**Time Needed:** One class period

**Materials Needed:**
Student worksheets

**Copy Instructions:**
- Reading (2 pages; class set)
- Primary Document Activity (1 page; class set)
- Review Activity (1 page; class set)

**Learning Objectives.** Students will be able to:
- Explain the structure and powers of the legislative branch of the U.S. federal government.
- Describe the legislative process in the U.S. Congress.
- Identify the legislative branch’s role in the system of checks and balances/separation of powers.
- Analyze a primary source (excerpts of Article I)

**STEP BY STEP**

- **ANTICIPATE** by asking students to think of at least two things they know about the United States Congress. Ask students to volunteer one thing each. (You can note these for the class to see, then return to them once the lesson is over to see if they covered the same ground.)

- **DISTRIBUTE** the reading pages to the class.

- **READ** through the first reading page with the class.

- **ASK** students what senators and representatives have in common (represent voters, work in DC, have age and citizenship restrictions, etc.) Then ask how they differ (length of term, age and length of citizenship required, special duties, etc.)

- **READ** the second reading page with the class. Pause to discuss why some powers, like punishing pirates, may seem out of date now but were very important in the 1700s. Also walk through the lawmaking process, explaining each step as needed.

- **DISTRIBUTE** one Primary Document Activity and Review Activity to each student.

- **REVIEW** the directions for the Primary Document Activity. Explain that this is the actual text of the Constitution, so the spelling and meaning of words have changed over time. The challenge is to use the clues in the text and what they have learned in the reading to answer the questions. You may want to go through this activity together or have students work independently.

- **REVIEW** the answers of the Primary Document Activity with the class.

- **ASSIGN** students to complete the Review Activity.

- **REVIEW** the answers to the Review Activity if you wish.

- **CLOSE** by asking students to review the items they shared at the start of class. Were any items wrong, right, close?
**What is Congress?**

The United States Congress is the **legislative** (lawmaking) branch of our federal government. Congress meets in Washington, D.C. to make **federal laws**—laws that apply to the entire country. Congress is **bicameral**, which means it is made up of two chambers: the Senate and the House of Representatives. Each chamber includes elected officials from all fifty states. Congress was created by the Constitution, and that document describes how this branch of government works.

**Why Congress?**

When the Constitution was written, the goal was to create a government that represented the people. Congress works toward this goal by creating laws that reflect the needs and wants of United States citizens. The work Congress does serves the nation as a whole. Senators help by representing the needs of their entire state, while members of the House (also called Representatives) work for the people in a specific section of their state called a **district**.

**How does it work?**

All of the instructions for Congress can be found in the first section of the Constitution, Article I. It is the longest section of the Constitution, and it covers a lot of ground. How old do you have to be to serve in Congress? How long do you get to serve? How does Congress relate to the other branches? All of this and more can be found in a close read of Article I, but this handy chart shows some of the basics!

<table>
<thead>
<tr>
<th>The Senate</th>
<th>The House of Representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size</td>
<td>Two senators from each state = 100 total</td>
</tr>
<tr>
<td>Who qualifies?</td>
<td>Senators must be at least 30, a U.S. citizen for at least nine years, and live in the state they represent.</td>
</tr>
<tr>
<td>They represent...</td>
<td>... the interests of the citizens across their entire state for a term of six years.</td>
</tr>
<tr>
<td>Special Duties</td>
<td>The Senate approves presidential appointments, like ambassadors, judges, and cabinet members.</td>
</tr>
<tr>
<td>Checks &amp; Balances</td>
<td>Congress can call for the impeachment of the president, pass bills over a presidential veto with 2/3 vote, and create lower federal courts. The president can veto bills from Congress and the Supreme Court can strike down laws as unconstitutional.</td>
</tr>
<tr>
<td>Role in Lawmaking</td>
<td>A bill can start in either chamber unless it's a tax bill, which must start in the House. A bill must be approved by both chambers of Congress before it can go to the president to be signed into law.</td>
</tr>
</tbody>
</table>
The Powers of Congress

The Constitution also lists the powers Congress has that the other branches and the individual states do not have. These are called enumerated, expressed, or listed powers. The Constitution doesn’t go into much detail, though, which often creates controversy about what Congress is actually allowed to do. Depending on how you count them, there are between 17 and 35 powers on the list. Here are a few:

- Create rules on how to become a citizen
- Collect taxes, pay debts, and borrow money
- Regulate commerce (trade) between the states and with other countries
- Coin money and punish counterfeiters
- Punish pirates (!)
- Establish post offices
- Protect patents and copyrights
- Create lower federal courts
- Declare war, raise and support an Army and Navy
- Make any other laws that are “necessary and proper” to carry out the powers in this list

Who’s In Charge?

