Teacher's Guide

iCivics

Why Do We Have a House and Senate, Anyway?

Time Needed: One to two class periods

Materials Needed:
Student worksheets
Overhead transparencies

Copy Instructions:
Half sheet activity *(2 half sheets double-sided; class set)*
Voting activity worksheet *(1 page; class set)*
Application activity *(2 pages; class set)*
Role cards *(1 page; cut so each student has a role)*

Learning Objectives. Students will be able to:
- Model the lawmaking process by participating in a role-play activity
- Model the effect of unicameral and bicameral voting systems
- Analyze the effect of a unicameral versus a bicameral system

STEP BY STEP

❏ **PREPARE**	by deciding in advance how you will split the class into groups. First, you will need to assign each student to the role of either "teacher" or "student." You will need more students than teachers. Next, plan how you will create groups of "students" and "teachers." You will need more <u>groups</u> of teachers than groups of students. If your class is small, it's okay to have only one teacher in each "group."
❏ **ANTICIPATE**	by having students complete the half-sheet activity. Review the answers to the questions about Congress.
❏ **EXPLAIN**	that the class will be doing a role-play activity to model the way Congress works.
❏ **ASSIGN**	each student a role of "student" or "teacher" according to your pre-class preparation. Give each student a Role Card so they won't forget their roles.
❏ **DISTRIBUTE**	one voting activity worksheet to each student. Ask students to check their role and complete the Cell Phone Policy questionnaire. Be sure students stay in their roles when answering the questionnaire.
❏ **PROJECT**	the "Battle of the Plans" transparency. Poll the "students" and "teachers" on each question and mark the winning answers on the transparency to create two separate "bills" about a cell phone policy.
❏ **CONDUCT**	two rounds of voting and record the results on the transparency. In the first round, each person gets 1 vote. In the second round, each group gets 1 vote. ("Students" should win the first round and "teachers" should win the second.)
❏ **PROJECT**	the "Compromise" transparency. For each question, help the class decide on a compromise. Write the compromise on the transparency.
❏ **CONDUCT**	the final vote. Explain that in order to "pass," the compromise plan must win both rounds. (If it fails, discuss with the class what additional compromise might help.)
❏ **DISTRIBUTE**	one "Large vs. Small States" worksheet to each student.
❏ **READ**	the table and directions with the class.
❏ **ALLOW**	students to complete both sides of the worksheet. You may wish to work through the worksheet together as a class.
❏ **CLOSE**	by asking students to make comparisons between how Congress works (compromise between large and small states) and how the teacher/student voting activity worked.

Why Do We Have a House and Senate? Name: _____

A. Test Your Knowledge. Use the word bank to complete the following sentences. You will have words left over!

one	carry out laws	Senate	population
two	bill	interpret laws	legislative
three	President	make laws	executive

1) Congress is in the _____ branch.

2) Congress' main job is to _____.

3) Congress is divided into two houses: the _____ and the House of Representatives.

4) Each state has _____ Senators.

5) A state's number of members in the House of Representatives is based on its _____.

6) A draft of a law is called a _____.

Why Do We Have a House and Senate? Name:

B. Give Your Opinion! Answer these questions about your school's cell phone policy.

1) Does your school have a cell phone policy?

    A. Yes   B. No

2) From your perspective as a student, how would you rate how your school handles cell phones?

Fair   **Unfair**

3) If you were a *teacher* at your school, which of the following statements would you agree with?

    A. I enforce the school's rules on cell phones, so they are not a problem.
    B. Cell phones are sometimes a problem in the classroom.
    C. I hate cell phones in the classroom and wish I could get rid of them all!
    D. It doesn't bother me if students use cell phones in my classroom.

iCIVICS

Teacher 1	**Teacher 2**	**Teacher 3**	**Teacher 4**	**Teacher 5**
Teacher 1	**Teacher 2**	**Teacher 3**	**Teacher 4**	**Teacher 5**
Student A	**Student B**	**Student C**	**Student A**	**Student B**
Student C	**Student A**	**Student B**	**Student C**	**Student A**
Student B	**Student C**	**Student A**	**Student B**	**Student C**
Student A	**Student B**	**Student C**	**Student A**	**Student B**

Two Methods of Representation: Teachers vs. Students

A. Your Role. Check the correct box for the role you have been assigned: ❑ Student   ❑ Teacher

B. Cell Phone Policy. *Staying in your role*, read the questions below and circle the answers that a person in your role would choose.

