

Marcus Fitzsimmons

University Honors Independent Study Project

***Developing a Hands On Method
for Teaching the Processes of Government***

April 18, 1997

As implimented at National 4-H Council

Wonders Of Washington Youth Program, Spring 1997

Dr. Anthony Nownes, faculty sponsor

Appendix D - UNIVERSITY HONORS PROGRAM SENIOR PROJECT - APPROVAL

Name: Marcus Fitzsimmons

College: Arts & Sciences Department: College Scholars

Faculty Mentor: Joe Anderson

PROJECT TITLE: If Only Moses Had Used the
Word Yell; A Review of STR 328 and
Recent Judicial Decisions Involving the Ten Commandments

I have reviewed this completed senior honors thesis with this student and certify that it is a project commensurate with honors level undergraduate research in this field.

Signed: JR Anderson Faculty Mentor

Date: 5/13/97

Comments (Optional):

David Polz x David A. Polz
Anthony Brown x Anthony Brown

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Teaching youth the process of government is one of the emphasis of National 4-H Council's programs. The workshop "Action on the Hill" is the primary tool for teaching the roles and the complex process by which the different levels and branches of the United States government work. While the levels of understanding that process may vary from state to state and delegate to delegate it is obvious the vast majority of them have never been exposed to a *hands on* approach for teaching such a complicated subject.

Teaching government *hands on* is not a new concept. Several youth organizations have been using this method for years. The YMCA in Tennessee has organized and conducted a weekend conference centered on a mock legislature comprised of the students for over twenty years. For forty years the Tennessee 4-H program has run a broader based conference that has a brief mock legislature for its high school delegates. On the college level the Tennessee Intercollegiate State Legislature has run a weekend conference with the students researching, writing, and sponsoring legislation.

The concept has been used and seems to work well judging by the large number of politicians and community leaders that are brought to speak to these groups in a alumnus type role. However why not teach government *hands on* as part of a larger conference or even in the class room environment? This was the kind of question that led National 4-H Council to begin developing the "Action on the Hill" workshop. Two of the main youth programs run by Council utilize variations of the workshop. The Wonders of Washington program (W.O.W.) uses a brief one to two hour structure where the groups role is shifting. The Citizenship Washington Focus Program has a larger delegate base to work with and uses more defined and structured roles. Both variations have proven to be very effective in teaching the basic concepts behind the process the

United States government uses in developing laws and policies.

With this background the *how to* becomes important. How do you create a hands on learning experience for young people? How do you incorporate the concepts into the class room? How do you keep this kind of activity in control but still interesting to the majority of your youth target audience? These are the questions this report will endeavor to answer.

The first step to creating the *hands on* experience is setting some goals. The basics of what you are aiming for and what you are working with is of great importance. The first determination is the focus of what you want to teach. Is the aim to teach the legislative process, or is it to cover the basics of all three branches working in unison? This will dictate your limits as to how much material information needs to be included and how complex or simple the workshop will be when it is presented. Another priority to set is how deep an understanding is desired to be impressed on the students. This will help you with figuring out time and materials.

The level of information needs to be tailored to the level of understanding the students possess. The intricate maneuvers of a Congressional subcommittee will not maintain the interest of a fifth grader. It could however be enlightening to a college student majoring in Political Science. Charting out the steps of what you wish to cover is very important. It's a great tool to have a poster with the steps you are going to cover.

The last main consideration is the size. How many students are going to be participating in this activity at one time? If this is a conference, does everyone do the activity at once or is it part of a rotation or just for the ones who sign up to participate? This will determine the numbers to be prepared to handle. A large group of 400 is very different from a small class size group of 25. This is one of the reasons that W.O.W. and C.W.F. use different versions of "Action on the Hill". W.O.W. is based on the individual group with a maximum being around the 100 delegate

level. C.W.F. runs on a minimum number of delegates of close to 300, with a maximum of 500. For such large numbers a entirely different set up and direction is taken utilizing all the program staff, whereas the largest W.O.W. groups can be handled by two staff persons. The evaluation of the numbers of participants is easier if the course is a mandatory portion of the conference or class year.

The example discussed will utilize the following scenario. The goal was to provide a quality workshop for a group of students in junior high (grades 7-9). The workshop would emphasize the general courses of a bill from conception of the idea through a Supreme Court ruling on a hypothetical challenge of the new law. The primary goal being to teach these delegates the basics through letting them take on the roles and act out the procedures. The basic information is utilized due to the age of the students. The ideal group size being a full bus composed of 55 delegates who are required to participate. The time we have set for the workshop is one continual one to two hour block of time. With these factors the following is an example of the way a workshop would be facilitated.

Preparations for such a group would be relatively simple. The most important thing is that the facilitator knows the process inside and out so they can handle any situations that develop. Students are remarkably adept at finding a stumping situation. Rehearsing the workshop with some colleagues is advisable to get criticisms and suggestions to refine the workshop presentation. While fun will keep the participants interested, the point is to teach them the process and develop understanding. This can not be accomplished if the scenario takes a nonprocedural step. Another factor which is not hampering to the workshop but can be very beneficial is the room arrangement. Two tables and a podium are very useful. Diagrams are given in the appendix.

Materials to use would be a large flip chart with plenty of paper. This will give the facilitator a large visible and postable place to produce updates and outline what is happening for the delegates reference. By preparing the flip chart with a brief presentation before hand, a solid background with all the key points highlighted is ready and visible to the students. It also works conveniently for other portions of the workshop as far as assigning roles to the students. A box with tape and markers helps utilize the flip chart.

Some other materials are note cards prepared with the different roles for the students, such as President, Representative, Committee Member, and Chief Justice. These can be taped under the chairs in the room for the workshop. This cuts down on time spent finding volunteers for the lesser known roles and provides the facilitator with a means of making sure everyone participates in the activity.

A very helpful resource is the video by American Broadcasting Company, School House Rock. A section of this video titled "I'm Just A Bill" runs about two minutes and provides a fun way to show what is about to be done. Reenforcing the process basics in as many ways as possible is a key to having a successful workshop. This segment of the video highlights the major portion of the material a facilitator will be covering. It presents the information in a fun, animated way with the star Mr. Bill. Using this video requires use of a tv/vcr and cuing the tape at the designated segment.

A last preparation step that is optional but can be very helpful is to have a prewritten script of a committee meeting. This will help prod committee members along and give them an idea of what they are doing exactly. This is a critical step in the process and one of the hardest to demonstrate. A brief Supreme Court script is also helpful in this case. If a gavel is accessible, one

of those would be very helpful for portions of the workshop.

If there are any handouts on the workshop to be provided, have those precopied and sorted. A parliamentary procedure short motion list will be beneficial to the delegates in mock Congress. Some examples are given in the appendix.

There are several extras that the facilitator can provide as merited. Many times improvisation can make things more interesting but in larger groups it can have a negative effect. Some of these items include several pair of sunglasses, a phone chord or two, some monopoly or play money, a robe, a dozen buttons of the same design (patriotic flag designs are easily available from various organizations), and a very large pencil or pen. The uses for these items will be noted in the description of the workshop activities.

Before the group is scheduled to arrive in the room for the workshop, the facilitator should double check the tape and tv/vcr. Set up the flip chart on an easel. Arrange markers and taper in easy reach from flip chart. Tape the note cards with assigned roles to the bottom of the chairs in the room. Go over an outline of the workshop to refresh everything. Then open the doors and greet delegates as they come into the room and ask them to take a seat.

The workshop developed begins in this fashion. The facilitator greets the group and closes the door to the room. The first activity is leading a group discussion asking the participants their ideas on government. Their ideas should be written down on the flip chart as they vocalize them. After they are written down, review the ideas orally and discuss what some of the possible sources for these ideas may be, such as parents, school, the media, or even the movies.

With this brief discussion done, the facilitator then begins to outline the whole process of government. The facilitator covers the Constitution as a guide book to the operations of our

government. Then a look at the major points of the system of checks and balances between the three branches of government. Then a clear distinction that the group is focusing on the National government and not a state government. If questioned, briefly discussing the concept of federalism should alleviate any confusion.

