized as “one person, one vote.”

The Court’s “one person, one vote” decision in Wesberry had an immediate and extraordinary impact on the makeup of the House, on the content of public policy, and on the shape of electoral politics in general. The nation’s cities and suburbs now speak with a much louder voice in Congress than they did before that decision. But notice, it remains quite possible for States to draw their congressional (or any other) district lines in accord with the “one person, one vote” rule and, at the same time, gerrymander those districts.

Gerrymandering based solely on race, however, is a violation of the 15th Amendment, Gomillion v. Lightfoot, 1960. So-called "majority-minority districts" were drawn in some States following the census in 1990 and again in 2000. Those districts were crafted to include a majority of African Americans and/or Latinos and so were likely to send African Americans and Latinos to Congress. The Supreme Court struck down those race-based districts in several cases—most notably in two cases from Texas, Bush v. Vera, 1996 and United Latin American Citizens v. Perry, 2006. However, the Court has also held this: While race cannot be the controlling factor in drawing district lines, race can be one of the mix of factors that shape that process. It did so in a case from North Carolina, Hunt v. Cromartie, in 2001.

The Court has said that under some circumstances, which it has never spelled out, excessively partisan gerrymandering might be unconstitutional. It did so for the first time in a 1986 case, Davis v. Bendemer. In 2003, Texas became the first State to redistrict between censuses, with the purpose of increasing the number of Republican-held Texas seats in the U.S. House of Representatives. In a dramatic showdown, the Republican governor called a special session. Democratic legislators fled the State, but ultimately they were unable to stop the redistricting. In a 2006 decision, a bare majority of the Court ruled that neither the Constitution nor any act of Congress prevents a State from redrawing its district lines whenever the party in control of the legislature believes that it might be to its advantage to do so, United Latin American Citizens v. Perry.
Assess and Remediate

1. Collect the Core Worksheet and assess the students’ reflections using the Rubric for Assessing Individual Performance in a Group (Unit 3 All-in-One, p. 167).
2. Assign the Section 2 Assessment questions.
3. Section Quiz A (Unit 3 All-in-One, p. 25)
4. Section Quiz B (Unit 3 All-in-One, p. 26)

Have students complete the review activities of the digital lesson presentation and continue their work in the Essential Questions Journal.

Government

All print resources are available on the Teacher’s Resource Library CD-ROM and online at PearsonSuccessNet.com.

Paths to Congress

More members of Congress are lawyers by profession than any other occupation. Voters, however, have seen fit to elect representatives with widely divergent experiences. What qualifications do these representatives bring to their positions?

Heath Shuler (D, North Carolina) Unlike many members of Congress, Heath Shuler had no political experience before his election to the House in 2006. Shuler had been a quarterback in the National Football League and, later, started a real estate business. Both parties approached Shuler to run for public office. In Congress, he is a member of the Blue Dog Coalition, a group of fiscally conservative Democrats who, among other goals, are dedicated to balancing the budget.

Ileana Ros-Lehtinen (R, Florida) In 1989, Ileana Ros-Lehtinen became the first Cuban American and Hispanic woman elected to the U.S. House of Representatives. Born in Havana, her family fled to Florida when she was seven years old. She graduated from community college before earning master’s and doctoral degrees in education. After founding a private elementary school, she was elected to the Florida legislature in 1982. She is the ranking member of the House Committee on Foreign Affairs and is an advocate for human rights.

Debate

In 1919, Victor L. Berger’s outspoken opposition to America’s involvement in World War I prompted the House to refuse to seat him. In fact, Berger was under indictment for sedition at the time. A special House committee concluded that “Victor L. Berger... did obstruct, hinder, and embarrass the Government of the United States in the prosecution of the war and did give aid and comfort to the enemy.” Ask: Do you think the House had good reason to exclude Berger? For what reasons do you think the House would be justified in refusing to seat an elected representative? What possible abuses could arise from the power of the House to exclude a member?

Answers

Checkpoint House candidates must be at least 25 years old, have been citizens of the United States for at least seven years, and be inhabitants of the States in which they run for office.

Paths to Congress Shuler: experience in real estate and in working as part of a team; Ros-Lehtinen: experience in education, knowledge of Hispanic community
### REMEDIATION

<table>
<thead>
<tr>
<th>If Your Students Have Trouble With</th>
<th>Strategies For Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explaining the distribution of seats in the House (Questions 1, 2, 3)</strong></td>
<td>Review the Congressional Apportionment map and ask students to infer which States have the largest populations.</td>
</tr>
<tr>
<td><strong>Understanding gerrymandering and redistricting (Question 4)</strong></td>
<td>Use Transparency 10E, Congressional Districts, and Transparency 10F, Gerrymandering: Choosing Their Voters, to explain the process of gerrymandering and the result on the size and shape of districts. Remind students that districts must be of approximately equal size and of compact territory.</td>
</tr>
<tr>
<td><strong>Explaining qualifications (Question 6)</strong></td>
<td>Ask students to make an outline of the text under the textbook heading “Qualifications for Office” and compare it with a partner’s.</td>
</tr>
<tr>
<td><strong>Describing Congressional elections (Question 3)</strong></td>
<td>Model a graphic organizer on the board that includes information about dates, off-year elections, and districts.</td>
</tr>
</tbody>
</table>

### Answers

**Checkpoint** Informal qualifications include party identification, name familiarity, gender, ethnic characteristics, political experience, incumbency, and fundraising ability.

