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ABSTRACT

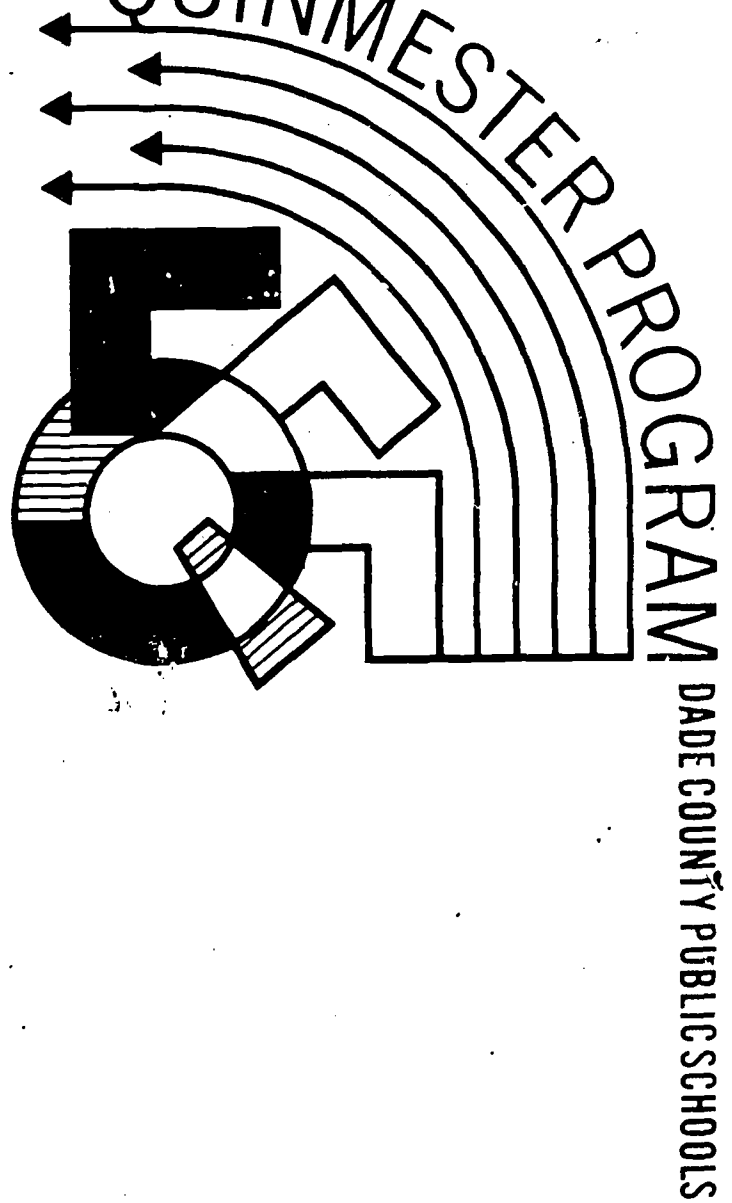
The publication is an outline of a grade 10-12 course which analyzes congressional functions through a study of the evolution of Congress and examines current legislative actions and their influencing forces. Courses objectives are as follows: 1) to identify and study the factors which affect the legislative process; 2) to analyze the recruitment process in the legislative branch; 3) to critically examine the roles played by congressmen; 4) to evaluate congress as a self-governing institution; 5) to investigate congressional performance of its special powers; and, 6) to propose reforms in the legislative branch and to predict their effect on political life. The content is presented through the use of textual and audiovisual materials. The variety of teaching techniques used include inquiry, class discussion, individual and group projects, case studies, and role-playing activities. The guide is divided into sections which contain broad goals, a content outline, objectives, and learning activities and materials. A bibliography of recommended textual and audiovisual course materials is attached. (Author/RM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE **QUINMESTER PROGRAM**



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Social Studies

CONGRESS IN ACTION

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DIVISION OF INSTRUCTION • 1971

SOCIAL STUDIES
CONGRESS IN ACTION

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by

JOAN HEGGY

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1973

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INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g. pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to, Social Studies, Room 306 Lindsey Hopkins.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION:

AN ANALYSIS OF CONGRESSIONAL FUNCTIONS THROUGH A STUDY OF THE EVOLUTION OF THE LEGISLATIVE BRANCH OF OUR NATIONAL GOVERNMENT. AN EXAMINATION OF ACTUAL CURRENT LEGISLATIVE ACTIONS AND THEIR INFLUENCING FORCES. THE QUESTION, IS CONGRESS RESPONSIVE TO THE WISHES OF THE PEOPLE? IS RAISED.

CLUSTER:

POLITICAL AND ECONOMIC STUDIES

GRADE LEVEL:

10 - 12

COURSE STATUS:

Elective

INDICATORS OF SUCCESS:

None

COURSE RATIONALE:

At a time when Congress is conducting a critical self-examination, it seems highly relevant for high school students to undertake the same venture. To do so, the student needs the appropriate tools of study, and, in this case, these tools are an understanding of all the facets of congressional activities - from the recruitment of individual Congressmen to the mores of Congress as a group. A fundamental concept presented in Congress in Action is that the legislative process is far more than just passing laws.