The next activity is the video of "I'm Just A Bill". Introduce the video for what it is, a simple overview. Many of the delegates in this age group know the song, or they pick it up rather quickly, let them sing along. Show the video and maintain order during the singing. After the video is over ask some basic simple questions about the information contained in the presentation. Then challenge the group to retrace the steps of Mr. Bill. Draw this out step by step on the flip chart. Correct delegates if they jump ahead of a step. Use deviations to show possible ways a bill can die or go back in the process. It is helpful to do this in a different colored marker so as not to confuse anyone. Adding in the subcommittee process and the House Rules committee is possible, but the majority of the groups will not have the time or interest in these steps. After the groups have retraced the steps of Mr. Bill ask them what can happen to a law. Refer back to the checks and balances discussed earlier in the first activity. At this point add in the Supreme Court's power to review. Now take this piece of flip chart and tape it to the wall where everyone can see it.

The next activity is the mock government. Introduce the activity and describe what will be happening. In most groups explain that extras will be needed and that all delegates will have a primary role and several bit extra roles. Also emphasize that everyone will need to participate in this process. The first step is to get the idea for a bill. Let the delegates give ideas and the facilitator should write these on a blank flip chart sheet. Ideas do not have to be serious, good bills for the group will keep their interest but not start open warfare among the delegates. If the

delegates get caught up in a controversial issue then they will lose the focus of the process and instead focus on the issue. When the group has a good list start thinning them down a little by voting and discussion. Usually a favorite idea will emerge fairly quickly. A facilitator can choose for the group in some cases but it must be done very tactfully so as not to lose the group's trust. Several good bills for example have been lowering the driving age, banning the production and sale of green m&ms, changing the national symbol to the Nike logo, and allowing violent juvenile offenders to be tried as adults.

Once an idea is selected, its time to make it into a bill. A facilitator explains that a bill has several basic parts, a preamble, a body, enforcement and effective date. These parts can be filled out by the bill sponsor. This is the person who suggested the idea. Let them do this with the group watching and the facilitator assisting the process. The facilitator should write the bill out on the flip chart. When the bill is completed, explain to the delegates how an amendment is added and what amendments can do to a bill. At this point the facilitator should introduce the note cards by having the delegates look under their chairs for their card. In some cases its easier to have just main roles listed and leave flexibility for assigning some roles. When everyone has their note card, ask the person with "bill" written on their card to come forward. Tape a piece of paper with the word "bill" written on it to the delegate, then introduce the bill to its sponsor. The facilitator should then explain the two delegates are now linked and must travel together through Congress together.

The next step in the activity is to introduce the President. Let that delegate have a seat to themselves, preferably with a table. Give the President the big pen or pencil. If delegates are not participating during the workshop or are talking too much assigning them roles as Secret service agents with sunglasses and phone chords for their ears can be good tension breakers and effective

group control. It is important that during the workshop the President is included by various methods. Periodically taking time outs for sending a random Congressman over to talk to the President about the bill is helpful.

Once the President is seated and introduced, then the facilitator can ask the committee members to come forward to the second table. Give the chairman and secretary scripts and seat them in the middle of the table with the other committee members falling in around them. Present them all with committee member buttons. Briefly explain how a committee works. Have the chairman begin, presenting them with the gavel and a bogus committee name. It need not be real, but it can be attention grabbing. Keeping the kids laughing and the subject light helps focus their attention. At various stages from this point it is important that the facilitator read the group, if the portion of the exercise is wearing thin, speed it up and make it change. Using all sorts of excuses is effective and somewhat characteristic of the real government. Examples of these include telling a committee that the Speaker has called for their decision, or that its almost a holiday break and a vote must be taken. The facilitator must keep the action flowing, if it gets bogged down the interest of the delegates will recede.

Let the committee process begin. The meeting should be called to order and the bill and sponsor come forward. The sponsor has opening remarks and the delegates will begin to follow the script. As this is happening, the facilitator should find a few delegates, perhaps a back row, and pull them aside. Tell them they are now lobbyist for the duration of the committee meeting. Provide them with the play money and assign them a position to be supported or opposed to the bill. Let them take their own resource in how they approach the committee members who are still proceeding. Encourage the lobbyist to come up with organization names they can use, let them make them up or use real ones. It is important the facilitator do this quickly and quietly. Let the

lobbyist go and resume a monitoring role of the committee meeting, by this point the committee members may be ready to make amendments. Work with the amendments by interest, if the group's attention begins to die as the committee works get the committee to wind up their proceedings.

If an amendment is added in committee or later on the floor, get another delegate randomly and tape a sign saying amendment and the number to them. The facilitator should instruct them that they are now attached to bill and must follow bill and sponsor through the process. If amendments are added on, tape the original bill to the wall. Write out amendments and tape them beside the bill. This will give an order to later steps. It is not always a good idea to put an amendment sponsor as the amendment as they are usually some of the quicker and more vocal delegates who will usually keep interest. The delegates will keep each others interest with what they say much more than a facilitator will, remember it is their workshop.

Once the committee gives its final vote, its time for the facilitator to step in again. The person should check off on the previously made chart the steps now completed in Mr. Bill's trip. Ask the group to tell what action should happen next. If the bill dies in committee, bring it back to life. For the sake of the workshop let it move on, but keeping track on the sheet how many times the bill dies can be interesting. In some instances it will be appropriate to introduce a Rules Committee Report for the House. This needs explanation, unless the group has some background it can be difficult to introduce this concept. If the facilitator does wish to use it, then simply producing a report limiting time and amendments works well. Setting up another committee generally loses the group's energy. The groups can sit through one committee with some interest, however they seem to have problems doing it twice

With the bill now out of committee and on the way to the floor, all the delegates have an

active role. Return the committee members to sitting with the group. The facilitator should explain that the whole room is now one of the floors of Congress and all the delegates are to now be sworn in as members of that body. The facilitator should explain that they will be in the role of speaker. The facilitator should pass out the short parliamentary procedure paper and then swear in the mock Congress. Call the members to order and then allow the bill to be introduced by the sponsor. Recognize the sponsor for any remarks and then allow the chairman to produce the committee report of amendments. Take a vote on this report. Then open the floor to comments and debate. Let the delegates have fun. The facilitator should maintain order and keep any true large scale arguments from erupting. Allow for a few amendments and some changes, this will be the best part for the majority of the delegates in the workshop. Once the group has run a course or is losing interest begin wrapping up the session. At this point a marked up copy of the bill should be made that incorporates all the amendments, then have the bill read and proceed with calling for a vote. The same procedure as was used in committee can be duplicated here. The facilitator should track where the bill is now and note any more deaths. Then for the good of the workshop the bill moves on in the process.

The actions of the other legislative body are best read as a report in this case. It always passes the bill usually in the same form. This saves a lot of time and effort. The fictitious other house allows for things to move on. In some exercises actually using delegates and assigning them to both houses works well, but in this instance it can be very hampering. If the point is to be made, report one difference and assign a conference committee who would quickly go out in the hall and return with a compromise you have prearranged for them. Then let the body vote on the conference committee report. This action is best left to older groups with some background in the subject area.

Now the facilitator should allow the legislative body a moment to celebrate its efforts before questioning them on the next step. Bill, sponsor and companions will now be visiting the President and his Secret Service agents, who make good receptionist. Playing off the video by doing an appointment for bill to go in front of the President is good. Let the President sign the bill that was previously posted on the wall. Letting the delegate playing President sign the delegate playing Bill is not a recommended action. If the President vetoes the bill, the facilitator should explain what happens. Demonstrate by moving bill and company around through the whole process of an override. Chart everything, check it off as it happens. In most cases the President will sign the Bill without any problem. After the Bill becomes a law, change the delegates sign. Then put everybody back into the chairs. Briefly review what has just happened. The facilitator should note facts about the process, example the majority of bills die in committee. Then the facilitator should provide a scenario for a challenge of the new law. This requires a facilitator to be flexible on their thinking.

The facilitator should have the Supreme Court members come forward and place the bath robe on the Chief Justice. Sitting them at the table where the committee met earlier. The bill sponsor has now become respondent or defense counsel. The law should be made to sit in a chair facing the court. The facilitator should find a plaintiff, usually someone who spoke out against the bill in committee or Congress. Provide the Court with their script and let them run with their roles. The only part a facilitator really need do is answer role playing questions and keeping the group's interest. This is the part the delegates are less familiar with and will either be the most difficult for the facilitator or the easiest depending on the group's reaction to the material.