**Assessment Answers**

1. Seats are distributed according to State population, with each State guaranteed at least one seat. **Formal qualifications:** must be at least 25, have been a citizen of the U.S. for at least seven years, and be an inhabitant of the State represented. **Informal qualifications:** party identification, name familiarity, gender, ethnic characteristics, political experience, incumbency, and fundraising ability.

2. Based on each State’s population

3. **Single-member district:** Voters choose candidates running for a seat representing their particular district. **At-large:** Voters choose candidates for all of the seats for the State as a whole.

4. To increase their party’s chances of winning elections

5. By ruling that congressional districts must represent a roughly equal number of people, Wesberry changed the balance of power between rural and urban areas, and residents of cities and suburbs gained greater representation in the House.

6. Informal qualifications include such factors as party identification, name familiarity, gender, ethnic characteristics, and political experience. They vary from time to time, from State to State, and even from district to district.

**Quick Write** Students’ Venn diagrams should be logically arranged.

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**Informal Qualifications** The realities of politics produce a number of informal qualifications for membership in the House, beyond those requirements set out in the Constitution. Those informal yardsticks vary from time to time, sometimes from State to State, and even from one congressional district to another within the same State. Clearly, some of those factors that attract or repel voters in a heavily urbanized district differ from some of those that influence how voters see candidates in a largely rural setting.

These informal qualifications have to do with candidates’ vote-getting abilities. They include such considerations as party identification, name familiarity, gender, ethnic characteristics, and political experience. Being the incumbent, the person who currently holds the office, almost always helps. Regularly, well over 90 percent of those members of the House who seek reelection do so successfully.

Much more so today than in the past, a candidate’s fundraising abilities also figure into the mix of informal qualifications. Like all other races, congressional campaigns have become very expensive. The average amount spent on a winning bid for the House topped the million dollar mark in 2008. Several winners, and some losers, spent a good deal more than that.

The “right” combination of these informal measurements will help a candidate win nomination and then election to the House of Representatives. The “wrong” mix will almost certainly spell defeat.

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**SECTION 2 ASSESSMENT**

1. **Guiding Question** Use your completed concept web to answer this question: How are seats in the House distributed and what qualifications must members meet?

**Critical Thinking**

4. Why do politicians gerrymander districts?

5. **Draw Inferences** How did Wesberry v. Sanders change the makeup of the House?

6. **Make Comparisons** Explain how informal qualifications for House membership might vary in rural areas versus urban areas within the same State, in different States or regions, and at different times in history.
GUIDING QUESTION
How does the Senate differ from the House?

Get Started

LESSON GOALS
Students will . . .
- use a Venn diagram to compare the job and qualifications of senators and members of the House.
- assess the characteristics and qualifications of senators through four real-life examples.

BEFORE CLASS
Assign the section, the graphic organizer in the text, and Reading Comprehension Worksheet (Unit 3 All-in-One, p. 27) before class.

L2 Differentiate Reading Comprehension Worksheet (Unit 3 All-in-One, p. 28)

Focus on the Basics

FACTS: • The Senate includes 100 members, two from each State, who are elected to six-year terms. • Senators must be at least 30 years old, must have been citizens of the U.S. for at least nine years, and must live in the State from which they are elected. • Only one third of the Senate is up for election at any one time, so the Senate is a continuous body.

CONCEPTS: popular sovereignty

ENDURING UNDERSTANDINGS: • Senators represent a larger group of people—and therefore a broader range of interests—than members of the House, and are more often viewed as national political leaders. • Senators usually have more experience, power, and prestige than their colleagues in the House. • Senators are protected from some political pressures because they serve for a long period between elections.
Senators: Policy and Prestige

Senators are Washington celebrities—members of what is often called "the world’s most exclusive club." Their names are frequently household words and their activities draw media coverage that allows them to call attention to issues they consider important. Many senators make use of the spotlight to launch campaigns for the presidency. In what ways are senators national leaders?

"It is indispensable that besides the House of Representatives which runs on all fours with popular sentiment, we should have a body like the Senate which may refuse to run with it at all when it seems to be wrong—a body which has time and security enough to keep its head, if only now and then and for a little while, till other people have had time to think."

—Woodrow Wilson, Congressional Government

Each one of the 100 members of the upper house represents an entire State. That same thing can be said of only a few members of the lower house—the seven representatives from those States with only one seat in the House. Consequently, nearly all of the members of the Senate represent a much larger and more diverse population and a much broader range of interests than do the several representatives from their State. If you look at your own State—at the size, diversity, and major characteristics of its population and at its history, geography, and economy—you will see the point.

Election Originally, the Constitution provided that the members of the Senate were to be chosen by the State legislatures. Since the ratification of the 17th Amendment in 1913, however, senators have been picked by the voters in each State at the regular November elections. Only one senator is elected from a State in any given election, except when the other seat has been vacated by death, resignation, or expulsion.

Before the coming of popular election, the State legislatures often picked well-liked and qualified men to be senators. On other occasions, however, their choice was the result of maneuvering and ingratiating among the leaders of various factions in the State. These personalities all spent a great deal of energy trying to gain (and sometimes buy) enough legislators' votes to win a seat in the United States Senate. In fact, by the late 1800s, the Senate was often called the "Millionaires' Club," because so many wealthy party and business leaders sat in that chamber.

