

The Making of a Law

Based on the Annenberg Classroom Video
“The Making of a Law”



The Annenberg Foundation Trust at
SUNNYLANDS

Leonore Annenberg
Institute for Civics

www.annenbergclassroom.org

A Lesson by Linda Weber

SUMMARY

The process of how a bill becomes a federal law is more than a series of linked steps. It is the fundamental way people in a democracy get involved and work through their elected officials to meet needs and solve problems for the benefit of themselves and other Americans. Through this lesson, students will learn about the dynamic interconnections of people, principles, and process that are involved in making federal laws.

About the Video

“The Making of a Law” recounts a true story of survival by describing the chronology of events that occurred over a 4-year period related to a real bill (S.136) that became law. The bill’s long and death-defying journey begins because three schools in Yosemite National Park needed additional funding to stay open. Congressman George Radanovich and Senator Dianne Feinstein are interviewed as bill sponsors along with other key individuals who supported the bill.

Notes, Suggestions, and Considerations

- This lesson presumes that both teachers and students know the basics about the legislative process, and the steps involved when similar or identical bills are introduced in both houses of Congress.
- Understanding how a bill becomes law requires that teachers teach so students can learn both content and process knowledge. Therefore, instruction and learning may take more time.
- Additional Supporting Resources are provided as supplemental information to assist in the teaching of this lesson.
- Teachers may find the standards-level alignment chart helpful when posing questions and directing discussions to ensure the breath of standards-related topics are covered.
- Because learning is more meaningful through connections, a study of the process that a bill goes through to become law is an ideal way to help students understand the relevance of what they are learning.

Snapshot of Lesson

Grades: High School

Subject Focus: Civics/Government

Estimated Time: 4, 50-min. sessions

Day 1—Video & Study Questions

Day 2—Follow-Up: Discussion Groups

Day 3—Follow-Up: The Rest of the Story

Day 4—Group Presentations and Take-Home Quiz

Alignment to National Standards for Civics and Government

Materials/Equipment Needed:

- Video: *The Making of a Law* (20 minutes)
Available at: <http://www.annenbergclassroom.org/page/one-schools-fight-the-making-of-a-law>
- Paper and pencil
- Computer with internet connection
- Projector for class viewing

Lesson Materials Included:

- Student’s Video Guide
 - Study Questions
 - Flow Chart
 - Chart for An Analysis of People, Principles, and Process
 - Discussion Questions
 - Activity: The Rest of the Story
- Teacher’s Video Guide (includes directions, answers, notes)
- Blank Flow Chart
- Legislation and information related to S.136
- Legislation and information related to H.R. 3311
- Lesson Rubric
- Take-Home Quiz

Supporting Resources Included:

- The Legislative Process
- Standards-level alignment to National Standards for Civics and Government

TOPICS

- Responsibilities of Government
- Functions of Congress
- Legislative Process
- Shared Powers (Legislative and Executive Branch)
- Roles and Responsibilities of Government Leaders and Citizens
- Democratic Principles and Values
- Civic Dispositions

NATIONAL STANDARDS

Document: National Standards for Civics and Government (1994) Center for Civic Education
<http://www.civiced.org/index.php?page=stds>

Grades 9-12 Organizing Questions

The national content standards for civics and government are organized under five significant questions. The following outline lists the high-level organizing questions supported by this lesson.

- I. What are civic life, politics, and government?
 - A. What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?
 - D. What are alternative ways of organizing constitutional governments?

- II. What are the foundations of the American political system?
 - B. What are the distinctive characteristics of American society?
 - C. What is American political culture?
 - D. What values and principles are basic to American constitutional democracy?

- III. How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
 - A. How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?
 - B. How is the national government organized and what does it do?
 - C. How are state and local governments organized, and what do they do?
 - D. What is the place of law in the American constitutional system?
 - E. What is the place of law in the American constitutional system?

- V. What are the roles of the citizen in American democracy?
 - B. What are the rights of citizens?
 - C. What are the responsibilities of citizens?
 - D. What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?
 - E. How can citizens take part in civic life?