Once the Court has reached a decision let them render it. Then the facilitator should wind up the whole workshop. Bringing the whole activity together. The facilitator should mention the

complexity of the government and see if the delegates have a new understanding of why laws can take so long. A few handouts will now be in order for keepers. These can include cartoons on a bill becoming law or similar items. These are best left to the end as they will usually be lost or followed too closely if given out during the early part of the workshop.

The workshop's design allows for a great deal of flexibility on the part of the facilitator. This is to allow the workshop to fit the group, rather than try to make every group try fit the workshop. The presentation described, aimed for the middle of the age range to which the workshop has been presented. Complexity and time levels can rise or fall with the age and maturity of a group. The presenters at National 4-H Council generally have worked with a group for a day or more before this workshop is presented as part of the WOW program. This helps them in their role as facilitator as far as judging the level of presentation for each group. A teacher in the class room would have a general idea of how much information to use in presenting a workshop in this manner.

Action on the Hill has been restructured to make it flexible and fun for the WOW program. The variation being developed for the CWF program is more structured and rigid in its actions and is more sophisticated in its complexity as the group age remains fairly constant. These programs are designed to fit into a larger program, they are not the main focus of a group visit. For that reason Action on the Hill would be more practical in the classroom as an activity for all students rather than relying on a school's participation in a specialized conference. Only a minority of students can attend and participate in the preparation for such an event. For these reasons, the flexibility and the majority participation, Action on the Hill meets the goals set for the workshop. It proves to be very effective even with the National 4-H Council staff people who went through the trial runs of the workshop.

The results of the workshop have been very encouraging. The basic goal of comprehension appeared to be reached in most cases. Students did express to facilitators that they had learned a lot and made reference to the fact that while they had learned some of the process before, they understood it now. Students that had participated in some of the conferences discussed earlier thought the workshop was good and were interested in using a similar format as an orientation for new members attending the conferences for the first time. The most common response by delegates was that they now had some understanding as to why it could take so long for an idea to be implemented into law. They also saw how hard it was for the original idea to achieve its original purpose after continual compromise and amending. The workshop works well in the goal we have set for it and will remain a workshop option for next year's WOW program.

Appendix 1A

This section is a sample layout of Flip Chart pages to use in the workshop. Only the prepared pages are shown in detail.