The Senate twice defeated House-passed amendments to provide for popular election. In 1912, it finally bowed to public opinion and agreed to what became the 17th Amendment the next year. The Senate was also

—

16 The 17th Amendment gives each State a choice of methods for filling a Senate vacancy. A State may (1) fill the seat at a special election called by the governor or (2) allow the governor to appoint someone to serve until the voters fill the vacancy at such a special election or at the next regular (November) election. Most States use the appointment-special election method.
Background

**HOW MANY SENATORS?** After intense debate, the delegates to the Constitutional Convention in 1787 resolved a thorny issue: States would have equal representation in the Senate. Now the delegates had to decide how many senators. The delegates quickly agreed that one per State was not enough. If that person were ill or absent, the State would go unrepresented. The Senate needed to be large enough to counter the influence of the House, yet not so large as to lose its distinctive nature. This realization narrowed the discussion to two or three. Gouverneur Morris and Rufus King circulated this statement for delegates to fill in the blank: “That the representation in the second branch consist of ______ members from each State, who shall vote per capita.” Only Pennsylvania filled in “three.” The decision was made.

**MAKE A DECISION USING Socratic Dialogue**

Discuss which characteristics of candidates (both positive and negative) students find most important. Tell students that they will now have ten minutes to decide which candidate they can all support, using the Socratic Dialogue strategy (p. T24).

**Differentiate** Have students rank the candidates from fourth choice to first, using positive and negative characteristics for support.

**FOLLOW UP THE DISCUSSION**

Ask students to reflect on the Socratic Dialogue in a journal entry. If they agreed on a candidate, they should answer these questions: What criteria were important in choosing a candidate? How did you eliminate candidates? If they were unable to agree, ask: Why were you not able to agree on a candidate? Do you think the class could have settled on a candidate with qualifications and characteristics different from those described here?

**WRAP UP THE LESSON**

Tell students the identity of each candidate.

Candidate A: Daniel Inouye, Hawaii, 1963–
Candidate B: Elizabeth Dole, North Carolina, 2003–
Candidate C: Barack Obama, Illinois, 2005–
Candidate D: Hillary Rodham Clinton, New York, 2001–

Ask if they are surprised by any of these and why. Ask students to read their Bellringer answers aloud. Discuss their answers and emphasize how the length of a senator’s term affects his or her actions. Display Transparency 10H, What Are the Pollsters Saying?, and ask which congressional house this cartoon applies to. *(the House)* Senators are not as responsive to public opinion as representatives because they have a long period of time before they are up for reelection.

**EXTEND THE LESSON**

**Differentiate** Have students research a current senator, write a short biography, and then analyze the senator’s qualifications and actions.

**Differentiate** Have students work in small groups to create a graphic organizer identifying key issues facing the Senate today and the positions taken on these issues by the senators they researched.

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**Checkups**

**Checkpoint** Before: State legislatures chose the senators for their State. After: Voters of the State elect senators.
Assess and Remediate

L3 Collect the Core Worksheets and assess students’ work.
L3 Assign the Section 3 Assessment questions.
L2 Section Quiz A (Unit 3 All-in-One, p. 33)
L2 Section Quiz B (Unit 3 All-in-One, p. 34)

Have students complete the review activities in the digital lesson presentation and continue their work in the Essential Questions Journal.

REMEDIATION

<table>
<thead>
<tr>
<th>If Your Students Have Trouble With</th>
<th>Strategies For Remediation</th>
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<tbody>
<tr>
<td>Describing differences between the House and Senate (Questions 1, 3, 4, 6, 7)</td>
<td>Have students make a chart or Venn diagram detailing differences.</td>
</tr>
<tr>
<td>Explaining a continuous body (Question 2)</td>
<td>Have students research to find out when their senators are up for reelection, and point out that it’s not the same year.</td>
</tr>
<tr>
<td>The 17th Amendment</td>
<td>Compare the pre-1917 situation with teachers choosing class officers instead of students.</td>
</tr>
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</table>

Answers

Analyzing Political Cartoons The Capitol in the background indicates Washington, D.C. The discussion of a campaign budget implies an elected official, such as a member of Congress.

284 Congress

Assessment Answers

1. The Senate is a smaller and continuous body. Senators must meet a higher standard of formal qualifications. They serve a longer term, represent an entire State, and get more media attention and public exposure.
2. It is always in session because only one third of its seats change hands in any election.
3. Most senators represent a larger and more diverse constituency.
4. Senators are fewer in number, more powerful, and more prestigious than their House colleagues. They tend to focus on national rather than local concerns.
5. A strong answer will raise concerns about corrupt practices in the selection of senators by State legislatures and will note that only wealthy men were usually selected.
6. The House has two-year terms and must be more attuned to constituents’ opinions. It more closely reflects popular opinion. The Senate is more insulated from public pressures and special interests by its six-year terms, enabling senators to tackle riskier issues.
7. The differences between the two chambers complement each other, ensuring representation on local, State, and national issues. Students should judge whether this system best represents the people and should support their position.

Quick Write

Expository Writing: Make an Outline Using the Venn diagram you started in Section 2, make a detailed outline for an essay describing similarities and differences between the British Parliament and the U.S. Congress. Organize your points into a logical order so that, when you are ready to write your essay, your outline can serve as a guide.
**Guiding Question**

What roles and functions do members of Congress perform?

Can you name your two senators? Your representative? Regrettably, most Americans cannot—let alone tell you much about their backgrounds, qualifications, or voting records.

**Personal and Political Background**

Whatever else they may be, the 535 members of Congress are not a representative cross section of the American people. Rather, the "average" member is a white male in his late 50s. The median age of the members of the House is just over 55 and about 63 for those in the Senate.