Note: A more detailed standards-level alignment related to these questions can be found in the Supporting Resources section of this lesson plan.

OUTCOMES

Knowledge, skills, and dispositions

Students will . . .

Students will . . .

1. Identify and explain the sequential steps in the federal process for making laws.
2. Recognize democratic values and principles in the legislative process.
3. Identify impediments to effective lawmaking.
4. Determine the importance of negotiation and compromise in the legislative process.
5. Draw conclusions about the importance of citizen participation in the legislative process
6. Understand the interconnections of people, principles and process needed for effective lawmaking.

Integrated Skills

1. Information literacy skills

Students will . . .

- Gather, organize, and present information.
- Synthesize information from primary sources.
- Use technology as a tool to support learning.

2. Media literacy skills

Students will . . .

- Gain explicit and implicit information through viewing and listening.
- Interpret both verbal and nonverbal behavior.

3. Communication skills

Students will . . .

- Write and speak clearly to contribute ideas, convey information, and express own point of view.
- Write in response to questions.
- Collaborate in small groups.
- Negotiate and compromise on a group project.
- Respect diverse opinions.
- Assume shared responsibility for collaborative work.
- Resolve differences peacefully and productively.

4. Study skills

Students will . . .

- Use organizational strategies.
- Take notes.
- Manage time and materials.

5. Thinking skills

Students will . . .

- Describe and recall information.
- Explain ideas or concepts.
- Apply concepts and principles.
- Analyze and compare to discover relationships.
- Synthesize information to propose scenarios.
- Evaluate the actions and attitudes of others.
- Use systems thinking.

6. Problem-solving skills

Students will . . .

- Use sound reasoning.
- Ask meaningful questions.
- Explain the interconnections within a process that are needed to achieve a goal.

7. Participation skills

Students will . . .

- Contribute to small and large group discussion.
- Work responsibly both individually and with diverse people.
- Contribute to group decisionmaking.
- Express own beliefs, feelings, and convictions.
- Show initiative and self-direction

ASSESSMENT EVIDENCE

Evidence of understanding may be gathered from student performance related to the following:

1. Individual Work
 - Study Guide
 - Flow Chart
 - Personal Response
2. Group Work (Follow-up Activities)
 - The Rest of the Story
3. Take-Home Quiz

VOCABULARY

A Congress
amendment
bill
cloture
compromise
constituent

filibuster
faint of heart
floor
legislation
mark-up
negotiation

process
scrutiny
session of Congress
veto
veto override

Resources for Definitions

FindLaw—Law Dictionary

<http://dictionary.lp.findlaw.com/>

American Bar Association

http://www.americanbar.org/groups/public_education/resources/law_related_education_network/glossary.html

Annenberg Classroom Glossary

<http://www.annenbergclassroom.org/terms>

Federal Judicial Center: Inside the Federal Courts -- Definitions

<http://www.fjc.gov/federal/courts.nsf>

***Understanding Democracy, A Hip Pocket Guide* - John J. Patrick**

<http://www.annenbergclassroom.org/page/understanding-democracy-a-hip-pocket-guide>

U.S. Courts: Commonly Used Terms

<http://www.uscourts.gov/Common/Glossary.aspx>

LESSON OVERVIEW

DAY 1: Video “The Making of a Law”

The lesson is introduced with a brief review of the legislative process to activate prior knowledge. The Video Guide is pre-viewed and study groups are formed. Students view the video then begin working on specific sections in the Video Guide.

DAY 2: Follow-Up: Discussion Groups

Students work in small groups to answer questions followed by a whole class discussion.

DAY 3: Follow-Up: The Rest of the Story

Students examine real legislation to develop a scenario that fills in other details of the Yosemite bill story to explain how a bill that was originally sponsored by a Congressman can end up as a law with a Senate legislative number on it.

DAY 4: Group Presentations & Take-Home Quiz

Each group presents and explains its scenario for the rest of the Yosemite bill story. Students begin working on the take-home quiz.