First Page: Cover

Second Page: Activity 1 - Brainstorming Ideas on Government

Third Page: The Constitution as a Guide Book

Fourth Page: Checks and Balances

Fifth Page: Activity 2 - “I’m Just A Bill” create the path

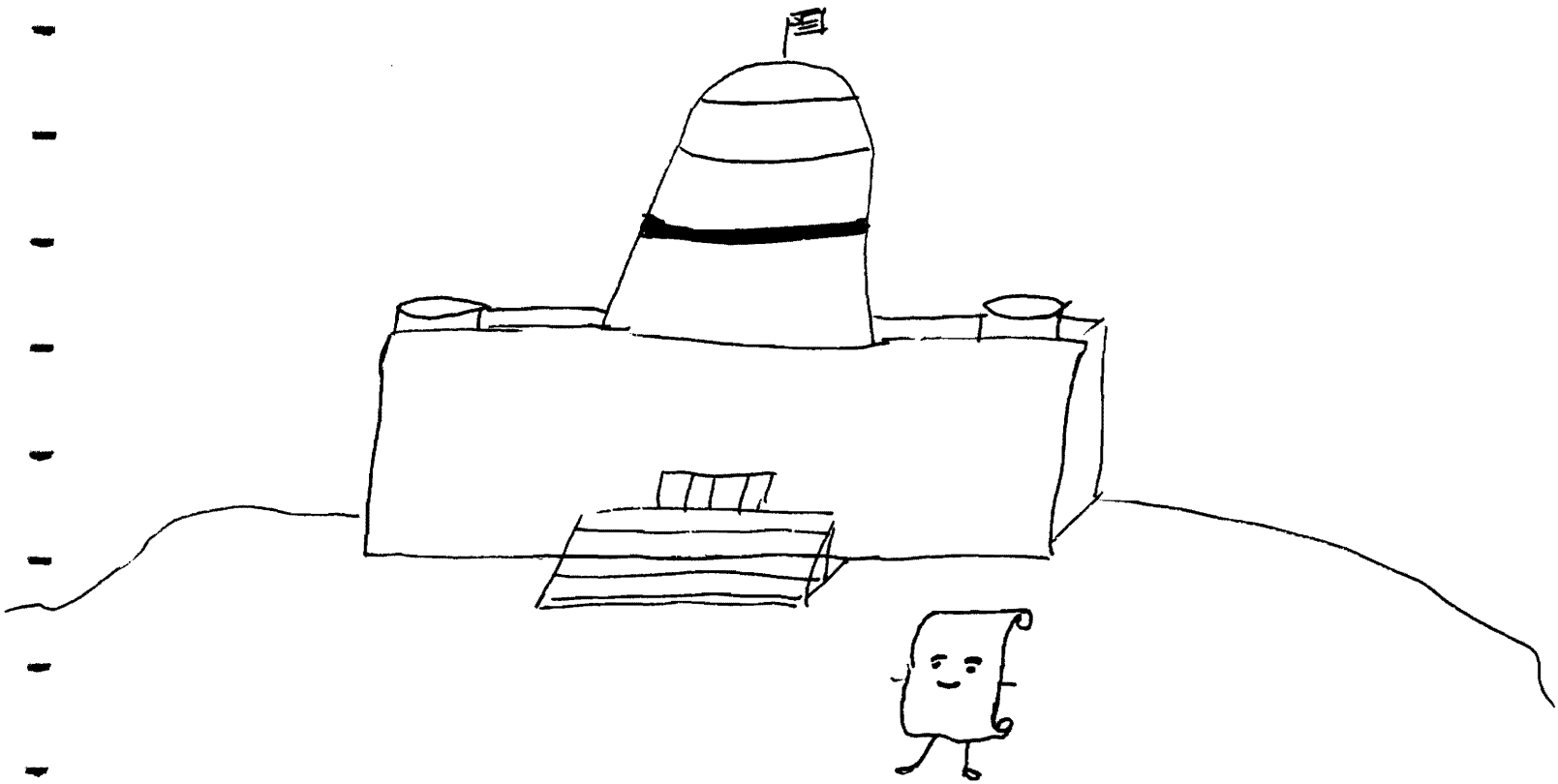
Sixth Page: Brainstorm Ideas for a Bill

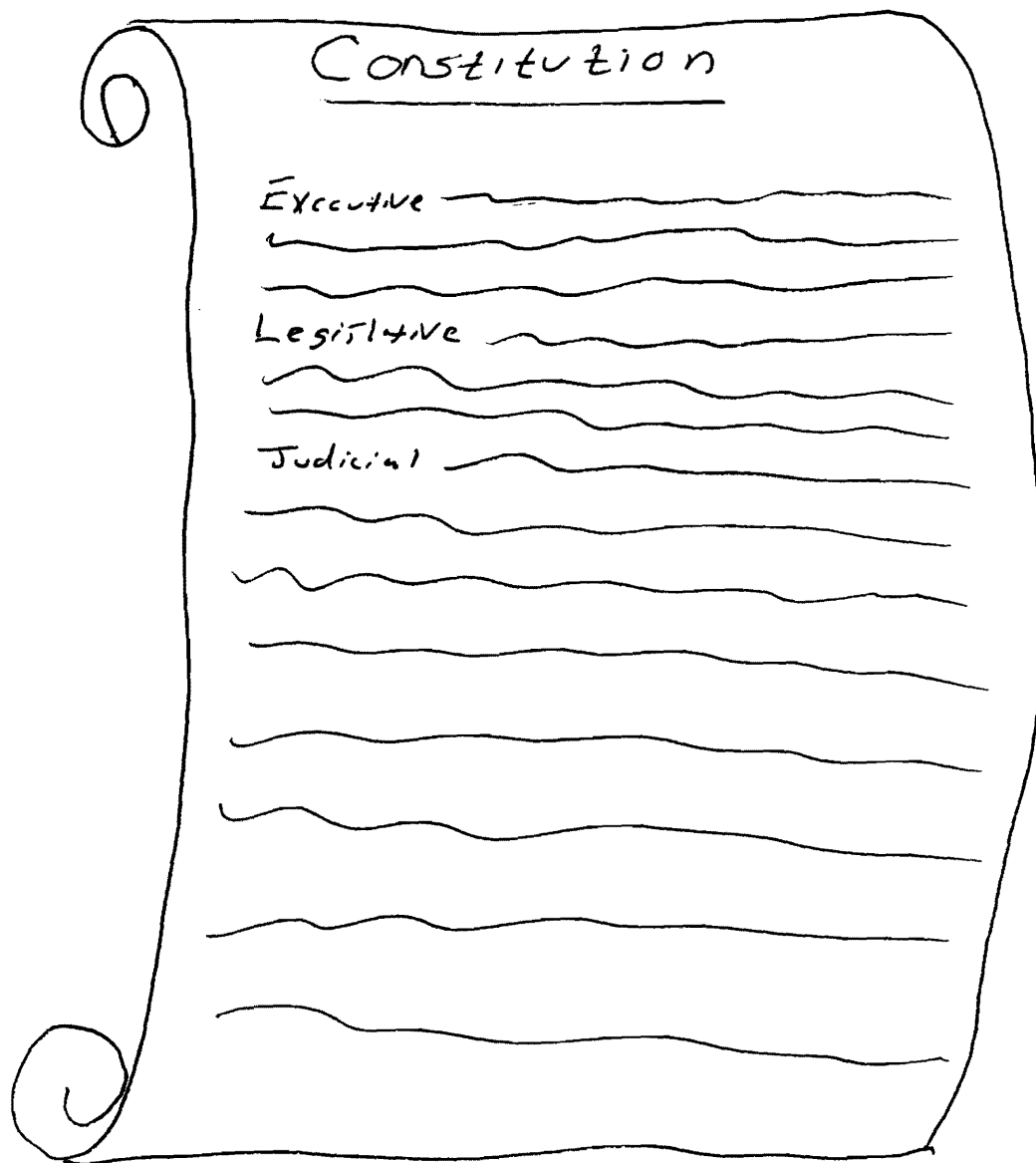
Seventh Page: Writing the Bill

Eighth Page: Titles, Names, Amendments

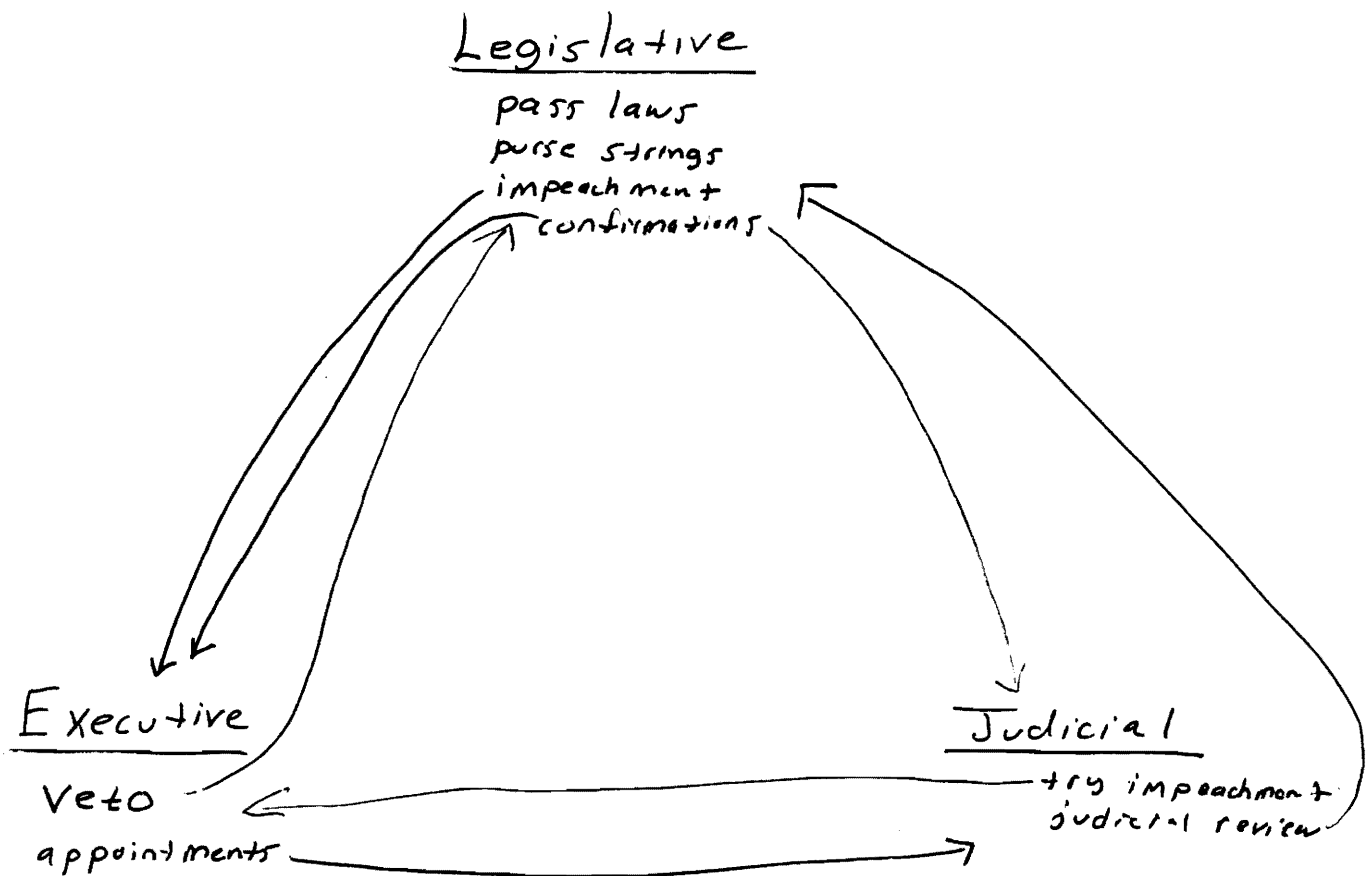
First Page: Cover

Action On The Hill





Fourth Page: Checks and Balances



105th Congress

1st Session

H.R. _____

IN THE HOUSE OF REPRESENTATIVES

OF THE UNITED W.O.W. STATES

Representative _____ introduced the following bill, which was read twice and referred to the Committee on _____.

A BILL

to _____

Be it enacted by the Senate and House of Representatives of the United W.O.W. States in Congress assembled,

Section 1, Short Title.

This Act may be cited as the “_____”

Section 2, _____

Section 3, Effective Date. This act shall take effect _____.

Appendix 1B

Delegate Roles

Some roles need to be preassigned. They are the major role players for the mock congress activity in the workshop. Writing them on note cards and then taping underneath the participants chairs is an effective random way of assigning roles. Handing them out or just assigning them will work also. (p) designates a preassigned role.

Legislative Roles

(p) Mr. Bill

sponsor

(p) Committee Chairperson

(p) 7 committee members

(p) Committee Secretary (also a member)

lobbyist(s)

Executive Roles

(p) President

Secret Service Agent(s)

Judicial Roles

(p) Chief Justice

(p) 8 justices

Appendix 1C

Room Set Up

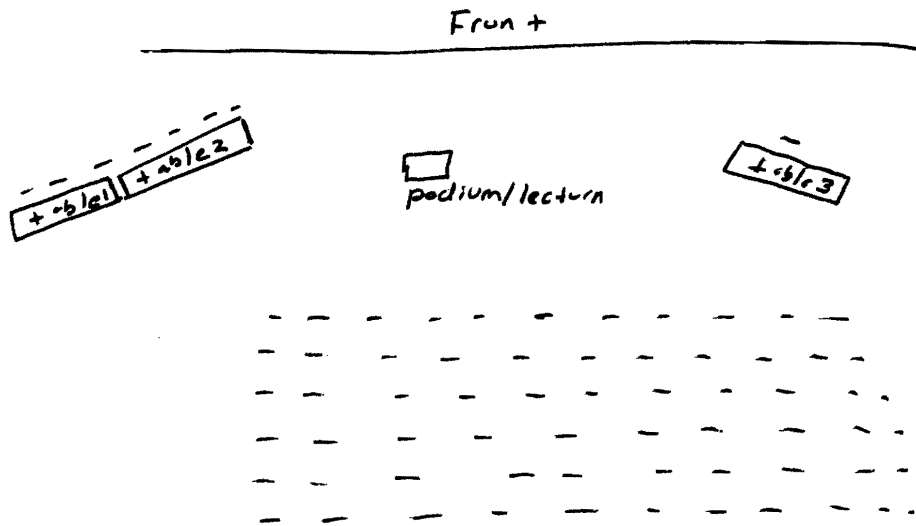


table 1+2 - used by committee + Supreme Court

table 3 - used by President

podium can be turned and used as well

Appendix 1D

Committee Script

Chair : (Bang gavel) I would now like to call this meeting of the _____
Committee to order. Do we have a quorum present?