There are more women in the 111th Congress than ever—77 in the House and 17 in the Senate—and they are moving into positions of leadership. Nancy Pelosi (D, California) became the Speaker of the House in 2007, and she is now third in the line of succession to the presidency. Two standing committees in the House and two in the Senate are chaired by women.

In the 111th Congress, there are 42 African Americans, 25 Hispanics, seven Asian Americans, and one Native American in the House. Three Hispanics, one Asian American, and one Native Hawaiian sit in the Senate. Former Senator Barack Obama (D, Illinois), elected in 2004, was only the fifth African American ever elected to the Senate. No African Americans sit in that body today.

Nearly all members are married, a few are divorced, and they have, on average, two children. Only a few members say they have no religious affiliation. Nearly 60 percent are Protestants, 30 percent are Roman Catholics, some 8 percent are Jewish, two are Buddhists, and two are Muslim.

Well over a third of the members of the House and over half the senators are lawyers. More than four out of five have a college degree and most, in fact, have advanced degrees.

Most senators and representatives were born in the States they represent. Only a handful were born outside the United States. Sprinkled among the members of Congress are several millionaires. A surprisingly large number of the men and women who sit in the House depend on their congressional salaries as their major source of income, however.
BELLRINGER

Write the following directions on the board:
In your notebook, describe a “typical” member of Congress. To what extent do the members of Congress reflect the general population?

Differentiate Substitute the following directions for those above:
In your notebook, describe the median age of a member of Congress, the ethnic breakdown of Congress, and the jobs that many members of Congress had before running for office.

Teach

To present this topic using online resources, use the lesson presentations at PearsonSuccessNet.com.

DISCUSS THE COMPOSITION OF CONGRESS

Ask students to read their descriptions of a “typical” member of Congress. As they read, note the characteristics on the board. Display Transparency 101, Minority Members in Congress—Consistent Growth. Use their responses to assess whether they understand that Congress is relatively less diverse than the nation as a whole. Students should understand that a typical member of Congress is a white upper-middle-class male in his late 50s or early 60s, married, college educated, religious, and a lawyer. Ask: What trend with minority members in Congress has developed since the 1950s? (greater diversity) Students may add more detail to this portrait.

Answers

Analyzing Charts Some students might suggest that Congress should closely reflect the population because its members are there to represent the people. Other students might suggest that government would work most effectively if the most able candidates are elected, regardless of demographic characteristics.

Checkpoint The “average” member of Congress is a white male in his early 50s. Members of the House include 73 women, 43 African Americans, 26 Hispanics, 6 Asian Americans, and 1 Native American. The Senate includes 16 women, 1 African American, 3 Hispanics, 1 Asian American, and 1 Native Hawaiian. Just over 60 percent are Protestants, 30 percent are Roman Catholics, and 7 percent are Jewish. Two members are Buddhists, and one is Muslim.

Most members of Congress have had considerable political experience. The average senator is serving a second term, and the typical representative has served four terms. Nearly a third of the senators once sat in the House. Several senators are former governors. A few senators have held Cabinet seats or other high posts in the executive branch of the Federal Government. The House includes a large number of former State legislators and prosecuting attorneys among its members.

Again, Congress is not an accurate cross section of the nation’s population. Rather, it is made up of upper-middle-class Americans, who are, on the whole, quite able and hard-working people.

The Job

One leading commentary on American politics describes Congress and the job of a member of Congress this way:

“Congress has a split personality. On the one hand, it is a lawmakers institution and makes policy for the entire nation. In this capacity, all the members are expected to set aside their personal ambitions and perhaps even the concerns of their constituencies. Yet Congress is also a representative assembly, made up of 535 elected officials who serve as links between their constituents and the National Government. The dual roles of making laws and responding to constituents’ demands forces members to balance national concerns against the specific interests of their States or districts.”

—James M. Burns, et al., Government by the People

Members of both houses of Congress play five major roles. They are most importantly (1) legislators and (2) representatives of their constituents. Beyond those roles, they are also (3) committee members, (4) servants of their constituents, and (5) politicians. You will take a close look at their lawmaking function in the next two chapters. Here, we consider their representative, committee member, and servant functions.

Representatives of the People Senators and representatives are elected to represent the people. What does that really mean? The members of both houses cast hundreds of votes during each session of Congress. Many of those votes involve quite routine, relatively unimportant matters; for example, a bill to designate a week in May as National Wildflower Week. But many of those votes,

Differentiated Resources

The following resources are located in the All-in-One, Unit 3, Chapter 10, Section 4:

- Reading Comprehension Worksheet (p. 35)
- Reading Comprehension Worksheet (p. 36)
- Core Worksheet (p. 37)
- Extend Worksheet (p. 39)
- Quiz A (p. 40)
- Quiz B (p. 41)
- Chapter Test A (p. 42)
- Chapter Test B (p. 45)
including some on matters of organization and procedure, do involve questions of far-reaching importance.

Therefore, no questions about the lawmaking branch can be more vital than these: How do the people’s representatives represent the people? On what basis do they cast their votes?

In broadest terms, each lawmaker has four voting options. He or she can vote as a delegate, a trustee, a partisan, or a politico.

Delegates see themselves as the agents of the people who elected them. They believe that they should discover what “the folks back home” think about an issue and vote that way. They are often willing to suppress their own views, ignore those of their party’s leadership, and turn a deaf ear to the arguments of their colleagues and of special interests from outside their constituencies.