COURSE GOALS:

1. THE STUDENT WILL INFER FROM THE EVIDENCE THAT THE LEGISLATIVE PROCESS
 - IS CIRCUMSCRIBED BY CONSTITUTIONAL DIRECTIVES, AND
 - INVOLVES THE INTERPLAY OF FORCES BEYOND THE SCOPE OF THE CONSTITUTION.
2. IDENTIFY THE FACTORS INFLUENCING THE RECRUITMENT OF CONGRESSMEN AND ANALYZE THE EFFECT OF THE RECRUITMENT PROCESS ON THE LEGISLATIVE PROCESS.
3. DESCRIBE THE MULTIPLE ROLES PLAYED BY CONGRESSMEN AND CRITICALLY EXAMINE THE INTERACTION OF THESE ROLES IN THE LEGISLATIVE PROCESS.
4. EXAMINE AND EVALUATE CONGRESS AS A SELF-GOVERNING INSTITUTION.
5. IDENTIFY AND CRITICALLY DISCUSS ALL OF THE FACTORS INFLUENCING LEGISLATIVE DECISION-MAKING.
6. INVESTIGATE AND ANALYZE CONGRESSIONAL PERFORMANCE OF ITS SPECIAL POWERS.
7. PROPOSE CHANGES AND REFORMS IN THE LEGISLATIVE BRANCH AND PREDICT THE EFFECT OF THESE CHANGES ON OUR POLITICAL LIFE.

COURSE CONTENT OUTLINE:

- I. Congress - What Does the Constitution Say?
 - A. Article I
 - B. Interpretation and Amendment
- II. Congress in Action
 - A. Who Does Get Elected?
 - 1. Sociological Factors
 - 2. Role of Political Parties
 - 3. Financing
 - B. What Does a Congressman Do?
 - 1. Obligations to the Public
 - 2. Obligations to the Group
 - C. How Does Congress Run Itself?
 - 1. Government by Committee
 - 2. Rules and Leaders
 - 3. Self-discipline
 - D. How Does a Legislator Make Decisions?
 - 1. Multiple Influences
 - 2. Interaction of Influences
 - E. How Does Congress Utilize Its Special Powers?
- III. What is the Future of Congress?

GOAL 1: THE STUDENT WILL INFER FROM THE EVIDENCE THAT THE LEGISLATIVE PROCESS IS CIRCUMSCRIBED BY CONSTITUTIONAL DIRECTIVES, AND INVOLVES THE INTERPLAY OF FORCES BEYOND THE SCOPE OF THE CONSTITUTION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>ARTICLE I OF THE UNITED STATES CONSTITUTION</p>	<p>A. The student will locate pertinent information concerning Congress in the Constitution.</p>	<ol style="list-style-type: none"> 1. Introductory activities <ol style="list-style-type: none"> a. Obtain pictures of local Congressmen and Senators. Show them to the class. Ask how many students can identify them. b. Give a pop quiz on well known current information regarding Congress. Do a breakdown on student performance using the following evaluation form: well informed, moderately informed, poorly informed, uninformed. 2. Using introductory activities as a springboard, ask students why: <ol style="list-style-type: none"> a. They chose this course or its importance. b. So many people are apathetic about or disinterested in the workings of Congress. c. People really can have more influence over Congress than the other two branches of government, if they choose to exercise it. 3. Distribute copies of the Constitution or any government text containing a copy of the Constitution. Then, distribute the following questions, which may be done as homework, a class activity, or as a speed and accuracy contest between individual students or groups: <ol style="list-style-type: none"> a. Questions on Article I: <ol style="list-style-type: none"> (1) Why is Congress called a bicameral legislature? (2) What are the qualifications for membership in each house of Congress?