MATERIALS AND EQUIPMENT FOR THIS LESSON

Materials Needed:

- 20-minute video: “The Making of a Law” available from Annenbergclassroom.org
- Paper and pencil
- Computer with internet access
- Projector for class viewing

Lesson Materials Included

- Student’s Video Guide (Includes questions, activities and worksheets)
- Teacher’s Video Guide (Teacher version of student’s guide with notes, answers, and directions)
- Legislation and information related to S.136
- Legislation and information related to H.R.3311 (for the Take-Home Quiz)
- Blank Flow Chart
- Lesson Rubric
- Take-Home Quiz

TEACHING ACTIVITIES: Day by Day

DAY 1: VIDEO “The Making of a Law”

Overview: The lesson introduction includes a brief review of the legislative process in order to activate prior knowledge. The Video Guide is previewed and study groups are formed. Students view the video then begin working on the Study Questions, Flow Chart, and chart for An Analysis of People, Principles, and Process in their Video Guides.

Materials/Equipment Needed:

- Student’s Video Guide per student
- Video “The Making of a Law”
- Computer with Internet connection
- Projector for class viewing
- Lesson Rubric

Instructions:

1. Preview the lesson by reviewing a simple model of the legislative process and activating background knowledge about how a bill becomes law.
2. Provide each student with a copy of the Video Guide, review the goals for viewing, and preview the different parts in the guide and the Lesson Rubric.
3. Explain to the students that they will be using the Video Guide as a resource to complete a later activity so it’s important that they answer all the questions and complete the assignments.
4. Divide the class into study groups.
5. Read the short video overview for “The Making of a Law” then show it to the class without any stops so students can appreciate the flow of the story.
6. Make the video available to students for closer analysis and use throughout the lesson.
7. Assign Study Questions, Flow Chart and, chart for An Analysis of People, Principles, and Process which students may begin in the remaining time then complete for homework.

DAY 2: FOLLOW-UP: DISCUSSION (Small group/class)

Overview: Students work in small groups to answer the discussion questions in their Video Guides followed by a whole class discussion.

Materials/Equipment Needed:

- Student's Video Guide
- Video "The Making of a Law"

Instructions

1. Divide students into study groups. Each group selects a leader and a scribe to take notes.
2. Review the Follow-Up Discussion questions in the Video Guide.
3. Allow groups enough time to answer all the questions.
4. Reconvene as a class to go through the questions. Each group should have an opportunity to be the first responder for a question.
5. After all questions are answered, assign the 1 page response in question #8 for homework.
6. Remind students to be sure their Study Questions are complete because they will be needed as a resource for the next day's activity.

DAY 3: FOLLOW-UP: THE REST OF THE STORY

Overview: “The Making of a Law” recounts certain events that occurred over a 4-year period related to a real bill (S.136) that became law. However, only parts of the story are told. Students examine the actual legislation to develop a scenario that fills in other details of the Yosemite bill story to explain how a bill that was originally sponsored by a Congressman can end up as a law with a Senate legislative number on it.

Materials/Equipment Needed:

- **Video Guide for “The Making of a Law”**
- **Variety of materials for charts and diagrams**
- **Computer with Internet access**
- **Highlighter markers for each student**
- **Lesson Materials**
 - **Legislation (1 set for each group)**
 - **H.R. 3421 IH as introduced in the House**
 - **S.R. 136 All Information**
 - **S.R. 136 ENR**
 - **S. 136 Public Law 109-131**
- **Supporting Resources**
 - **Blank Flow Chart**
- **Lesson Rubric**

Instructions:

Refer to the instructions for “The Rest of the Story” in the Teacher’s Video Guide.

DAY 4: GROUP PRESENTATIONS & TAKE-HOME QUIZ

Overview: Each group presents and explains its scenario for the rest of the Yosemite bill story. Students begin working on the Take-Home Quiz.

Materials/Equipment Needed:

- Lesson Rubric
- Take-Home Quiz

Instructions:

1. Review the rubric for the scenarios.
2. After groups present, allow time for others in the class to ask questions or request clarification.