Trusted believe that each question they face must be decided on its merits. Conscience and judgment are their guides. They reject the notion that they must act as robots or rubber stamps. Instead, they call issues as they see them, regardless of the views held by a majority of their constituents or by any of the other groups that seek to influence their decisions.

Partisans believe that they owe their first allegiance to their political party. They feel duty-bound to cast their votes in line with the party platform and the views of their party’s leaders. Most studies of legislators’ voting behavior indicate that partisanship is the leading factor influencing lawmakers’ votes on most important questions.

Politicos attempt to combine the basic elements of the delegate, trustee, and partisan roles. They try to balance these often conflicting factors: their own view of what is best for their constituents and/or the nation as a whole, the political facts of life, and the peculiar pressures of the moment.

Committee Members In every session of Congress, proposed laws, known as bills, are referred to the various committees in each chamber. As committee members, senators and representatives must screen those proposals. They decide, in committee, which measures will go on to floor consideration — that is, be considered and acted upon by the full membership of the House or Senate.

### Checkpoint
What is the leading factor in how legislators vote?

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**How Should Members of Congress Vote?**

The Senate must vote on an appropriations (spending) bill passed by the House. It includes earmarks (funds designated for specific projects) for hospitals and the State college system in Senator Miller’s home State, as well as projects in other States. Senator Miller may decide to act as a delegate, a trustee, a partisan, or a politico. How should he vote?

**What are the options?**

- **DELEGATE**
  - Although Senator personally thinks that it is bad policy to run a deficit, polls show that his constituents support this bill. As a delegate, he would vote for the bill.

- **TRUSTEE**
  - Senator Miller’s personal goal is a balanced budget. His constituents trust him. As a trustee, he would vote against this bill because it would cause another year of deficits.

- **PARTISAN**
  - Senator Miller believes that it is important for his party to show that they can get things done. As a partisan, he would follow the party leadership and vote to pass the bill.

- **POLITICO**
  - As a politico, Senator Miller attempts to balance the views of his constituents, his own views, those of his party, and other considerations.

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**Background**

**CONGRESSIONAL PAGE PROGRAM** Each year, 100 lucky high school juniors get a first-hand look at what members of Congress do. These students are congressional pages. Pages chiefly serve as messengers, carrying documents between buildings on Capitol Hill. They also prepare the House and Senate chambers each day by distributing the Congressional Record and other documents needed for the day’s work. During sessions, pages sit near the podium, and members of Congress call them for assistance. To become a page, students must be at least 16 and must apply to their senator or representative for sponsorship. Competition is intense. Only students with high grades are considered. Those who succeed gain valuable insight into the inner workings of our National Government.

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**Answers**

**Checkpoint** partisanship

**How Should Members of Congress Vote?** Senator Miller must consider such factors as his constituents’ wishes, his own views, and his party’s position.
DIFFERENTIATE WORKSHEET

Distribute the Chapter 10 Section 4 Worksheet (Unit 3 All-in-One, p. 37). Using the worksheet, have students work alone or in pairs to write a want ad for a senator. Then they can use the worksheet as a model to write a want ad for a member of the House on a separate page. Remind them to look at the list of qualifications that they started in the lesson for Section 3.

Answers

Caption servant of the people

BACKGROUND

EARMARKS One way members of Congress fulfill their role as servants of the people is through earmarks. Earmarks are funds set aside by Congress to pay for projects in the sponsoring legislators’ home States. Earmarks are typically included in spending bills. For example, Representative Thomas Reynolds (R., New York) sponsored an earmark to spend $1.6 million for a crime laboratory in his district. This laboratory may mean little to most people, but it is important to the people Reynolds represents. Earmarks have stirred controversy, however. The 2008 budget bill contained almost 9,000 of them, totaling an estimated $8 billion. Opponents of the practice argue that earmarks supporting local pet projects drain money away from national priorities, such as national defense. Supporters insist that earmarks are a legitimate way for legislators to advocate for their constituents.

Compensation

The Constitution says that members of Congress "shall receive a Compensation for their Services, to be ascertained by Law..." That is, the Constitution says that Congress fixes its own pay. The late Senator Russell Long (D., Louisiana) once characterized this provision as one that gives to members of Congress "a power that no good man would want and no bad man should have."

Although Congress enacts laws and appropriates the money to implement them, the Constitution assigns the task of executing those laws to the executive branch. Congress must see that executive agencies carry out those laws faithfully and spend that money properly. It does so through the exercise of its critically important oversight function, the process by which Congress, through its committees, checks to see that the executive branch agencies are carrying out the policies that Congress has set by law.

Servants of the People Members of both the House and the Senate act as servants of their constituents. Most often, they do this as they (and their staff aides) try to help people in various dealings with the federal bureaucracy. Those interactions may involve a Social Security benefit, a passport application, a small business loan, or any one of a thousand other matters.