FOCUS

OBJECTIVE

LEARNING ACTIVITIES

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| | <p>(3) What is the term of office for each house?</p> <p>(4) What is the basis for representation in each house?</p> <p>(5) How shall each house organize and run its affairs?</p> <p style="padding-left: 20px;">(a) Officers</p> <p style="padding-left: 20px;">(b) Frequency of meetings and adjournment</p> <p style="padding-left: 20px;">(c) Rules for members and expulsion</p> <p style="padding-left: 20px;">(d) Record of proceedings (or journal).</p> <p>(6) Who sets their salaries?</p> <p>(7) What special privileges do Congressmen get?</p> <p>(8) Passage of bills:</p> <p style="padding-left: 20px;">(a) Must both houses agree?</p> <p style="padding-left: 20px;">(b) What are two ways a President can veto a bill?</p> <p style="padding-left: 20px;">(c) How can a bill be passed over a President's veto?</p> <p>(9) What kinds of bills may be passed by Congress? .
(recommended that the teacher stipulate an exact number)</p> <p>(10) List two special powers of the Senate.</p> <p>(11) List two special powers of the House of Representatives.</p> <p>(12) List five powers forbidden to Congress.</p> <p>b. Discuss the above questions in class. Students should keep these for their notes. -Transparencies from the packet entitled <u>U.S. Government and How It Works</u> are helpful in illustrating some of the answers.</p> |
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FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>INTERPRETATION OF AMENDMENTS TO THE CONSTITUTION</p>	<p>B. The student will suggest reasons why Article I is inadequate to describe the legislative process.</p>	<p>c. Briefly review the concept of Checks and Balances. An acetate in the above mentioned packet is excellent for illustrating this. Ask students to find the constitutional origin of these checks and balances in their notes.</p> <p>4. General discussion questions on the reasons for certain powers and obligations of Congress are found on p. 201 in <u>Feder's The Congressman and His Work.</u></p> <p>5. Students should begin a vocabulary list at this point. For each lesson, ask students to list unfamiliar terms. Make a master list on the board. Have students look up and define these terms. Emphasize political vocabulary as an important part of any government course.</p> <p>6. A short objective quiz at this point should emphasize basic facts about Congress that every student should know.</p> <p>1. Ask students: If you were giving a speech on our legislative system to a group of foreign visiting students, would you use Article I as your sole source? (answers should be directed toward the concept that Congress is far more than what the Constitution says while acting within constitutionally prescribed boundaries)</p> <p>2. Ask students: How do you know that the Constitution was intended to be flexible and interpreted according to changing times? (possible answers are (a) general or vague directives,</p>

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		<p>as in the Elastic Clause, (b) shortness, (c) amendment process - and amendments themselves.</p> <p>3. Optional assignments:</p> <ul style="list-style-type: none"> a. Locate amendments which alter the original meaning of Article I or give Congress new powers or responsibilities. b. Cite various applications of the Elastic Clause to Article I, Section 8. <p>4. Have students bring in clippings on any activity of Congress. Use these clippings as the basis for the following questions:</p> <ul style="list-style-type: none"> a. What is the constitutional basis for this activity? b. Is there any interpretation of the Constitution involved in this activity? c. Are there any other factors which would help explain this activity? (Use as transition to Unit II)

GOAL 2: THE STUDENT WILL IDENTIFY THE FACTORS INFLUENCING THE RECRUITMENT OF CONGRESSMEN AND ANALYZE THE EFFECT OF THE RECRUITMENT PROCESS ON THE LEGISLATIVE PROCESS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>ELECTION-SOCIOLOGICAL FACTORS</p>	<p>A. The student will identify the sociological factors influencing the recruitment of Congressmen.</p> <p>B. The student will analyze the effect of the recruitment process on the legislative process.</p>	<p>1. Review constitutional qualifications for election to both houses. Ask: Does everyone who meets these requirements have an equal chance of becoming a Senator or Representative? (List student reactions in two columns - i.e., helpful traits and hindering traits - on the board. Students can evaluate their own accuracy as the lesson proceeds)</p> <p>2. Show filmstrip entitled, <u>Portrait of a Congressman, Pt. 1.</u> Students can use this filmstrip to reinforce or revise their list of traits on the board.</p> <p>1. Have the student read pp. 311-316, "The Recruitment of Congressmen," in <u>American Political Behavior.</u></p> <p>a. Discuss questions at the end of each case study.</p> <p>b. Compare list in book to students' list.</p> <p>c. Discuss questions on p. 316, adding the following questions for more in-depth analysis:</p> <p style="padding-left: 40px;">Question 2: How can informal rules be changed? Do you see any current evidence of this?</p> <p style="padding-left: 40px;">Question 3: Discuss reasons for the current increase in Blacks, women, and other under-represented groups in Congress.</p> <p>2. Projects</p> <p>a. For below average or average students:</p>

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>ELECTION - ROLE OF POLITICAL PARTIES</p>	<p>C. The students will describe the role of political parties in the recruitment and election process.</p>	<p>(1) Give an oral report on a local Congressman or Senator. How does he (or she) fit the informal composite? If this person is an exception, why is this true?</p> <p>(2) Give an oral report on a Congressman or Senator from a minority group. What factors influenced his or her election?</p> <p>b. For above average students: Do a current statistical composite of Congress and compare it to a composite from some previous year, perhaps a generation ago. Determine whether the informal recruitment rules have changed during this period of time. Suggest reasons why. An additional study could be done to compare the legislation passed in these two years, relating laws passed and subjects ignored to the informal composite of Congress.</p> <p>1. Have the student read pp. 164-171, "Different Ways of Selecting Governmental Leaders," in <u>American Political Behavior</u> to:</p> <p>a. Compare ways various cultures select political leaders</p> <p>b. Define <u>closed primary</u>, <u>open primary</u>, <u>one-party area</u>, and <u>functions of political parties</u>.</p> <p>2. Have the student read two case studies dealing with primaries and one-party areas on pp. 201-204 in <u>The Congressman and His Work</u>. Discuss the questions at the end of each study.</p>

FOCUS

OBJECTIVE

LEARNING ACTIVITIES

3. **Evaluation question:** Based on concepts already learned in this unit and the information given in Activity #2, what informal rules were operating in Sen. Fulbright's and Sen. Goldwater's favor? Bonus question: Were both, neither, or only one (which?) of these men elected?

