

Chapter 10

Section 4: The Members of Congress

Guiding Question: What roles and functions do members of Congress perform?

GET STARTED

Lesson Goals:

- ❑ Students will find out about the personal and political backgrounds of members of Congress.
- ❑ Students will compare and contrast the four ways a member of Congress can vote.
- ❑ Students will learn about the compensation that members of Congress receive.

Bellringer Ask students to examine the photographs of the members of Congress in this chapter. In their notebooks, students should list words and phrases to describe the men and the woman in the photographs. Discuss students' lists and write some of their responses on the board.

Vocabulary Have students take turns reading the vocabulary words and definitions aloud. Then ask students to write a paragraph using each word correctly. When students are finished, ask for volunteers to share their paragraphs with the class.

TEACH

Review the descriptions that students listed for the Bellringer activity. Then have students read the section to learn about the backgrounds and duties of members of Congress. As students read, remind them to fill out the concept web to note the roles and functions of members of Congress.

Ask:

- What are the four ways a member of Congress can vote? (*Members can vote as delegates of the people, as trustees based on the merit of the bill, as partisans who vote along party lines, or as politicians who combine all three.*)
- Describe the work of committee members on a bill. (*Committee members decide which bills go forward to floor consideration. If a bill reaches floor consideration it can be acted on by the full membership of the House or the Senate.*)

ELL/ESL Strategy

Language Objective: *To practice public speaking*
Remind students about the teens in the Government in Your Life feature, and ask them to think of a topic that they feel strongly about. Have students write down their topic along with a pro or con statement about it. Have students add three reasons to support their positions. Next, pair students and have each student practice in front of his or her partner. When all students feel comfortable with what they want to say, have everyone take turns presenting their positions to the class.

Other Strategies

Learning Styles: Auditory/Verbal

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)

Chapter Test B (All-in-One, pp. 45–48)

Other Resources

Reading Comprehension Worksheet

(All-in-One, p. 36)

Section Quiz B (All-in-One, p. 41)

Audio support is available for this section.

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