Some of "the folks back home" seem to think that members of Congress are sent to Washington mostly to do favors for them. Most members are swamped with constituent requests from the moment they take office. The range of these requests is almost without limit—everything from help in securing a government contract or an appointment to a military academy, to asking for a free sightseeing tour of Washington or even a personal loan. Consider this job description offered only half-jokingly by a former representative:

“A Congressman has become an expanded messenger boy, an employment agency, get-ter-out of the navy, Army, Marines, ward heeler, wound healer, trouble shooter, law explainer, bill finder, issue translator, resolution interpreter, controversy oil pourer, gladhand extender, business promoter, convention goer, civil ills skirmer, veterans’ affairs adjuster, ex-serviceman’s champion, watchdog for the underdog, sympathizer with the upper dog, namer and killer of babies, recoverer of lost luggage, soberer of delegates, adjuster for traffic violators, voter straying into Washington and into toils of the law, binder up of broken hearts, financial wet nurse, Good Samaritan, contributor to good causes—there are so many good causes—cornerstone layer, public building and bridge dedicator, ship christener—to be sure he does get in a little flag waving—and a little constitutional hoisting andspread-eagle work, but it is getting harder every day to find time to properly study legislation—the very business we are primarily here to discharge, and that must be done above all things.”

—Rep. Luther Patrick (D., Alabama)

Most members of Congress know that to deny or fail to respond to most of these requests would mean to lose votes in the next election. This is a key fact, for all of the roles a member of Congress plays—legislator, representative, committee member, constituent servant, and politician—are related, at least in part, to their efforts to win reelection.
Salary Today, senators and representatives are paid $169,300 per year. A few members are paid somewhat more. The Speaker of the House makes $217,400 per year. The Vice President makes $221,100 per year. The Senate's president pro tem and the floor leaders in both houses receive $188,100 per year.

Nonsalary Compensation Members receive a number of "fringe benefits" and some are quite substantial. Thus, each member has a special tax deduction. That deduction recognizes the fact that most members of Congress must maintain two residences, one in or his home State and one in Washington. Generous travel allowances offset the cost of several round trips each year between home and Washington. Members pay relatively small amounts for life and health insurance and for outpatient care by a medical staff on Capitol Hill; they can get full medical care, at very low rates, at any military hospital. They also have a generous retirement plan, to which they contribute. The plan pays a pension based on years of service in Congress, and longtime members can retire with an income of $150,000 or more per year. The lawmakers are also covered by Social Security's retirement and Medicare programs.

Members are also provided with offices in one of the several Senate and House office buildings near the Capitol and allowances for offices in their home State or district. Each member is given funds for hiring staff and for the operating costs related to running those offices. The franking privilege is a well-known benefit that allows them to mail letters and other materials postage-free by substituting their facsimile signature (frank) for the postage.

Congress has also provided its members with the free printing—and through franking, the free distribution—of speeches, newsletters, and the like. Radio and television tapes can be produced at very low cost. Each member can choose among several fine restaurants in the two first-rate gymnasiums. Members receive still more privileges, including such things as the help of the excellent services of the Library of Congress and free parking in spaces reserved for them at the Capitol and also at Washington's major airports.22

The Politics of Pay There are only two real limits on the level of congressional pay. One is the President's veto power. The other and more potent limit is the fear of voter backlash, an angry reaction by constituents at the ballot box. That fear of election-day fallout has always made most members reluctant to vote to raise their own salaries.

Congress has often tried to skirt the politically sensitive pay question. It has done so by providing for such fringe benefits as a special tax break, liberal pension plan, more office and travel funds, and others perks—items of value that are much less apparent to "the folks back home."

Checkpoint Name five fringe benefits for members of Congress.

Fringe benefits A compensation awarded in addition to a base salary.

offset 

Ell Differentiate Define difficult words in the biography of Jeannette Rankin: pacifist (person who opposes war), suffrage (right to vote), and conviction (firm belief).

Extending the Lesson Distribute the Extend Worksheet about Jeannette Rankin, the first woman elected to the House of Representatives (Unit 3 All-in-One, p. 39). Have students read the biography and answer the questions. Point out that for members of Congress, voting their conscience sometimes conflicts with the desires of their constituents. Rankin's decision to vote against entry into World War II ended her political career, but she had voted her conscience. Ask students if they think she made a good choice.

Ask: Should an elected representative always vote the way the majority of constituents want, or do constituents elect the representative because they trust the person's judgment?

ELL Differentiate Display Transparency 10J, Congressional Pay Raise. Ask: What does the man holding out his hat represent? (voters looking to receive fringe benefits)

Answers

Checkpoint Benefits include a special tax deduction, travel allowances, low-cost life and medical insurance, low-cost healthcare, generous retirement plan, Social Security benefits, offices near the Capitol and allowances for offices in their home State or district, funds for office operation, franking privileges, free printing, restaurants, exercise facilities, library services, and free parking.

Analyzing Political Cartoons that in addition to automatic pay raises, Congress members also get "fringe benefits"

Teacher-to-Teacher Network

Alternate Lesson Plan Have students explore the different ways members of Congress represent the people. In this lesson plan, students will research a recent issue before Congress. They will analyze the position of members of Congress on this issue and identify those who voted as delegates, trustees, partisans, and politicians.

To see this lesson plan, go to TeacherCenter at PearsonSuccessNet.com
Assess and RemEDIATE

L3 Collect the Core Worksheet and assess students’ want ads using the Rubric for Assessing a Writing Assignment (Unit 3 All-in-One, p. 168).
L3 Assign the Section 4 Assessment questions.
L3 Section Quiz A (Unit 3 All-in-One, p. 40)
L3 Section Quiz B (Unit 3 All-in-One, p. 41)
Have students complete the review activities in the digital lesson presentation and continue their work in the Essential Questions Journal.