In addition to listing the powers of Congress, the Constitution says who is in charge of each chamber. You may be surprised to learn that the vice president of the United States is also the president of the Senate! (The VP doesn’t get a vote though, except when there’s a tie.) But the VP can’t always be there, so senators also elect a “president pro tempore” who leads when the VP isn’t available. In the House of Representatives, the leader is called the speaker of the House. The representatives vote to decide who their speaker will be. It’s an important job—the speaker is second in line to become president of the United States in an emergency, after the Vice President!

Making Laws

Congress makes a law by introducing an idea, discussing and changing it, voting on it, and sending it to the president for approval. The rough draft of a law is called a bill. Bills can start in either chamber of Congress, but the example below starts in the House of Representatives.

1. The Proposal
A representative writes a bill and gets support from others in the House.

2. The Introduction
The bill is assigned a number and is read aloud on the House floor.

3. The Committee Report
The bill is sent to a committee for a close review. If the committee approves, the bill will be sent to all members of the House.

4. The Floor Debate
In the House chamber, members debate whether to support or oppose the bill. The bill is read again, and members suggest changes.

5. The Vote
If changes are made, the bill is read again. Then, the House votes on the bill. Representatives can vote yes, no, or present (if they don’t want to vote on that particular bill).

6. The Hand-Off
The bill is sent to the Senate, where it goes through the same debate. Often, changes are made, and the Senate votes to approve the bill with the changes.

7. The Compromise
Members of the House and Senate form a “conference committee” to work out a compromise bill that both chambers can accept.

8. Another Vote
The House and Senate each vote on the compromise bill. The bill can’t move on unless both chambers pass the exact same version.

9. To the President!
Finally, the bill lands on the president’s desk. Three things could happen:

- The president signs the bill and it becomes law.
- The president ignores the bill. If Congress is in session, the bill automatically becomes law after 10 days. If not, it doesn’t.
- The president vetoes the bill. If this happens, Congress can override the veto if 2/3 of the members vote in favor.
**CONGRESS IN A FLASH**

**A. Who does what?** Read each statement and decide if it is about the House of Representatives, the Senate, or both! Write the letter on the diagram.

A. Members represent an entire state  
B. Bills about taxes and money must start here  
C. Approves presidential appointments  
D. Members represent citizens  
E. Serve two-year terms  
F. Passes bills to the president to become laws  
G. There are 100 members of this chamber  
H. Can override a presidential veto with a 2/3 vote of support  
I. Must be at least 25 to serve in this chamber  
J. Led by the vice president of the U.S.  
K. Leader is called the “speaker”

**B. Compromise!** The bills below are based on ideas found in real-life bills aimed at addressing the opioid addiction crisis. Follow the directions to see where common ground might be found.

1. Read Both Bills. Circle the parts that the two versions have in common.

**House Bill to Combat Opioid Addiction**
- Fund addiction treatment programs by taxing companies that make opioids.
- Require training on specific topics for providers registered to prescribe opioids.
- Limit prescriptions to a 10-day supply with no refills.
- Require the diagnosis being treated with opioids to be clearly stated on the prescription.

**Senate Bill to Combat Opioid Addiction**
- Impose a fee on people convicted of making or distributing opioids illegally, used to fund addiction treatment programs.
- Require 12 hours of training for providers registered to prescribe opioids.
- Limit prescriptions to a 7-day supply with no refills.
- Require practitioners to prescribe a non-opioid painkiller first.

2. Find a Solution. Decide on two compromises that could be made and write them below. This will be your compromise bill.

#1:  
#2:  

3. Get Support. Which chamber will support your compromise the most? Would they both agree? Explain your answer.

________________________________________  
________________________________________  
________________________________________  
________________________________________  
________________________________________  
________________________________________
C. Help the Historian. Someone has found an early copy of the Constitution, but it is in pretty bad shape, and lots of pieces are missing—especially in Article I. Now that you know about Congress, you can help fill in the gaps! Read each excerpt and decide what should go where the numbers are.

SECTION. 2.
(1) shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.
No Person shall be a (2) who shall not have attained to the Age of (3) Years, and been seven Years a (4) of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.... (5)

1. Which chamber of congress is Section 2 talking about?
2. What role is missing here?
3. How old must they be to serve?
4. Seven years of being a what?
5. What does that last part mean? Can you put it in simpler language?