Secretary: Yes, we have 9 of 9 members present.

Chair: The item on our agenda for today is House Bill _____ dealing
with _____. Will the bill sponsor please come to the lectern. You
are recognized for two minutes of opening comments, after that the committee members will
have a brief time for questions.

<Bill Sponsor>

Chair: Are there any questions from the committee members for the sponsor?

<Recognize any questions>

Chair: If there are no more questions, we'd like to thank you for your presentation. Do any of
the members desire to address the committee?

<Recognize comments and any motions for amendments>

Chair : We are now ready for a vote on House Bill _____ (as amended). All those in
favor say aye, <pause> those opposed say nay <pause> the aye/nay have it, the bill passes/fails.
Thank you members for your work, this committee is adjourned.

Appendix 1E

Supreme Court Script

CJ: <gavel> Ladies and gentleman this session of the Supreme Court is now in order. Today we are hearing the appeal of _____.

Will the representatives for _____ (the first party) please come forward to present their case. You have three minutes to present your argument

<Appellant>

CJ: Thank you for your remarks counselor. We will now hear from the second party, _____. You will also have three minutes to present your defense.

<Sponsor>

CJ: Thank you for your presentation. The Court will now recess briefly to reach a decision. Please stay seated.

<Court members leave table and meet quickly in corner to get a vote and decide their opinion, when done, return to table and CJ will gavel session back to order>

CJ: The High Court of the land has reached a decision we find in the favor of _____ in a _____ (the vote) decision. This Court is now adjourned.

Appendix 2 CWF design

The following pages are the work of the CWF committee that is designing Action on the Hill.

While it is a sister program to WOW, the requirements are very different. This is their preliminary work. The finalized version will be ready in May of 1997.

The CWF Action on the Hill is based on three different shorter workshops that are more involving and in depth. They focus on the legislative process only. This version is more involved as a mock legislature rather than a mock government.

1. Script for Group Leader for Community Interest Group Meeting
2. Format for Constituent letter
3. Twelve Bills with Descriptions and Amendments
4. Format for Testimony before Congress for Constituent Spokespeople
5. Format for Congressional Committee Hearing and Mark-up:
Script for Committee Chairman
6. Format for Bills
7. Format for Amendments
8. Set-up for Full Assembly
9. Script for Session Leader Prior to Begin General Assembly and Introduce Speaker of the House
10. Script for the Speaker of the House at the House Floor (General Assembly)
11. Script for Bill Sponsor/Committee Chairman for the House Floor (General Assembly)

It will be important to insure that all bills passed by the Committees are taken by the Committee Chairman to the Speaker of the House before the General Assembly starts. Otherwise, this could lead to a great deal of confusion with Committee Chairmen forgetting to drop off the bill or showing up after the session has started expecting the Assembly to vote on their bill.

The Speaker of the House needs to be someone who can keep the crowd under control and keep the process moving if it starts to get bogged down. If you do use a participant, I would choose this person carefully. You will also need to select a Bill Clerk with a strong voice who will read each bill out loud before the House votes on it.

I recommend starting the program in the full assembly with a leader explaining the full process, roles and time limits before breaking into the small constituent groups and Congressional Committees. I also recommend identifying each participant with a large name tag. You could prepare reversible cardboard name tags (tied around the back of the neck with yarn) as follows:

- *CONSTITUENT (and room name) on one side and MEMBER OF CONGRESS on the other (they will need to turn it over when they go to their 2nd workshop and turn it to Member of Congress for the full Assembly)
- *COMMITTEE CHAIRMAN/BILL SPONSOR (one side only)
- *SPEAKER OF THE HOUSE (one side only)
- *CLERK OF THE HOUSE (one side only)

OPTION 1

STUDENTS FROM ROOM A RETURN TO ROOM A AFTER BREAK:

WORKSHOP 1

ROOM A

Constituent Meeting
in Congressional District

ROOM B

Congressional Committee Hearing and
Mark-up (Vote on Amendment and Bill)

WORKSHOP 2

ROOM A

Congressional Committee Hearing and
Mark-up (Vote on Amendment and Bill)

ROOM B

Constituent Meeting in Congressional District

OPTION 2

STUDENTS FROM ROOM A MOVE TO ROOM B DURING THE BREAK:

WORKSHOP 1

ROOM A

Constituent Meeting
in Congressional District

ROOM B

Congressional Committee Hearing and
Mark-up (Vote on Amendment and Bill)

WORKSHOP 2

ROOM A

Constituent Meeting
in Congressional District

ROOM B

Congressional Committee Hearing and
Mark-up (Vote on Amendment and Bill)

COMMUNITY INTEREST GROUP MEETING

Script for Group Leader

Time for Exercise: 30 Minutes

Post Sign as Follows:

Constituents in a Congressional District

Our first task is to elect a member of Congress from this group of constituents. Once he or she is elected, she will leave the room and go to the Congressional Committee which is located in _____ (*insert room name*). Congratulations. Please represent us well.

We are all citizens in Congressman/woman _____'s Congressional district who have an interest in this legislation. This half of the room supports the bill as it is. This half of the room supports the amendment which would:

Both groups will now choose a coalition spokesperson to represent you by testifying before Congress. (*Allow each group to quickly choose or elect a coalition spokesperson*)

Now every citizen will right a letter to Congressman/woman _____ (*insert name of the person just elected*) regarding your views on the bill or the amendment using this form. Please take a minute to fill out your letter to your member of Congress. Remember, you should always make a letter as personal as possible when you write a member of Congress. Include specific examples if you can think of any.

We will now send our letters to Congressman/woman. Our community representatives from each coalition will now leave to go to the Congressional Committee located in room (_____) to testify before his/her Committee on this legislation.

The Coalition spokesperson for the bill and the coalition spokesperson for the amendment both leave to go to testify in the Congressional hearing room.

**105th Congress
1st Session**

Pending Legislation

1. National 4-H Day of 1997

Whereas National 4-H has provided exemplary service for the communities of this nation, (anniversary date of the establishment of 4-H) is hereby proclaimed as National 4-H day. By this Act of Congress, this day will be a National holiday and all schools will be closed during this day.

Constituent Group Lobbying for the Bill: 4-H Holiday Coalition which includes National 4-H members and their parents.

Amendment: In addition to a national Holiday, the President and CEO of National 4-H will receive a Congressional medal of honor for outstanding service to the youth, communities, and the nation.

Constituent Group Lobbying for the Amendment: 4-H Holiday and Medal of Honor Coalition

2. Dating Rights Act of 1997

If a student with a B average or better does his or her homework every night for a full week, such student shall have an absolute entitlement to go out on Saturday night.

Constituent Group Lobbying for the Bill: Students of Voting Age with a B average.

Amendment: The student must have an A average to be able to go out on Saturday night. Otherwise, he or she should be at home studying.

Constituent Group Lobbying for the Amendment: Students of Voting Age with an A average.

3. School Decency Act of 1997

Whereas student dress has become a serious problem in this nation, this Act will require students to wear school uniforms.

Constituent Group Lobbying for the Bill: Coalition for Decent Dressing

Amendment: School uniforms will only be required if the students at the school vote to require them.

Constituent Group for Amendment: Coalition for Uniform Choice

4. National School Books Protection Act of 1997

Whereas many high school students cause damage to school text books and school textbooks are very expensive to the state and local governments and, subsequently, to taxpayers, this legislation requires a vote by students in every school in the United States to determine if the school should charge every student a deposit for every book which is loaned to the student. If the students in the school don't like the idea of the deposit, the school would not implement the program.

