

Chapter 12

Section 3: Making Law: The House

Guiding Question: What are the steps of a successful bill as it moves through the House?

GET STARTED

Lesson Goals:

- Students will list the steps involved in turning a bill into a law.
- Students will understand the different types of bills and resolutions.

Bellringer Display Transparency 12F, which shows the number of bills at different stages of the legislative process. Write on the board: **What do these numbers say about the lawmaking process?** Instruct students to answer the transparency questions in their notebooks. Then tell them to jot down one possible answer to the question on the board.

Vocabulary Give clues for each term and have students volunteer the correct word.

TEACH

Have students follow along as you read the first paragraph of the section. Next, read each of the red subsection headings aloud. Ask students to share what they believe they will learn in this section. (*the types of bills and how they become laws in the House of Representatives*) Discuss students' responses to the Bellringer questions. Possible answers to the question on the board include that it is hard to get a bill passed or that the workload of members of Congress is huge. As students read, have them jot down new and difficult terms. Discuss these as a class.

Ask:

- When House members sign a bill, what do they become? (*cosponsors*)
- Why do you think so many bills are rejected? (*Most proposed bills are not worthy of floor consideration.*)
- Why can a public hearing early on be helpful to a bill's progress? (*The hearing allows for more information and ideas from important people.*)

Learning Styles: Visual/Spatial

Have students draw a diagram to represent the many sources of ideas for bills. Ask students to include the paths each idea might follow before it reaches the House or Senate. Though students may design their own diagrams, suggest that they use symbols for ideas such as a light bulb over the head of a stick figure labeled, "A Citizen." The endpoint should be a representation of the Capitol. Allow time for sharing.

Other Strategies

ELL/ESL Strategy

Learning Styles: Auditory/Verbal

Learning Styles: Visual/Spatial

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, pp. 145–146)

Section Quiz B (All-in-One, p. 151)

Audio support is available for this section.

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