1. When may cell phones be used?	○ Before and after school only	○ Anytime a student wants
2. When is texting allowed?	○ Texting is allowed for family emergencies only	○ Students may text anytime if they need to
3. May students listen to music on cell phones during class?	○ No, never	○ Yes, anytime
4. What should happen if a student makes a cell phone call during class?	○ The office keeps the phone until a parent or guardian picks it up	○ The teacher asks the student to wait for an appropriate time that won't disrupt class
5. May students use the Internet on their cell phones during class?	○ No, because the teacher can't control what the students are looking at	○ Yes, because school computers aren't always available

C. Voting. Your teacher will now lead you through TWO rounds of voting.

D. What Happened?

Round 1

1. In round 1, who got a vote?
   ❑ Each person got 1 vote
   ❑ Each group got 1 vote

2. Which side benefited from this?
   ❑ The side with more people
   ❑ The side with more groups

3. Which side had more people?
   ❑ Teachers
   ❑ Students

4. When the group with more people wins a vote, this is similar to what happens in:
   ❑ The Senate
   ❑ The House of Representatives
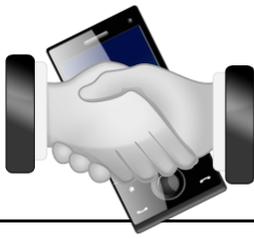
Round 2

1. In round 2, who got a vote?
   ❑ Each person got 1 vote
   ❑ Each group got 1 vote

2. Which side benefited from this?
   ❑ The side with more people
   ❑ The side with more groups

3. Which side had more groups?
   ❑ Teachers
   ❑ Students

4. When each group gets an equal number of votes, this is similar to what happens in:
   ❑ The Senate
   ❑ The House of Representatives

BATTLE OF THE PLANS

	Teacher Plan	Student Plan
1. When may cell phones be used?	❑ **Before & after school** ❑ **Anytime**	❑ **Before & after school** ❑ **Anytime**
2. When is texting allowed?	❑ **Family emergencies** ❑ **Anytime**	❑ **Family emergencies** ❑ **Anytime**
3. May students listen to music on cell phones during class?	❑ **Never** ❑ **Anytime**	❑ **Never** ❑ **Anytime**
4. What should happen if a student makes a cell phone call during class?	❑ **Office holds phone** ❑ **Teacher asks student to wait**	❑ **Office holds phone** ❑ **Teacher asks student to wait**
5. May students use the Internet on their cell phones during class?	❑ **No** ❑ **Yes**	❑ **No** ❑ **Yes**

	Round 1 Each *person* gets one vote.	**Round 2** Each *group* gets one vote.
Teachers' Plan		
Students' Plan		
	Winner! ❑ Teachers ❑ Students	**Winner!** ❑ Teachers ❑ Students

iCivics

Compromise!
Compromise Proposals

1. When may cell phones be used?	
2. When is texting allowed?	
3. May students listen to music on cell phones during class?	
4. What should happen if a student makes a cell phone call during class?	
5. May students use the Internet on their cell phones during class?	

Final Vote

	Round 1 Each *person* gets one vote. (Advantage: Students)	**Round 2** Each *group* gets one vote. (Advantage: Teachers)
Teachers		
Students		
	Pass? ❑ Yes ❑ No	**Pass?** ❑ Yes ❑ No

_____ **Compromise plan passed both rounds. It wins!**

_____ **Compromise plan did not pass both rounds. It fails.**

Two Methods of Representation: Large States vs. Small States

	2008 Population	House of Representatives: Number of Votes	Senate: Number of Votes
California	36,756,666	53	2
Texas	24,326,974	36	2
New York	19,490,297	27	2
Hawaii	1,360,301	2	2
Delaware	897,934	1	2
Alaska	710,231	1	2
Wyoming	563,626	1	2

2010 population data from www.census.gov

A. One-Chamber Congress. Imagine that Congress is considering a bill that would give money to states to improve roadways. The more people a state has, the more money it will get. Would the bill pass if there was only one house in Congress? Using the table above, answer these questions to find out:

Representatives from <u>large</u> states would vote ❑ yes ❑ no on this bill.

Representatives from <u>small</u> states would vote ❑ yes ❑ no on this bill.

B. If we only had a House of Representatives . . .

Add up the number of House votes from the <u>large</u> states here:

State	# House Votes
_____	_____
_____	_____
_____	+ _____

Total YES votes: _____

Add up the number of House votes from the <u>small</u> states here:

State	# House Votes
_____	_____
_____	_____
_____	_____
_____	+ _____

Total NO votes: _____

Who Would Win?
❑ Large States
❑ Small States
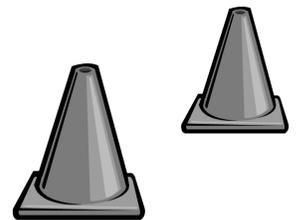
C. If we only had a Senate . . .