4. Ask the student for examples which support the idea that the one-party image of the South is slowly changing. How will this affect primary elections?

5. Projects
 - a. All students: Obtain the phone number or address of the local party organizations and interview their spokesmen to determine what factors influence them in deciding whom to support. Do the parties differ in their choice of factors? Why?
 - b. For average and above average students:
 - (1) Locate one-party areas in parts of the nation other than the South. Suggest reasons why these are one-party areas.
 - (2) Find out whether this state (or congressional district) is predominantly one-party or two-party. Citing statistics, illustrate how this was reflected in the last primary or general election. This project could be done visually, using a chart.

FOCUS

OBJECTIVE

LEARNING ACTIVITIES

D. The students will analyze the effect of party politics on the legislative process.

1. Role-playing activity. Student #1 is a Congressman from a one-party district where he has been elected by overwhelming margins for years. Student #2 is a Congressman who has just won a hotly contested election in a two-party area. Ask them to give their opinions on the following topics: (the rest of the students should be encouraged to comment on their responses):
 - a. The importance of attendance.
 - b. The necessity of answering constituents mail.
 - c. Frequency of visiting the home district.
 - d. Expected leadership roles (if any).
 - e. Priorities in voting and other legislative decisions.

2. Discussion questions:

- a. Is there an advantage to a district (and a party) who continues to nominate and return the same person to Congress over a long period of time?
- b. If a number of districts and states do this, how does this affect the membership composite of Congress?
- c. How, in turn, would this affect the leadership composite in Congress?

3. Evaluation question: It has been said that Congressman X serves his district very well and his nation very badly. How can this be true?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>ELECTIONS - FINANCING</p>	<p>E. The student will identify financing as a key factor in an election campaign.</p> <p>F. The student will analyze the effect of election financing on the legislative process.</p>	<p>1. Have the student read case studies dealing with campaign financing on pp. 204-206 in <u>The Congressman and His Work</u> and discuss questions at the end of each study.</p> <p>2. <u>Projects</u></p> <p>a. For below average to average students: Look up and report to the class the current laws regarding campaign contributions and expenditures.</p> <p>b. For average to above average students: Obtain (if available) the campaign contributions and expenditures report of a local Senator or Representative. Determine whether there is a correlation between financial support and legislative decision-making.</p> <p>1. <u>Discussion question</u>: If everyone feels that campaign financing is an expensive problem, why has this issue not been resolved?</p> <p>2. A few students can read Chapter 1, "Who Owns Congress?" and Chapter 8, "Staying Elected" in <u>Nader's Who Runs Congress?</u> and discuss their findings for the class.</p> <p>3. Culminating activities for the unit:</p> <p>a. Cite evidence to prove that sociological factors, party politics, and financing tend to be mutually reinforcing in the congressional recruitment process.</p>

FOCUS

OBJECTIVE

LEARNING ACTIVITIES

Cite evidence to prove that the congressional recruitment process is slowly evolving to meet the changing demands of the American public.

- b. Show the film entitled, True Story of an Election, Parts 1 and 2, and ask students to locate illustrations of the concepts they have learned in this unit.
- c. If not already shown, use Part 1 of the filmstrip entitled, Portrait of a Congressman, and ask students to locate illustrations of the concepts they have learned in this unit.

GOAL 3: THE STUDENT WILL DESCRIBE THE MULTIPLE ROLES PLAYED BY CONGRESSMEN AND CRITICALLY EXAMINE THE INTERACTION OF THESE ROLES IN THE LEGISLATIVE PROCESS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>A CONGRESSMAN'S WORK - OBLIGATIONS TO THE PUBLIC</p>	<p>A. The student will list the various jobs performed by Congressmen.</p> <p>B. The student will critically examine a Congressman's multiple obligations to the public.</p>	<ol style="list-style-type: none"> 1. Have the student read Chapter 1, "The Meaning of Congress" in Congress: Power and Purpose on Capitol Hill as an introduction to the various functions performed by Congress as a whole. This reading can be used to emphasize the many responsibilities of individual Congressmen by asking: If Congress must perform all of these functions, then what must also be true of individual Congressmen? 2. Show Part 2 of the filmstrip entitled, <u>Portrait of a Congressman</u>, which emphasizes a Congressman's hectic schedule. 1. Have the student read pp. 316-323 (through "The Influence of Formal Rules...") in <u>American Political Behavior</u> and discuss the following questions: <ol style="list-style-type: none"> a. (List on the board all the roles a Congressman is expected to play.) Do you feel that each role is important in fulfilling his job as Congressman? b. After examining the time chart on p. 321, do you agree with the time distribution in the typical work week of a Congressman? If not, how and why would you change it? c. Why were the Indiana reapportionment maps placed on p. 322? The student should place the terms <u>reapportionment</u> and <u>redistricting</u> in his notes at this time. At this point, the teacher may wish to discuss the impact of the "one man - one vote" court decisions of the early sixties. d. Cite examples of how formal rules affect legislative roles. Give examples of how the differences in the two houses can affect the roles played by their members.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		<p>2. Have the student read pp. 331-333, "A Typical Day in the Life of a Member of Congress" in <u>American Political Behavior</u>. Analyze the time schedule as directed. Does it seem to conform to the typical work week schedule on p. 321?</p> <p>3. Have the student read pp. 211-215, "What Does a Congressman Do?" in <u>The Congressman and His Work</u> and answer questions at the end of each case study.</p> <p>4. Have the student read pp. 4-7, "<u>The Job</u>" in <u>Congress in Action</u> and discuss questions on p. 7.</p> <p>5. The following topic could be handled as a debate or by role playing: A Congressman should devote all of his time and energy to legislation.</p> <p>6. Project: Contact or interview a local Congressman (or local staff assistant) to determine: <ul style="list-style-type: none"> a. How he allots his time to his various legislative duties. b. What are his greatest problems in this area. c. What duties he enjoys the most. d. What benefit he expects to derive from giving student interviews. </p> <p>7. A few students can discuss Chapter 7, "<u>Work Congressmen Do</u>" in <u>Who Runs Congress?</u></p>

