

Chapter 10

Section 2: The House of Representatives

Guiding Question: How are seats in the House distributed, and what qualifications must members have?

GET STARTED

Lesson Goals:

- Students will learn the length of a representative's term.
- Students will describe how seats are distributed in the House of Representatives.
- Students will identify the reasons for and the results of gerrymandering.
- Students will discuss qualifications for members of the House.

Bellringer Display Transparency 10C and have students answer the first question in their notebooks. Provide the following information to help them answer the second question: To find the percentage in the House, divide the number of representatives in the seven states with the fewest representatives by 435 and then multiply by 100. Ask students why they divide by 435 (*that is the total number of representatives in the House*).

Vocabulary Have students make flash cards of each vocabulary term in Section 2. Students should write the word on the front of an index card and the definition on the back of the card. Then have students work together to review the vocabulary terms and their meanings.

TEACH

Go over the Bellringer questions. Then remind students that in Section 1 they learned that the organization of the House of Representatives is the result of a compromise made during the Constitutional Convention. Then ask students to read the section to learn more about the House of Representatives.

Ask:

- Why do you think states set up districts from which to elect representatives? (*Students may answer that having districts allows the voting process to be more organized. Also, representatives from a certain part of a state may better understand the needs of the people in that area than would someone from a different part of the state.*)

ELL/ESL Strategy

Language Objective: *To practice summarizing information*

One way to make sure students have understood what they have read is to have them retell, or summarize, that information for another person. After students have read Section 2, have them work in pairs and take turns retelling each part of the section. After each partner is given an appropriate amount of time to summarize the information, the other partner may fill in any gaps.

Other Strategies

Learning Styles: Visual/Spatial

Learning Styles: Logical/Mathematical

ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

Chapter Resources

Essential Questions Journal

Chapter 10 Outline (All-in-One, pp. 10–12)

Extend Activity (All-in-One, p. 24)

Other Resources

Reading Comprehension Worksheet
(All-in-One, p. 20)

Section Quiz B (All-in-One, p. 26)

Audio support is available for this section.

Additional features for Differentiated Instruction can be found throughout the Teacher's Edition.