Write the total number of Senate votes from the <u>large</u> states here:

YES votes: _____

Write the total number of Senate votes from the <u>small</u> states here:

NO votes: _____

Who Would Win?
❑ Large States
❑ Small States

iCivics

Why Do We Have a House & Senate, Anyway?   Name:

D. Compromise! Look at this list of compromise bills. Check the *three* that you think both large-population and small-population states would be most likely to support. Circle the one you like best.

- ❑ The more roadways a state has, the more money it gets.
- ❑ The worse the state's roads are, the more money it gets.
- ❑ Every state gets the same amount of money.
- ❑ The more cars are registered in the state, the more money it gets.
- ❑ The larger a state's physical size, the more money it gets.
- ❑ States with more large cities get more money.
- ❑ States apply to receive money for specific projects, not just a lump sum.

Now imagine that Congress is considering the bill you circled above. In the spaces below, explain why the states would support this bill.

FOR	AGAINST
Both large and small-population states would support this bill because...	One state that might not support the bill is _____. It might be opposed because...

E. Two-Chamber Congress. It's time to vote! This bill must pass both the House and the Senate to become law. Tally up the votes, assuming the state you identified as being against the bill will vote "no."

	House Vote	Senate Vote
Add up the number of "Yes" votes		
Add up the number of "No" votes		
	Pass? ❑ Yes ❑ No	**Pass?** ❑ Yes ❑ No
Will your bill become law? ❑ Yes! It passed both houses. ❑ No! It failed the ◯ House ◯ Senate.		

Why Do We Have a House & Senate, Anyway?   *** TEACHER GUIDE ***

TWO METHODS OF REPRESENTATION: LARGE STATES VS. SMALL STATES

	2008 Population	House of Representatives: Number of Votes	Senate: Number of Votes
California	36,756,666	53	2
Texas	24,326,974	36	2
New York	19,490,297	27	2
Hawaii	1,360,301	2	2
Delaware	897,934	1	2
Alaska	710,231	1	2
Wyoming	563,626	1	2

2010 population data from www.census.gov

A. One-Chamber Congress. Imagine that Congress is considering a bill that would give money to states to improve roadways. The more people a state has, the more money it will get. Would the bill pass if there was only one house in Congress? Using the table above, answer these questions to find out:

Representatives from <u>large</u> states would vote ❑ yes ❑ no on this bill.

Representatives from <u>small</u> states would vote ❑ yes ❑ no on this bill.

B. If we only had a House of Representatives . . .

Add up the number of House votes from the <u>large</u> states here:

State	# House Votes
California	53
Texas	36
New York	+ 27

Total YES votes: __116__

Add up the number of House votes from the <u>small</u> states here:

State	# House Votes
Hawaii	2
Delaware	1
Alaska	1
Wyoming	+ 1

Total NO votes: __5__

Who Would Win?

☒ Large States
❑ Small States
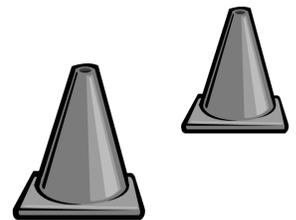
C. If we only had a Senate . . .

Write the total number of Senate votes from the <u>large</u> states here:

YES votes: __6__

Write the total number of Senate votes from the <u>small</u> states here:

NO votes: __8__

Who Would Win?

❑ Large States
☒ Small States

iCivics

Why Do We Have a House & Senate, Anyway?   *** TEACHER GUIDE ***

D. Compromise! Look at this list of compromise bills. Check the *three* that you think both large-population and small-population states would be most likely to support. Circle the one you like best.

- ❑ The more roadways a state has, the more money it gets.
- ❑ The worse the state's roads are, the more money it gets.
- ❑ Every state gets the same amount of money.
- ❑ The more cars are registered in the state, the more money it gets.
- ❑ The larger a state's physical size, the more money it gets.
- ❑ States with more large cities get more money.
- ❑ States apply to receive money for specific projects, not just a lump sum.

Now imagine that Congress is considering the bill you circled above. In the spaces below, explain why the states would support this bill.

FOR	AGAINST
Both large and small-population states would support this bill because… *Student answers will vary.*	One state that might not support the bill is _____. It might be opposed because… *Student answers will vary.*

E. Two-Chamber Congress. It's time to vote! This bill must pass both the House and the Senate to become law. Tally up the votes, assuming the state you identified as being against the bill will vote "no."

	House Vote	**Senate Vote**
Add up the number of "Yes" votes	*(Student answers will vary depending on which state they thought might vote "no.")*	
Add up the number of "No" votes		
	Pass? ❑ Yes ❑ No	**Pass?** ❑ Yes ❑ No
Will your bill become law? ❑ Yes! It passed both houses. ❑ No! It failed the ◯ House ◯ Senate.		