Constituent Group Lobbying for the Bill: Coalition to Protect Innocent Books

Amendment: Every school must require a school text book deposit of \$5 per book from every student. If the book is returned in good condition at the end of the course, the deposit would be returned to the student.

Constituent Group for Amendment: Coalition to Insure the Protection of Innocent Books

5. Driving Freedom Act of 1997

Whereas most teenagers are basically good and responsible drivers, this Act will set a driving age of 14 years of age for all states.

Constituent Group Lobbying for the Bill: Coalition of Responsible Young Drivers

Amendment: Whereas most drivers' license photographs are not flattering to the individual being photographed, a national study shall be conducted on how to make these photos better reflect individuals' true characteristics.

Constituent Group for the Amendment: The Embarrassed by Our Photos Coalition

6. Fair Pay Act

This legislation amendment the Fair Labor Standards Act to increase the minimum wage to \$5.80 per hour.

Constituent Group Lobbying for the Bill: Fair Wage Coalition of Minimum Wage Workers

Amendment: the minimum wage will be increased to \$8.00 per hour

Constituent Group Lobbying for the Amendment: Fairer Wage Coalition

7. Mandatory Community Service Requirement Act of 1997

Whereas many high school students benefit tremendously from community service, this legislation

would require every high school student to perform 10 hours of community service before graduating from high school.

Constituent Group Lobbying for the Bill: Community Service Providers Coalition

Amendment: Every student should be encouraged, but not required, by teachers and administrators to complete as much community service as possible.

Constituent Group Lobbying for the Amendment: Community Service Encouragement Group

8. Test Cheating Disincentive Act

Whereas, students who cheat on tests often fall into a pattern of unethical and criminal activity over time, if a student is caught cheating on an examination, he or she will be required to participate in 5 hours of community or religious service.

Constituent Group Lobbying for the Bill: Coalition to Reform Cheaters

Amendment: The cheating student would not be able to drive an automobile for 6 months unless he or she is driving to perform community service functions or to attend religious events.

Constituent Group Lobbying for the Amendment: Academic Honesty Coalition

9. Healthy Youth Act of 1997

Whereas, according to the Surgeon General of the United States and numerous scientific studies cigarette smoking is extremely hazardous to the health of all persons, especially teenagers, no person should be allowed to smoke until he or she reaches the age of 19.

Constituent Group Lobbying for the Bill: Medical Doctors' Coalition for Teenage Life

Amendment: No person can smoke until he or she is 20 (instead of 19).

Constituent Group Lobbying for the Amendment: Smoking at 19 Coalition

10. Straight A Student Recognition Act of 1997

Whereas it is extremely difficult to make straight A's, if a student makes straight A's for 3 semesters in a row, he or she shall be duly recognized with an award in an assembly of the entire high school.

Amendment: Not only will straight A students be recognized in an assembly, but they will also be entitled to be late to or skip class as often as they like.

Constituent Group Lobbying for the Bill: Student Recognition Coalition. Includes parents of

straight A students and straight A students who have already graduated.

Constituent Group Lobbying for the Amendment: Freedom for Straight A's Coalition

11. Teenage Working Late Prohibition Act of 1997

Whereas individuals under the age of 15 years old generally need more sleep than adults for their development and growth, this legislation makes it illegal for 15 year-olds to work more than 10 hours in a school week. (Current law says that 14 and 15 year-olds cannot work more than 18 hours in a school week.)

Amendment: If school is out for at least a week, 15 year-olds can work up to 45 hours a week not just 40 hours a week (the current law).

Constituent Group Lobbying for the Bill: Parents of 14 and 15 year olds that have been injured on the job.

Constituent Group Lobbying for the Amendment: Teenage Holiday Working Rights Act. Includes coalition of parents of 15 year olds with Holiday jobs.

12. National Curfew Act of 1997

Whereas, students must receive adequate rest in order to benefit from school activities and whereas, much violence, illegal and unwholesome activity occurs after the hour of 9:00 p.m., persons under the age of 14 shall not be permitted to be out of their homes after 9:00 p.m. on a school night.

Amendment: Instead of a curfew, parents shall be advised by local community leaders of crime problems in that particular community and of any risks associated with persons under the age of 14 to be out of their homes after 9:00 p.m. on a school night.

Constituent Group Lobbying for the Bill: National Child Safety Group. Includes parents whose children were injured by being out past 9:00 p.m. on a school night.

Constituent Group Lobbying for the Amendment: Coalition for Parental Crime Information. Includes parents who would like more information on crimes in their community that may put their children at risk.

105TH CONGRESS
1ST SESSION

Amendment No. 1
to
H.R. _____

IN THE HOUSE OF REPRESENTATIVES
OF THE UNITED STATES

To _____

Referred to the Committee on _____

and ordered to be printed.

Ordered to lie on the table and to be printed.

1 On page 1, line 1 strike all after the enacting clause and insert:

2 _____

3 _____

4 _____

OFFICIAL CONGRESSIONAL TESTIMONY

Statement of

(Name)

On Behalf of

(Name of Community Organization)

on H.R. _____, the

(Bill Title)

Before the

Committee on _____

U.S. House of Representatives

(Date)

Mr. Chairman and Members of the Committee:

Thank you for the opportunity to testify before you today. My name is _____, and I

represent _____. I would like to urge you to

_____ H.R. _____, the _____
(Support/Oppose) (Name of Bill)

because _____

Thank you for your time. I would be happy to answer any questions.

***Committee Hearing and Mark-up
Script***

Time for Exercise: 45 minutes

**Post sign as follows:
Congressional Committee Room
U.S. House of Representatives**

Script for Committee Chairman:

(Remember you are in control and you can cut people off if they go too long.)

I would like to call this Committee hearing to order. I would now like for the witnesses to give their testimony. Each witness will have up to 2 minutes to complete their remarks.

(First witness speaks for up to 2 minutes. Then Chairman calls on the second witness to speak for up to 2 minutes on the amendment).

Are there any questions from Committee Members? *(Allow the Members of Congress to ask brief questions.)* The witnesses can then answer the questions.

(After questions are complete): This hearing is adjourned. We will now move directly into a mark-up where we will vote on the amendment and then the overall bill.

(Mark-up begins)

I would like to call the mark-up to order on H.R. _____, the _____
(Name of Bill)

I believe that this is very important legislation. It was brought to my attention by constituents in my districts. *[Feel free to add any other comments that you have on the bill.]* Do any of the members of Congress wish to speak on the bill? *[If so]* You are recognized for up to 30 seconds. *[Call on other members of Congress as you like depending on how much time you have.]*

We will now vote on the amendment. The amendment would _____
(Read amendment)

Would any member of Congress like to comment on the amendment? *[If so]* You are recognized for a brief statement not to exceed 30 seconds.

All in favor of the amendment say yea *(members vote by saying yea)*. All opposed say nay *(members vote)*. The amendment *(passes/fails)*. *[If you can't tell if there are more yeas or nays, or if someone asks for a recorded vote, then you'll need to count the yeas and nays to get an official count].*

We will now vote on the overall bill. *(If the amendment passed, this means that they are voting*

on the whole bill, but it has now been changed by the amendment.)

All in favor of the overall bill say yea (*members vote*). All opposed say nay (*members vote*).
The bill (*passes/fails*).

[ONLY IF THE BILL PASSES, READ THE FOLLOWING]: The Full House of Representatives
will be voting on this bill shortly.

The mark-up is adjourned. *[IMPORTANT, IF THE BILL PASSES, THE CHAIRMAN NEEDS
TO TAKE THE BILL TO THE SPEAKER OF THE HOUSE IN THE FULL ASSEMBLY. IF
THE AMENDMENT ALSO PASSED, THE CHAIRMAN NEEDS TO WRITE THE
AMENDMENT ON THE BILL BEFORE DELIVERING IT.]* (If the amendment passed but the
overall bill did not, then you don't need to take anything to the Speaker because the whole bill
died in Committee.)

Recommended Set-up for Full Assembly:

The following set-up will create a realistic looking "Floor of the House":

Speaker's Dias

Place a table on the stage with three chairs for the Session leader (or Parliamentarian), Speaker of the House and Bill Clerk.