SECTION. 3.
(1a) of the United States shall be composed of two (1b) from each State, chosen by the Legislature thereof, for six Years; and each ... shall have one Vote.
No Person shall be a ...who shall not have attained to the Age of (2) Years, and been (3) Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he (4) shall be chosen.

1a. Which chamber of congress is Section 3 talking about? What is this role called?
1b. How old must they be to serve?
3. How long must they have been a citizen?
4. FYI: The first woman elected to this chamber was Hattie Caraway of Arkansas in 1932.

SECTION. 5.
...Each House may determine the Rules of its Proceedings (1), punish its Members for disorderly Behaviour, and, with the Concurrence of two thirds, expel a Member ... (2)

1. Who makes the rules for how the House and Senate do their jobs?
2. CHALLENGE QUESTION: If the Senate wants to expel a member, how many other Senators have to agree?
**CONGRESS IN A FLASH**

**A. Who does what?** Read each statement and decide if it is about the House of Representatives, the Senate, or both! Write the letter on the diagram.

A. Members represent an entire state
B. Bills about taxes and money must start here
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F. Passes bills to the president to become laws
G. There are 100 members of this chamber
H. Can override a presidential veto with a 2/3 vote of support
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J. Led by the vice president of the U.S.
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**B. Compromise!** The bills below are based on ideas found in real-life bills aimed at addressing the opioid addiction crisis. Follow the directions to see where common ground might be found.

1. **Read Both Bills.** Circle the parts that the two versions have in common.

   **HOUSE BILL TO COMBAT OPIOD ADDICTION**
   - Fund addiction treatment programs by taxing companies that make opioids.
   - Require training on specific topics for providers registered to prescribe opioids.
   - Limit prescriptions to a 10-day supply with no refills.
   - Require the diagnosis being treated with opioids to be clearly stated on the prescription.

   **SENATE BILL TO COMBAT OPIOD ADDICTION**
   - Impose a fee on people convicted of making or distributing opioids illegally, used to fund addiction treatment programs.
   - Require 12 hours of training for providers registered to prescribe opioids.
   - Limit prescriptions to a 7-day supply with no refills.
   - Require practitioners to prescribe a non-opioid painkiller first.

2. **Find a Solution.** Decide on two compromises that could be made and write them below. This will be your compromise bill.

   **#1:** Choices should include compromises related to funding addiction treatment, training for providers, or limiting prescriptions because these are the three topics both bills have in common.

   **#2:**

3. **Get Support.** Which chamber will support your compromise the most? Would they both agree? Explain your answer.

   *Accept any reasonable explanation.*
C. Help the Historian. Someone has found an early copy of the Constitution, but it is in pretty bad shape, and lots of pieces are missing—especially in Article I. Now that you know about Congress, you can help fill in the gaps! Read each excerpt and decide what should go where the numbers are.

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No Person shall be a (2) who shall not have attained to the Age of (3) Years, and been seven Years a (4) of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.... (5)

1. Which chamber of congress is Section 2 talking about?
   - The House of Representatives

2. What role is missing here?
   - representative

3. How old must they be to serve?
   - 25

4. Seven years of being a what?
   - U.S. citizen

5. What does that last part mean? Can you put it in simpler language?
   - You must live in the state you represent.

SECTION. 3.
(1a) of the United States shall be composed of two (1b) from each State, chosen by the Legislature thereof, for six Years; and each ... shall have one Vote.

No Person shall be a ...who shall not have attained to the Age of (2) Years, and been (3) Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he (4) shall be chosen.

1a. Which chamber of congress is Section 3 talking about? What is this role called?
   - The Senate; senator

1b. How old must they be to serve?
   - 30

3. How long must they have been a citizen?
   - 9 years

4. FYI: The first woman elected to this chamber was Hattie Caraway of Arkansas in 1932.

SECTION. 5.
...Each House may determine the Rules of its Proceedings (1), punish its Members for disorderly Behaviour, and, with the Concurrence of two thirds, expel a Member ... (2)

1. Who makes the rules for how the House and Senate do their jobs?
   - Both make their own rules

2. CHALLENGE QUESTION: If the Senate wants to expel a member, how many other Senators have to agree?
   - \[ \frac{2}{3} = \frac{x}{100} \]
   - \[ x = 67 \text{ senators} \]