FOCUS

A CONGRESSMAN'S
WORK -
OBLIGATIONS TO THE
GROUP.

OBJECTIVE

The student will list the
informal rules governing
Congress and suggest
reasons why they exist.

LEARNING ACTIVITIES

1. Ask students: When you join a crowd or gang, what are some of the things you learn immediately if you want to become accepted? How do you distinguish between newcomers and long-time members? (Begin here to draw a parallel between the expectations of all permanent groups regarding roles, mores, etc.).
2. Students read case studies pp. 207-211, "The Congressman and His Environment" in The Congressman and His Work, and answer questions at the end of each study. They can also begin their listing of informal rules following these case studies.
3. Project for below average student (as a follow-up for the third reading in Activity #2): Make a chart illustrating all of the financial benefits received by Congressmen. Any government book would be a good source for this.
4. Have the student read pp. 323-331, "The Influence of Informal Rules" in American Political Behavior, list rules in notes, and discuss the following questions:
 - a. What important function does the courtesy rule serve? Cite examples from personal experience of what happens to group cohesion and harmony (family, clique, community) when such a rule is not observed.
 - b. Why do the rules concerning seniority, specialization, and apprenticeship tend to center power in those who have served the longest? Reviewing the concepts presented in the previous unit, what are the merits of the arguments favoring and opposing this?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		<p>c. Look at the definition of the word <u>reciprocity</u> in the margin of p. 329. What new connotations has this word taken on when used in reference to congressional procedures?</p> <p>d. What are some current examples of congressional figures whose personality traits have projected them into the public eye?</p> <p>e. Interpret the meaning of the two cartoons on p. 328.</p> <p>5. Project (as a follow-up to Activity #4, E): Draw a cartoon depicting any congressional issue.</p> <p>6. Project for average or above average students: Give a report on a "maverick" Congressman. What did this person feel that he could successfully break with tradition? What problems did this person face? Would you want your Senator or Representative to be a "maverick?"</p> <p>7. A few students can discuss Chapter 6, "Games Congressmen Play: The Capitol Culture" in <u>Who Runs Congress?</u></p> <p>8. Culminating essay question ("open book" recommended): Cite (a number) examples of how a Congressman's duties to the public and obligations to his fellow Congressmen can present him with conflicting loyalties. What do you think is the proper balance in each of these cases?</p>

GOAL 4: THE STUDENT WILL EXAMINE AND EVALUATE CONGRESS AS A SELF-GOVERNING INSTITUTION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>CONGRESS AS AN INSTITUTION - GOVERNMENT BY COMMITTEE</p>	<p>A. The student will examine and evaluate the effect of the committee system on the legislative process.</p>	<p>1. Review group socialization process (p.13 , Activity #1). Continue with the following role-playing activity: Assign a number of students to form a group for a designated purpose (i.e., sociality and identity). Preferably this group should be composed of students who are already friendly with one another. Have the members play different roles, such as leader, follower, idea person, etc. Assign one person to "join" the group, accompanied by lots of new ideas, little respect for group mores or procedures, and aspirations for an immediate position of leadership. Record the group's response to the newcomer. This activity should emphasize the following concepts:</p> <ul style="list-style-type: none"> a. Groups develop rules protective of the membership. b. There is a vested interest in being a long-time member of the group. c. Newcomers are expected to serve some kind of apprenticeship, after which they may enjoy a. and b. d. Sometimes members develop such a vested interest in their own position that this may interfere with the original purpose of the group. <p>2. For introductory material and vocabulary, students can read Chapter 3, "The Committee System" in <u>Congress: Power and Purpose on Capitol Hill</u> (or any comparable section in a standard government text).</p>