(I'd recommend a royal blue tablecloth if possible and a seal of Congress or the United States either behind or on the front of the table, with a U.S. flag behind the table.)

Well of the House

On the floor in front of the stage (in the center) place a podium with a mic. This is the Well of the House where members of Congress come down to give their speeches.

Overhead Projector

Have the overhead projector on the stage to resemble the voting screen in the Chamber as follows:

[Black background with orange letters]

	YEA	NAY	PRESENT
ON PASSAGE			
H.R. 1			

The assembly leader or clerk will fill in the votes on the overhead projector as they occur. It might also be helpful to place the oath of office on the overhead projector during the swearing in so that they could read from it.

Additional Materials

You will need a gavel for the speaker and stop watches (or watches with a second hand) for the Assembly leader and committee chairmen. It would also be helpful to have gavels for each of the committee chairmen.

***SCRIPT FOR ASSEMBLY LEADER BEFORE FULL HOUSE SESSION
(ASSEMBLY) BEGINS***

I'd like to take a moment to explain how the meeting of Congress will work. We will be voting on all of the bills which were passed by the Committees. If a Committee did not pass the measure it cannot be considered by the full House of Representatives.

The speaker will call on the clerk to read each bill. After the bill is read, the Chairman of the committee that passed the bill, who is also the author of the bill, will come to the front of the auditorium, (motion to the podium in the center below the stage). This is the prestigious area known as the well of the House where members of Congress make their speeches. Only members of Congress are allowed in this area.

The Chairman will then have one minute to make a statement to persuade his or her colleagues to vote for the bill.

The Speaker will then ask for a vote on the bill. You will be asked to stand up to cast your vote. You can only stand up one time for each bill. You can either stand up for the bill or against the bill, or--if you don't want to vote either way, you can stand up and vote "present". This means that for some reason you don't want to cast a vote for or against the bill, but will only indicate that you were there. Sometimes members of Congress vote present when they feel one way about a bill but their constituents feel another way.

In reality, members of Congress vote in several ways. Sometimes they stand up, sometimes they vote by yelling yeas and nays, but most often, they vote for bills using an electronic device like a credit card which is tabulated immediately.

Let's begin the meeting of the United States Congress. Mr. Speaker . . .

SCRIPT FOR SPEAKER OF THE HOUSE

Note for Speaker of the House: The Committee Chairs should have brought you the bills that were passed by the committees. Depending on how many passed in the committees, you may have anywhere between 1 and 12 bills to consider. If the bill did not pass in Committee the full House cannot vote on it. Remember that you are in control. If it begins to get unruly, or if a member of Congress drags on for more than a minute, you can use your gavel and cut them off. Just announce that the time has expired.

Now that we've had the invocation, I would like to call the House to order. We would like to begin by swearing in the new Members of Congress. Please raise your right hand, place your left hand on an invisible Bible and repeat after me:

I do solemnly swear (*audience repeats*)
That I will support and defend (*audience repeats*)
The Constitution of the United States (*audience repeats*)
Against All Enemies (*audience repeats*)
Foreign and abroad (*audience repeats*)
That I will bear true faith and allegiance to the same (*audience repeats*)
That I take this obligation freely (*audience repeats*)
Without any mental reservation or purpose of evasion (*audience repeats*)
and that I will well and faithfully discharge the duties (*audience repeats*)
of the office on which I am about to enter (*audience repeats*)
So help me God. (*audience repeats*)

We will begin immediately to consider pending legislation.

The first item under consideration is H.R. 1 (*IF H.R. 1 passed in Committee. If it didn't, start with H.R. 2 or whichever bill did pass*). The Clerk will read the bill. (*The Clerk reads the bill.*)

Would anyone like to speak on this legislation? (*The Committee Chairman raises his/her hand.*)
I would like to recognize the distinguished gentleman/gentlewoman. (*Point to the chairman.*)
The member has one minute to complete his or her remarks. (*When the one minute is over, announce that the Gentleman's/Gentlewoman's time has expired.*)

I would now like to call for a vote on the measure.

All in favor of H.R. 1, signify by standing. (*Motion for those to stand up who are FOR the bill. You may need to repeat this if they act confused.*) Please remain standing while the clerk counts the votes. (*Clerk counts the votes.*)

All opposed to H.R. 1 please stand. (*Give them time to stand.*)
All who would like to only vote present please stand. (*Give them time to stand.*)
The clerk will please count the votes. (*Clerk counts the votes.*)
The vote being ____ to ____ (with ____ voting present), the measure (fails/passes.)

****The next item under consideration is H.R. 2 (or whichever bill was passed by a committee. The committee chairs should have brought you the bills that passed). The Clerk will read the bill. (The Clerk reads the title and text of the bill.) Would anyone like to speak on this legislation? (The Committee Chairman raises his/her hand.) I would like to recognize the distinguished gentleman/gentlewoman. (Point to the chairman.)**

The member has one minute to complete his or her remarks. (When the one minute is over, announce that the Gentleman's/Gentlewoman's time has expired.)

I would now like to call for a vote on the measure.

All in favor of H.R. 2, signify by standing. (Motion for those to stand up who are FOR the bill. You may need to explain if they act unsure.) Please remain standing while the clerk counts the votes. (Clerk counts the votes.)

All opposed to H.R. 2 please stand. (Give them time to stand.)

All who would only like to vote present please stand. (Give them time to stand.)

The clerk will please count the votes. (Clerk counts the votes.)

The vote being ____ to ____, the measure (fails/passes.)

Repeat this process starting at ** for every bill that passed in the committees.

Time limit: 1 minute

I rise in support of H.R. _____, the _____

I believe that this is important legislation because _____

TOTAL P.18

Appendix 3

The following are handouts that can be given to the participants. They can be given out during the workshop or at the end.

Handout 2:

CHECKS AND BALANCES

Purpose:

To limit the powers of each branch making it impossible for any one to become supreme. This ensures that governmental power is not used abusive manner.

Checks

- The Judiciary checks Congress by reviews the constitutionality of legislation enacted by congress.
- The Congress (Senate) checks the power of the President by confir Presidential appointments to the Supreme Court and by consenting to treaties by a two thirds vote.
- The Executive checks the power of the Congress by the right to vet legislation passed by the Congress.
- The Judiciary checks the power of the Executive by reviewing the a of the President.
- The Congress checks the Executive by the power of impeachment (the to remove the president from office

Balances

- Each branch of government is balanced by the other
- Each chamber in congress is balanced by the other.
- The members of each party in the House and Senate balances the mem the other party.

The United States Constitution

734 Jackson Place, N.W. • Washington, D.C. 20503
202/USA-1787

SUMMARY OF THE CONSTITUTION

Article I The Congress

1. Provides for an upper and lower house, terms, qualifications, and apportionment
2. Provides for elections and meetings of Congress; compensation of senators and representatives
3. Gives Congress the power to
 - borrow money
 - regulate commerce
 - establish naturalization laws
 - coin money and fix standards for weights and measures
 - provide for punishment of counterfeiters
 - establish post offices
 - establish copyright laws
 - declare war, raise armies, maintain a navy, organize a militia
 - exercise authority over the District of Columbia
4. Denies Congress the power to
 - suspend the writ of habeas corpus except in times of rebellion or invasion
 - enact ex post facto laws
 - tax articles exported from any state
 - give preference to one state over another
 - use money from the Treasury except by law (account for use of money)
 - grant titles of nobility
5. Denies states the rights expressly granted to federal government (see #3) and those denied federal government (see #4).

Article II The Presidency

1. Establishes office, term, electoral college, qualifications, succession in case of death or disability, and oath for president and vice-president.
2. Establishes president as commander in chief of Army, Navy, and militia.
3. Grants power with advice and consent of Senate to
 - make treaties
 - appoint ambassadors and Supreme Court justices
4. Provides for a periodic State of the Union message
5. Provides for impeachment in case of treason, bribery, or other high crimes and misdemeanors.

Article III The Judiciary

1. Establishes Supreme Court and lower courts; terms and compensation of judges; authority of judges.
2. Provides for trial by jury.