REMEDIATION

<table>
<thead>
<tr>
<th>If Your Students Have Trouble With</th>
<th>Strategies For Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roles of members of Congress (Questions 1, 4)</td>
<td>Review the five major roles listed under textbook heading “The Job.”</td>
</tr>
<tr>
<td>The oversight function (Question 2)</td>
<td>Read aloud the section following the textbook heading “Committee Members” and discuss the oversight function.</td>
</tr>
<tr>
<td>The difference between a bill and a law (Question 3)</td>
<td>Have students look up the definitions in the glossary and explain them in a sentence.</td>
</tr>
<tr>
<td>Informal qualifications and members’ backgrounds (Question 5)</td>
<td>Have students use the first page of this section to make graphs and charts showing aspects of the backgrounds of members of Congress.</td>
</tr>
<tr>
<td>Voting options (Question 6)</td>
<td>Review the graphic “How Should Members of Congress Vote?”</td>
</tr>
</tbody>
</table>

Answers

Checkpoint Immunity is intended to ensure that members of Congress know they can speak their minds freely in legislative debates on often controversial issues.

Assessment Answers

1. Members of Congress act as legislators, representatives of their constituents, committee members, servants of their constituents, and politicians. When they vote, they may act as delegates, trustees, partisans, or politicians.
2. Congress exercises its oversight function when, through its committees, it checks to see that the executive branch is carrying out the laws Congress has passed.
3. A bill is a proposed law; a law is a bill that has been approved.
4. Representatives of the people, committee members, servants of the people, legislators, politicians.
5. A good answer should indicate awareness that the characteristics of the “average” member of Congress are an indication of informal qualifications for office. Students may mention that the public seems to favor older white males with considerable political experience; being a lawyer or having another advanced degree, being married with children, being religiously affiliated, and so on.
6. Students should present a reasonable explanation for their preferences.

Quick Write Students’ topic sentences should correlate to the major outline headings, which should not be too broad.

SECTION 4 ASSESSMENT

1. Guiding Question Use your completed concept web to answer this question: What roles and functions do members of Congress perform?

Key Terms and Comprehension
2. What is the oversight function?
3. What is the difference between a bill and a law?
4. What are the five major roles played by members of Congress in their jobs?

Critical Thinking
5. Draw Inferences What does the profile of the average member of Congress tell you about the informal qualifications for office?

6. Make Decisions Rank the options that members of Congress have when voting: trustee, delegate, partisan, and politician. Number one should be the option you would want your representatives and senators to use when voting. For each, explain why you would or would not favor each option.

23 The courts have held that “breach of the Peace” covers criminal offenses. So the protection covers only arrest for noncriminal offenses while engaged in congressional business.
24 The leading case is Abourezk v. Thompson, 1981. The holding has been affirmed many times since. In Hutchinson v. Proxmire, 1970, however, the Court held that members of Congress may be sued to libel for statements they make in news releases or in newsletters.
Have students download the digital resources available at Government on the Go for review and remediation.

**STUDY TIPS**

**Summarizing** To help students prepare for college, have students practice summarizing. Give them several minutes to summarize one section of the chapter in one to three sentences. In groups of three, they should share their summaries and work together to agree on the most succinct summary possible. Share these summaries with the class and see if it is possible to write a better one. A good summary should identify the main idea(s) and conclusions of the section without including too many details or examples.

**ASSESSMENT AT A GLANCE**

**Tests and Quizzes**
Section Assessments
Section Quizzes A and B, Unit 3 All-in-One
Chapter Assessment
Chapter Tests A and B, Unit 3 All-in-One
Document-Based Assessment
Progress Monitoring Online
ExamView Test Bank

**Performance Assessment**
Essential Questions Journal
Debates, pp. 277, 279
Assessment Rubrics, All-in-One

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**For More Information**

To learn more about Congress, refer to these sources or assign them to students:

Chapter Assessment

COMPREHENSION AND CRITICAL THINKING

SECTION 1

1. (a) Historical: Americans accustomed to British bicameral legislature; most colonial and State legislatures were bicameral.
   Practical: compromise between large and small States. Theoretical: Framers wanted bicameral legislature so each house could check the power of the other. (b) States had vastly unequal populations and could not agree on a single form of representation that would be fair to all. Bicameralism was a compromise that allowed equal representation to the States in the Senate and proportional representation based on population in the House.

2. (a) There are two sessions to each term of Congress—one session each year. (b) The President may call a special session to deal with an emergency situation. The President can end a session but only when the two houses cannot agree on a date for adjournment.

SECTION 2

3. (a) Voters elect one candidate from among a field of candidates running for a single seat. (b) After each decennial census, Congress redistributes, or reapportions, the seats in the House to adjust to changes in the population. The legislature of each State then redraws its congressional district lines to adjust for the new number of seats. Gerrymandering is the drawing of these new lines with the goal of maximizing the seats held by the majority party. (c) A good answer will include an awareness of the complexity of the process and recognition that reformers must be careful not to introduce new kinds of unfairness.

SECTION 3

4. (a) Senators must be older and be citizens longer. (b) Longer terms insulate senators from political pressures because they don’t have to campaign frequently. This allows greater freedom to act according to what is best for the nation rather than what will be most popular with constituents. (c) A good answer should note that a policy may be good for the nation but not good for a senator’s State.

5. (a) A bag containing $1 million (b) The original method of choosing senators (appointment by State legislatures) had been corrupted and those who had the money could buy a seat in the Senate. (c) Answers will vary. A good answer will recognize that, today, many people believe that money still plays a large role in the election process.

SECTION 4

6. (a) legislator, representative, committee member, servant of constituents, politician (b) The text states that the most important roles are those of legislator and representative. Students should support their opinions.