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>CONGRESS AS A INSTITUTION - SELF-DISCIPLINE</p>	<p>C. The student will examine and evaluate congressional self-discipline.</p>	<ol style="list-style-type: none"> 1. Ask students to locate in their notes the constitutional guidelines pertaining to regulation, punishment, and expulsion of members of Congress. 2. Assign three groups of students to read the following presentations of the Adam Clayton Powell case and compare the authors' presentation of this issue: <ol style="list-style-type: none"> a. <u>Congress in Action</u>, Chapter 5, "Who's Fit to Serve?" b. <u>The Congressman and His Work</u>, pp. 227-237. If the teacher must narrow his choice of materials, I recommend this one because many points of view are presented and they are taken from primary sources. c. <u>Who Runs Congress?</u> pp. 145-150. Students can do additional reports from the rest of Chapter 5, "Lawmakers as Lawbreakers." 3. Re-group the students who participated in the role-playing activity on p.15. Ask them if there is someone within the group who they would be more likely to punish severely for an infraction of the group rules. Ask if there is someone who they would be more likely to "let off." Generalize their reactions to illustrate the concept that Congress is also a social-group manifesting rather predictable social behavior.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>CONGRESS AS AN INSTITUTION - RULES AND LEADERS</p>	<p>B. The student will examine and evaluate the effect of the internal structure of Congress on the legislative process.</p>	<p>3. In <u>Congress in Action</u>, students can read and discuss the included questions in Chapter 6, "The Committees" and Chapter 7, "Seniority."</p> <p>4. Utilize case studies and included questions from p. 243 to p. 256 in <u>Whom Does Congress Represent?</u> Note chart entitled, "The Games of 'Pass a Law' " on p. 242.</p> <p>1. For introductory material and vocabulary, students can read Chapter 2, "Organization of Congress" in <u>Congress: Power and Purpose on Capitol Hill</u> (or any comparable section in a standard government text).</p> <p>2. Utilize case studies and included questions from p. 256 to p. 273 in <u>Whom Does Congress Represent?</u></p> <p>3. Project: Select a Congressman who is often featured on TV newscasts or in the newspaper and find out:</p> <ol style="list-style-type: none"> What formal or informal positions of power this person has in Congress. What is this person's power base. Whether this person's loyalties within Congress are harmonious with his other obligations (home district, lobbyists, national party). <p>4. A few students can discuss Chapter 3, "Who Rules Congress" in <u>Who Runs Congress?</u></p>

GOAL 5: THE STUDENT WILL IDENTIFY AND CRITICALLY DISCUSS ALL OF THE FACTORS INFLUENCING LEGISLATIVE DECISION-MAKING.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>INFLUENCES ON LEGISLATIVE DECISION-MAKING</p> <p>NOTE: EACH FACTOR (SOME OVERLAPPING) IS LISTED OPPOSITE THE APPROPRIATE LEARNING ACTIVITY:</p> <p>"GOING ALONG" REELECTION INTEREST GROUP PRESSURE</p> <p>PRECEDURAL RULES STATUS RELATIONSHIPS Congressman The President Party Leaders</p> <p>PUBLIC OPINION Constituency Special Interests Lobbyists</p> <p>"OF THE NATION PERSONALITY</p>	<p>A. The student will identify and critically discuss all of the factors influencing legislative decision-making.</p>	<ol style="list-style-type: none"> Show students (or have them look up) a chart illustrating "How a Bill Becomes a Law." Ask the following question: Based on what you have learned, would you say that this chart adequately describes the legislative process? Show the filmstrip entitled, <u>The Federal Lawmaking Process</u>, (Part 1 - history; Part 2 - the 1967 Selective Service Bill). Ask students: Does this filmstrip adequately describe the legislative process? In what ways was the filmstrip informative? Assign students to bring in news clippings illustrating the various influences identified in this unit. As an introduction to a more realistic description of influences in legislative decision-making, have students read pp. 224-226, "Why Does a Congressman Vote as He Does?" in <u>The Congressman and His Work</u>. Students should begin to list factors in their notes. The most comprehensive list of factors and their illustration is found in the following two readings (with discussion questions included): pp. 333-345, "The 1964 Civil Rights Act: A Case Study in Legislative Role Behavior," and pp. 345-351, "Factors That Influence Congressional Decision-Making," in <u>American Political Behavior</u>.



FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>CONGRESSIONAL MODEL</p>		<p>6. Debate: Students can argue the merits of the "Four models of Congressmen" on p. 350 in <u>American Political Behavior</u>. Or, this can be done as a role-playing activity.</p>
<p>MAIL</p>		<p>7. Students read case studies pertaining to congressional mail and poll taking in pp. 215-224 in <u>The Congressman and His Work</u>.</p>
<p>POLLS</p>		<p>8. Project: Obtain a copy of a poll or newsletter sent out by a Congressman. Find out if the results of the poll were reflected in his votes or other legislative activity. If using a newsletter, the class could suggest reasons why various items were included in the newsletter and investigate the legislative activities of this Congressman to verify their hypotheses.</p>
<p>LOBBYISTS</p>		<p>9. Show filmstrip entitled, "The Third House: Washington Lobbyists at Work" and discuss current examples of lobbying.</p>
		<p>10. Project: A student can find out the current laws regulating lobbyists. Students can suggest changes or improvements.</p>
		<p>11. A few students can discuss Chapter 2, "Who Influences Congress?" in <u>Who Runs Congress?</u></p>
<p>POLITICAL PARTIES</p>		<p>12. Show Part 4 of filmstrip entitled, <u>Anatomy of U.S. Political Parties</u>. Part 4 stresses the current differences and similarities between the major parties and how this is reflected in the governmental process.</p>

FOCUS

OBJECTIVE

LEARNING ACTIVITIES

CONSCIENCE

13. Students can read Chapter 4, "Party Loyalty," in Congress in Action (discussion questions included).
14. Students can read Chapter 3, "Conscience vs. Public Opinion," in Congress in Action (discussion questions included).

