

Chapter 12

Section 4: Making Law: The Senate

Guiding Question: What are the major differences between House and Senate procedures for passing legislation?

GET STARTED

Lesson Goals:

- Students will compare and contrast the House and Senate procedures for passing a bill.
- Students will examine the work of conference committees.
- Students will describe the President's choices when presented with a bill passed by both houses.

Bellringer Show the filibuster scene from the famous movie *Mr. Smith Goes to Washington*. Write the following on the board: **Why are filibusters usually team efforts? How did the older senator in the movie try to stop Mr. Smith's filibuster? How would Mr. Smith's collapse enable the older senator to realize his goal? Answer in your notebooks.**

Vocabulary Tell students that *veto* comes from the Latin meaning, "I forbid." Discuss this in relation to the word's use in this section.

TEACH

Tell students that in this section they will learn how Senate lawmaking procedures differ from those in the House of Representatives. They will also learn about the President's role in approving or rejecting a bill. Read aloud the first paragraph, which summarizes the subjects covered in this section. Ask one or more students to restate the paragraph's content. Next, have volunteers read the section aloud. After you read the section on filibusters, pause to discuss students' Bellringer responses. Emphasize that the filibuster is a tool used by the minority to pressure the majority to compromise.

Ask:

- What are the pros and cons of the Cloture Rule? (*pro: limits floor time allowed for discussion and prevents a filibuster from killing a bill; con: takes away the Senate tradition of free debate and the effectiveness of a filibuster*)
- What portion of the Senate must vote in favor of cloture before it can be in force? (*three-fifths*)

Learning Styles: Auditory/Verbal

Provide each student with a copy of the lyrics to the traditional song, *Dry Bones*. Play a recording or ask several students to join you in demonstrating several verses of the song. Give students the following chorus rewording:

Those bills must go
through many steps (x 3)
And here's how a bill
becomes a law!

Next, have students work in small groups to write verse lines representing each step of the process when a bill becomes a law. Last, have each group share their favorite verses with the class.

Other Strategies

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)

Chapter Test B (All-in-One, pp. 163–166)

Other Resources

Reading Comprehension Worksheet
(All-in-One, p. 153)

Skill Activity (p. 157)

Section Quiz B (All-in-One, p. 159)

Audio support is available for this section.

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