Article IV

Asserts that:

1. Each state will honor the public acts, records, and judicial proceedings of the other states.
2. Criminals fleeing justice in one state will not find refuge in another state.
3. New states may be admitted to the Union, but no state may be formed from another without the permission of the preexisting states.
4. Each state is guaranteed protection from invasion by the federal government.

Article V

Provides for amendment of the Constitution

Article VI

1. Agrees that the United States government assume all debts entered into by the Confederation government before the adoption of the Constitution.
2. Provides for an oath, but no religious test, for all government officials.

Article VII

Provides for ratification of the Constitution.



LEGISLATIVE - The Congress

The National Legislature has two chambers, meets in the Capitol in Washington, D.C.:

- To make new laws
- To change old laws
- To investigate matters of national interest
- Provide for defense and general welfare
- Declare war
- Order currency made & borrow money
- Decide federal taxes
- Regulate inter-state commerce
- Establish size of House of Representative
- Decide number of Federal Judges & Courts
- Determine who can become a citizen
- Admit new states
- Propose amendments to the Constitution for approval by states

HOUSE OF REPRESENTATIVES

435 Representatives

- Number from each state based on population
- Representatives must be:
 - *At least 25 years old
 - *U.S. Citizens for 7 years
 - *Resident of state
 - *Elected every 2 years

SENATE

100 Senators

- Two from each state
- Senators must be:
 - *At least 30 years old
 - *U.S. Citizens for 9 years
 - *Resident of state
 - *Elected every 6 years

EXECUTIVE - The President

THE PRESIDENT

- Must be at least 35 years old
- Must be born a citizen of the U.S.
- Must have lived at least 14 years in U.S.
- Must be elected every 4 years

Duties are to preserve, protect and defend the Constitution and to administer the laws made by Congress.

THE VICE PRESIDENT must have the same qualifications as the President and is elected at the same time with the President. He is the presiding officer of the Senate, and becomes President if current President dies or cannot serve.

THE PRESIDENT'S CABINET:

- Chief officials of executive departments called Secretaries with exception of Attorney General.
- Appointed by President with approval of Senate.
- May not hold elected office.
- Advise President and supervise employees of federal government departments.
- Executive Departments include:
 - *Department of State
 - *Department of the Treasury
 - *Department of Defense
 - *Department of Justice
 - *Department of the Interior
 - *Department of Agriculture
 - *Department of Commerce
 - *Department of Labor
 - *Department of Health and Human Services
 - *Department of Housing & Urban Development
 - *Department of Transportation
 - *Department of Energy
 - *Department of Education

JUDICIAL - The Courts

THE SUPREME COURT meets in Washington, D.C. to support the U.S. Constitution, to administer justice impartially, and to "do equal right to the poor and to the rich".

- Composed of Chief Justice and 8 Associate Justices
- Appointed for life by the President with approval of the Senate
- Hear appeals on constitutional and other questions from courts of appeal district courts, or state supreme courts.
- Review, on request, conflicts between U.S. laws and state laws, laws of different states, or rulings of court of appeals.
- Try cases affecting diplomats and those in which a state is a party.

COURTS OF APPEALS 3 or more judges in each of 11 circuits hear appeals from decisions of district courts on questions of law, not of fact and from decisions of federal boards and commissions.

DISTRICT COURTS at least one federal judge in each of the 94 federal judicial districts in U.S. Holds criminal (violations of federal laws and crimes against government) and civil cases (disputes between individuals of different state and cases involving civil rights).

ADDITIONAL U.S. COURTS include Court of Claims, Customs Court, Court of Customs & Patent Appeals, Tax Court, and Court of Military Appeals.

PARLIAMENTARY PROCEDURE

...at a glance



Here are some motions you might make, how to make them, and what to expect of the rules.

TO DO THIS:	YOU SAY THIS:	MAY YOU INTERRUPT THE SPEAKER?	DO YOU NEED A SECOND?	IS IT DEBATABLE?	CAN IT BE AMENDED?	WHAT VOTE IS NEEDED?	CAN IT BE RECONSIDERED?
ADJOURN MEETING	"I move that we adjourn"	NO	YES	NO	NO	MAJORITY	NO
CALL AN INTERMISSION	"I move that we recess for..."	NO	YES	NO	YES	MAJORITY	NO
COMPLAIN ABOUT HEAT, NOISE, ETC.	"I rise to a question of privilege" I	YES	NO	NO	NO	NO VOTE	NO (usually)
SUSPEND FURTHER CONSIDERATION OF AN ISSUE	"I move to table the motion"	NO	YES	NO	NO	MAJORITY	NO
END DEBATE AND AMENDMENTS	$\frac{2}{3}$ "I move the previous question"	NO	YES	NO	NO	$\frac{2}{3}$	NO ^①
POSTPONE DISCUSSION FOR A CERTAIN TIME	D "I move to postpone the discussion until..."	NO	YES	YES	YES	MAJORITY	YES
GIVE CLOSER STUDY OF SOMETHING	D "I move to refer the matter to committee"	NO	YES	YES	YES	MAJORITY	YES ^②
AMEND A MOTION	D "I move to amend the motion by..."	NO	YES	YES ^③	YES	MAJORITY	YES
INTRODUCE BUSINESS	D "I move that..."	NO	YES	YES	YES	MAJORITY	YES

THE MOTIONS LISTED ABOVE ARE IN ORDER OF PRECEDENCE... BELOW THERE IS NO ORDER...

PROTEST BREACH OF RULES OR CONDUCT	"I rise to a point of order." I	YES	NO	NO	NO	NO VOTE ^④	NO
VOTE ON A RULING OF THE CHAIRMAN	D "I appeal the chair's decision" I	YES	YES	YES	NO	MAJORITY ^⑤	YES
SUSPEND RULES TEMPORARILY	$\frac{2}{3}$ "I move to suspend the rules so that..."	NO	YES	NO	NO	$\frac{2}{3}$	NO
AVOID CONSIDERING AN IMPROPER MATTER	"I object to consideration of this motion" I	YES	NO	NO	NO	$\frac{2}{3}$ ^⑥	- ^⑦
VERIFY A VOICE VOTE BY HAVING MEMBERS STAND	"I call for a division" or "Division!" I	YES	NO	NO	NO	NO VOTE 5 SCATTERS	NO
REQUEST INFORMATION	"Point of information" I	YES	NO	NO	NO	NO VOTE	NO
TAKE UP A MATTER PREVIOUSLY TABLED	"I move to take from the table..."	NO	YES	NO	NO	MAJORITY	NO
RECONSIDER A HASTY ACTION	"I move to reconsider the vote on..." I	YES	YES	- ^⑧	NO	MAJORITY	NO

NOTES:

① Unless vote on question is not yet taken.

② Unless the committee has already taken up the subject.

③ Only if the motion to be amended is debatable.

④ Except in doubtful cases.

⑤ A majority vote in negative needed to reverse ruling of chair.

⑥ A $\frac{2}{3}$ vote in negative needed to prevent consideration of main motion.

⑦ Only if the main question or motion was not, in fact, considered.

⑧ Only if motion to be reconsidered is debatable.

HOW A BILL BECOMES A LAW



A bill is first introduced into one house of Congress (in this example we will say it is the House of Representatives). The clerk assigns it a number, and presiding officer refers it to the appropriate committee.



The entire committee or a subcommittee may hold public hearings to see how people feel about the bill. The committee may then kill the bill or report it to the floor, with or without suggested changes or amendments.



The bill is placed on the calendar.



The bill is debated on the House floor.



The bill is then voted on. Let's say our bill passes.



In the Senate, a similar bill may already be in the works. If it is not, our bill, after passing the house, is referred to the Senate. The presiding officer sends it to the appropriate committee.



The committee or subcommittee may hold its own public hearings if it wishes. If the committee favors the bill, it is referred to the floor with any suggested changes or amendments.

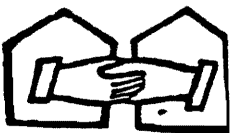


The bill is then put on the calendar.



On the Senate floor, the bill is debated.

The bill is voted on. Let us say the bill passes.



Any differences between the House and Senate concerning legislation are worked out in the Conference committee, whose members are chosen by the ranking officers of each house. The committee confers and reports the results to each house. If the report is approved, the bill goes to the President.



The President can sign the bill into law, veto it, or allow it to become law without his signature.