THE PRESIDENT

15. A student can read and report on "Edmund G. Ross" from Profiles in Courage by John F. Kennedy. Also, the film of the same title may be shown, Profiles in Courage: Ross, Edmund G., Reel 1 and 2.
16. Show film entitled, The President and the Congress.
17. Students can read Chapter 2, "Congress and President" in Congress in Action (discussion questions included).
18. Discussion question: Why do you think the Chief Executive has become increasingly preeminent in our national life? What factors can Congress correct with relative ease? What factors are largely beyond the control of Congress? (Some excellent guidelines for this discussion are contained in Clinton Rossiter's The American Presidency.)
19. Students can read and discuss Chapter 8, Congress: Power and Purpose on Capitol Hill.
20. Project for above average students: Analyze or evaluate a set of readings in Congress and the President.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>INTERACTION OF INFLUENCES</p>	<p>B. The student will critically discuss the interaction of influences on legislative decision-making.</p>	<ol style="list-style-type: none"> 1. For a general introduction, students can read Chapter 4, "The Legislative Process" in <u>Congress: Power and Purpose on Capitol Hill</u>. 2. Role-playing activity: Pages 351-357, "What Decision is Best" in <u>American Political Behavior</u>. Discuss the factors influencing each student's decisions. Note that certain factors influencing Congressmen are absent in the classroom. Ask students if their decisions might have been altered if they had to conform to some of the multiple pressures operating on Congressmen. 3. Read and analyze the pamphlet entitled, <u>Showdown on Capitol Hill: The Legislative History of Gun Control Proposals</u>. 4. Role-playing activity: Students can form themselves into a legislative body. This legislature can be a reflection of the U.S. Congress, with each student playing the part of an existing congressional personality. Or, the students can originate their own legislature (school level, etc.), using procedures similar to those used by the U.S. Congress. 5. Culminating activity: Students identify the influences operating on Congressmen in a current news story. Then, <ol style="list-style-type: none"> a. Suggest reasons why certain factors would carry more weight in this situation. b. Suggest reasons why certain influences were not present in this situation.

GOAL 6: THE STUDENT WILL INVESTIGATE AND ANALYZE CONGRESSIONAL PERFORMANCE OF ITS SPECIAL POWERS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>SPECIAL POWERS</p>	<p>The student will investigate and analyze congressional performance of its special powers.</p>	<ol style="list-style-type: none"> 1. The teacher may wish to assign this unit as individual or group projects. Students can select a special power of Congress, trace its evolution, cite current examples of its use, and evaluate congressional performance in this area. 2. For background, the student can: <ol style="list-style-type: none"> a. Read about Congress's special powers in any government text. b. Read the chapters dealing with this subject in <u>Congress: Power and Purpose on Capitol Hill</u>. 3. For a shortcut to Activity #2, the teacher can ditto an outline on the special powers of Congress. The following outline is an example: <ol style="list-style-type: none"> I. Investigations - implied power II. Checks and Balances <ol style="list-style-type: none"> A. Executive - example, veto override B. Courts - example, size of Supreme Court III. Relationship with states - example, amendments IV. Special powers held by each house <ol style="list-style-type: none"> A. Senate <ol style="list-style-type: none"> 1. Advise and consent on treaties and Presidential appointments 2. Election of Vice President in case of tie 3. Impeachment trials

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		<p>B. House of Representatives</p> <ol style="list-style-type: none"> 1. Initiating taxation bills 2. Election of President in case of tie 3. Initiating impeachment proceedings 4. Increasing preeminence in foreign affairs. <p>4. Show film entitled, <u>Questions and Answers: The Story of Congressional Investigations.</u></p> <p>5. Class activities - analytical Ask students to bring in news clippings, resumes of TV reports, etc. illustrating Congress's use of its special powers. Then, using their notes and other materials from previous units, the students should write answers to the following questions: (In the absence of definitive information, students should be urged to propose, suggest and speculate, with the assurance that their evaluation will be based on their utilization of previous concepts learned)</p> <ol style="list-style-type: none"> a. Is there (or could there be) a relationship between the congressional recruitment process and the use of this special power? b. How many congressional roles are (or could be) manifested in the use of this special power? Do you agree with this particular role mixture? c. Are the rules and mores of Congress evident in the use of this special power? From the public's point of view, do they have a positive or negative effect?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		<p>d. What influences on legislative decision-making are (or could be) operating in the use of this special power?</p> <p>6. Referring to Activity #5, the teacher may find that there are insufficient current examples for this activity. The following alternatives are suggested:</p> <p>a. As a project, a few students could do some library research to collect examples from the previous decade. These can be dittoed and the class can proceed as above.</p> <p>b. The teacher can create some hypotheticals and the class can proceed as above. Some examples are:</p> <ol style="list-style-type: none"> (1) The House of Representatives unanimously votes to establish a special committee to investigate drug abuse in American schools. (2) A Republican Senator decides to vote against a Democratic President's Supreme Court appointee. (3) A Democratic member of the House of Representatives opposes the President's requests for expenditures in the foreign aid area. The President is also a Democrat. (4) A decision by a member of the House of Representatives to vote against revenue sharing with the states. <p>7. Do research on a local Senator or Representative to find out his position on any recent or highly publicized activity in this area. Use questions under Activity #5 for analysis.</p>

