

## Chapter 12

### Section 2: Committees in Congress

**Guiding Question:** How do committees help Congress do its work?

#### GET STARTED

##### Lesson Goals:

- Students will identify the standing committees in Congress.
- Students will describe the functions of the committee system in Congress.

**Bellringer** Write on the board: **Think of a big event that you might like to plan, such as homecoming, a fundraiser, a science fair, or a sports tournament. Suppose you are the chairperson of the planning committee. Make a list of tasks required to plan and carry out the event. Then develop a system of committees and divide up the tasks among them. You may use paragraph or chart form.**

**Vocabulary** On the board, write a sentence using each term, but leave a blank where the vocabulary term should be. Invite students to come to the board to fill in the blanks with the correct terms.

#### TEACH

Explain that Congress has many tasks. To accomplish them efficiently, they are divided among congressional committees. Because the work of the committees is so demanding, the committees are further broken down into subcommittees. Tell students that they will learn how the committees work, as well as their duties and responsibilities. Discuss students' responses to the Bellringer activity. Ask: **What was the most efficient way to divide up the work?** (*by having one group tackle everything related to a particular topic*)

##### Ask:

- Why are committees important to Congress? (*Most of the work of Congress is done in its committees.*)
- Which party holds the most seats on a committee? (*the majority party*)

##### Learning Styles: Interpersonal/Group Learning

Organize students into groups of two or three. Assign each group a different Senate standing committee. Ask groups to work together to conduct research (keywords: Senate Committees) to find information about their committees and what they do. Advanced students may go on to identify the subcommittees for each standing committee. Allow time for research, and for each group to briefly report back to the class.

##### Other Strategies

Learning Styles: Visual/Spatial  
ELL/ESL Strategy

#### ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

##### Chapter Resources

**Essential Questions Journal**

**Chapter 12 Outline** (All-in-One, pp. 122–124)

##### Other Resources

**Reading Comprehension Worksheet**

(All-in-One, p. 134)

**Section Quiz B** (All-in-One, p. 142)

**Audio support is available for this section.**

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