7. (a) If congressional salaries were eliminated, many qualified people would be unwilling or unable to serve. (b) Students should support their opinions. (c) Students should recognize that compensation influences the kinds of people who will be willing to run for office.

WRITING ABOUT GOVERNMENT

8. Students’ outlines and essays should show evidence of awareness of the similarities and differences between both legislative bodies. The essays should be organized correctly by subject or by point.
Document-Based Assessment

Members of Congress Cast Their Votes

Members of Congress must decide how to vote on any number of issues during each session. In doing so, they risk alienating some constituents and party leaders. They also may be faced with issues about which they have strong personal feelings.

Document 1

When your representative in Congress votes on an issue, which should be more important?
The Representative's own principles and judgment about what is best for the country
20% AGREE

The way voters in your district feel about that issue
80% AGREE

SOURCE: The Center on Policy Attitudes, 1999

Document 2

I am now here in Congress . . . I am at liberty to vote as my conscience and judgment dictates to be right, without the yoke of any party on me . . . Look at my arms, you will find no party hand-cuff on them! . . . But you will find me . . . the people's faithful representative, and the public's most obedient, very humble servant.
—Davy Crockett, Representative of Tennessee, 1834

Document 3

There is an old story about Lyndon Johnson meeting with a group of new congressmen while he was President. One of them asked Johnson for advice on how to vote during his time in office. The President responded that he should do whatever his party leadership told him. Outside the meeting a few minutes later, a reporter asked Johnson if he'd given any advice to the new legislators. Surely, Johnson replied: "Always vote in the best interests of the American people."

That pretty well captures the realities of Washington. Out in the glare of the television lights, "the people's" interests are trotted out and given the starring role. But behind closed doors, there's a gaggle of competing interests every legislator must weigh. If the President is of your party, there's a natural desire to support him. So, too, with your party's leaders, who can advance your career and make it easier for you to help your constituents. Then there are your constituents, your campaign contributors, lobbyists . . . All of them have some claim on your loyalties.
—Lee Hamilton (D., Indiana), "Whose Team Should a Member of Congress Be On?,” 2005

Use your knowledge of Congress and Documents 1, 2, and 3 to answer Questions 1–3.

1. Which statement does Document 1 support?
   A. Members of Congress should vote in the best interest of large corporations.
   B. Members of Congress should vote in the best interests of the nation.
   C. Members of Congress should vote in the way their constituents would choose.
   D. Members of Congress should vote for what they consider morally correct.

2. What factors would Crockett and Johnson have considered when voting on bills?

3. Pull It Together Based on these documents, what factors do you think are most important for members of Congress to consider when casting their votes? Why?

Go Online to PearsonSuccessNet.com for more primary sources on Congress, visit PearsonSuccessNet.com

APPLY WHAT YOU'VE LEARNED

9. Essential Question Activity (a) and (b)
   Answers will vary. Students’ research and responses should be thoughtful and should synchronize information learned from the chapter along with their own thoughts.

10. Essential Question Assessment Students’ paragraphs should reflect what they have learned about voting as a delegate, trustee, partisan, or politico.
Introduce the Chapter

Essential Questions:

UNIT 3
What makes a successful Congress?

CHAPTER 11
What should be the limits on the powers of Congress?

ACTIVATE PRIOR KNOWLEDGE
Have students examine the image and quotation on these pages. Ask: In what way is Congress “the people”? (Members are elected by the people to represent their interests.) In what way is Congress the President’s commander? (Congress has some powers that can check the President’s power.) Tell students to begin to further explore the powers of Congress by completing the Chapter 11 Essential Question Warmup activity in their Essential Questions Journal. Discuss their responses as a class.

BEFORE READING
ELL Differentiate Chapter 11 Prereading and Vocabulary Worksheet (Unit 3 All-in-One, p. 57)

SUCCESSNET STUDENT AND TEACHER CENTER
Visit PearsonSuccessNet.com for downloadable resources that allow students and teachers to connect with government “on the go.”

DIGITAL LESSON PRESENTATION
The digital lesson presentation supports the print lesson with activities and summaries of key concepts. Activities for this chapter include:
• Federal Spending: Where Do Our Taxes Go?
• The Implied Powers of Congress
• The Impeachment Process

SKILLS DEVELOPMENT

DRAW INFERENCES AND CONCLUSIONS
You may wish to teach drawing inferences and conclusions as a distinct skill within Section 2 of this chapter. Use the Chapter 11 Skills Worksheet (Unit 3 All-in-One, p. 77) to help students learn how to draw inferences and conclusions. The worksheet asks students to read an excerpt about eminent domain and then answer questions about the reading. For L2 and L1 students, assign the adapted Skill Activity (Unit 3 All-in-One, p. 78).

The chapter WebQuest challenges students to answer the chapter Essential Question by asking them about Congress.

Block Scheduling

BLOCK 1: Begin with the heading “Introduce the Delegated Powers” in Section 1 and teach the rest of the lesson, choosing one Extend activity. Then have students complete Chapter 11 Section 2 Core Worksheets A and B. Finish by reviewing “The Expressed Powers of Congress” chart in Section 2 and having students read The Federalist No. 41, in which James Madison describes the reasons the National Government has certain powers.

BLOCK 2: Teach the full lesson for Section 3 and then have students do research and present information associated with modern conflicts related to the powers of the National Government. Then have them do the Section 4 Jigsaw activity and choose one Extend activity for students to complete.