GOAL 7: THE STUDENT WILL PROPOSE CHANGES AND REFORMS IN THE LEGISLATIVE BRANCH AND PREDICT THE EFFECT OF THESE CHANGES ON OUR POLITICAL LIFE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>THE FUTURE OF CONGRESS</p>	<p>A. The student will propose changes and reforms in the legislative branch.</p> <p>B. The student will predict the effect of reforms on our political life.</p>	<ol style="list-style-type: none"> 1. Ask students to peruse notes, reflect on the accomplishments of our Congress, and then list the three most admirable features of our legislative system. List students' answers on the board and discuss them. <u>Note:</u> If students disagree on these features, ask them to generalize on the significance of this in terms of developing a national consensus on desirable reforms for Congress. 2. Using the format for Activity #1, ask students to list the three most needed congressional reforms.
		<ol style="list-style-type: none"> 1. Form a panel to discuss Chapter 9, "Taking on Congress: A Primer for Citizen Action" in <u>Who Runs Congress?</u> Students should focus on the desirability, feasibility, and political ramifications of Nader's proposed actions. 2. Contact a local Senator or Representative and ask this Congressman to comment on the reforms favored by the class (desirability, feasibility, political ramifications). Suggest reasons why the Congressman commented as he did.

MATERIALS

Recommended Textual Materials: (One class set of each of the following)

- *1. Cutler, Charles L. Congress in Action. (pamphlet) Middletown, Connecticut: Xerox Corporation, 1973.
- **2. Feder, Bernard. The Congressman and His Work.
Showdown on Capitol Hill: The Legislative History of Gun Control Proposals.
Whom Does Congress Represent? (3 pamphlets)
New York: Noble and Noble, Publishers, Inc., 1972. (State Adopted)
3. Lahr, Raymond M. and Theis, J. William. Congress: Power and Purpose on Capitol Hill.
Boston: Allyn and Bacon, Inc., 1969.
- **4. Mehlinger, Howard D. and Patrick, John J. American Political Behavior.
Lexington, Massachusetts: Ginn and Company, 1972. (State Adopted)

* If the teacher is limited in his choice of materials, one teacher copy of this pamphlet is recommended.
The readings are quite short and can be easily dittoed.

** Highly recommended.

Supplemental Pupil Resources:

1. Ebenstein, William and Mill, Edward W. American Government in the Twentieth Century.
Morristown, New Jersey: Silver Burdett, 1971. (State Adopted)
2. Green, Mark J., Fallows, James M., and Zwick, David R. Who Runs Congress? (Ralph Nader Congress Project)
New York: Bantam Books, 1972.
3. Travis, Walter Earl, ed. Congress and the President. New York: Teachers College Press, 1967.
4. Wit, Daniel and Dionisopoulos, P. Allan. Our American Government and Political System.
River Forest, Illinois: Laidlaw Brother, 1973. (State Adopted)
5. Woll, Peter and Binstock, Robert H. America's Political System.
New York: Random House, 1972. (State Adopted)

MATERIALS (continued)

Supplemental Teacher Resources:

Feder, Bernard. The Process of American Government (teacher's guide).
New York: Noble and Noble, Publishers, Inc., 1972.

Audio-Visual:

1. Films

<u>The President and the Congress</u>	1-31467
<u>Profiles in Courage: Ross, Edmund G., Reel 1</u>	1-31116
<u>Profiles in Courage: Ross, Edmund G., Reel 2</u>	1-31117
<u>Questions and Answers: The Story of Congressional Investigations</u>	1-30051
<u>Screen News Digest, Vol. 13, Issue 6 (Focus on the Capitol)</u>	1-14083
<u>True Story of an Election, Part 1</u>	1-30037
<u>True Story of an Election, Part 2</u>	1-30039

2. Filmstrips

Anatomy of U.S. Political Parties, Part 4 (Politics Today), Guidance Associates
The Federal Lawmaking Process, Parts 1 and 2, Guidance Associates
Portrait of a Freshman Congressman, Parts 1 and 2, Guidance Associates
The Third House: Washington Lobbyists at Work, Parts 1 and 2, Guidance Associates

3. Miscellaneous

Transparencies - The U.S. Government and How It Works, AEVAC Educational Visuals.