EXTENSION ACTIVITIES (Optional)

1. Compare Descriptions of the Lawmaking Process

- View the 3-minute video “I’m Just a Bill” from Schoolhouse Rock (Lyrics and link to video from You Tube)
<http://www.schoolhouserock.tv/Bill.html>
- Make a chart to compare and contrast what is learned about the legislative process through the 3-minute Schoolhouse Rock video “I’m Just a Bill” and the 20-minute Annenberg Classroom video, “How a Bill Becomes a Federal Law.”

Fun Fact: When the video debuted in 1975, “a number of government agencies and lobbyists asked for copies to educate their own staffs.” <http://www.school-house-rock.com/history.htm>

2. Making Laws is Messy Business

For a look at the messy business of lawmaking, view the following video from The Center on Congress from Indiana University and write a personal response. “The Dynamic Legislative Process” (An interactive learning module)
<http://congress.indiana.edu/e-learning-module-the-dynamic-legislative-process>

3. Movie Review

As a movie critic, write a 1 page review for “The Making of a Law”

4. Some Legislation May Surprise You

- Research to learn about different types of legislation via THOMAS at <http://thomas.loc.gov/>
- Search by keywords that are interesting to you (e.g., horse, dog, employment, vehicles, cars, tires, guns, food, etc.)
- Make a chart that contains the following:
 - o 10 examples of interesting, and what you would consider unusual, pieces of legislation. Include at least 5 examples that became laws and indicate the date they became law.
 - o The keywords used to find the legislation.
 - o The Congress in which you found the legislation.
 - o For legislation that didn’t make it, indicate where they died in the process.

5. Word Games — Why Definitions Matter

Politicians are skillful with words and often try to skew definitions to their advantage.

- Read the following article from FactCheck.org to learn how politicians running for President tried to use definitions for “a bill” to their advantage.
Article: “Just How Many Bills Has Kerry Passed?”
http://www.factcheck.org/print_just_how_many_bills_has_Kerry_passed.html
- Quote a definition for “a bill” from an authoritative source then determine who was right—President Bush, or John Kerry. Support your answer.

Resources from AnnenbergClassroom.org, its affiliates, and others

Annenberg Classroom Resources for America's Teachers

- The Congress
<http://www.annenbergclassroom.org/> (Click on the "Congress" tab in the Knowledge section on the front page)
- Speak Out Discussions
<http://www.annenbergclassroom.org/speakouts>
- The Annenberg Guide to the United States Constitution
<http://www.annenbergclassroom.org/page/a-guide-to-the-united-states-constitution>

FactCheck.org

- Filibuster
http://www.factcheck.org/a_fictional_view_of_the_filibuster.html

National Constitution Center

- Legislative Process
<http://capwiz.com/constitutioncenter/issues/basics/?style=legis>
- Today's House Schedule
http://capwiz.com/constitutioncenter/dbq/officials/schedule.dbq?command=chamber_schedule&chamber=H
- Today's Senate Schedule
http://capwiz.com/constitutioncenter/dbq/officials/schedule.dbq?command=chamber_schedule&chamber=S

Additional Resources

Learn about Laws and the Legislative Process

Ben's Guide to the U.S. Government (for Kids)

How Laws are Made <http://bensguide.gpo.gov/6-8/lawmaking/index.html>

Tracking Legislation <http://bensguide.gpo.gov/9-12/lawmaking/hr408.html>

The Center on Congress at Indiana University

The Dynamic Legislative Process (An interactive learning module)

<http://congress.indiana.edu/e-learning-module-the-dynamic-legislative-process>

"Enactment of a Law"

By Robert B. Dove, Parliamentarian, United States Senate, Updated February 1997

<http://thomas.loc.gov/home/enactment/enactlawtoc.html>

GPO Access (A Service of the U.S. Government Printing Office)

“Legislative Branch Resources on GPO Access”

<http://www.gpoaccess.gov/legislative.html>

“How Our Laws are Made”

Revised and Updated by Charles W. Johnson, Parliamentarian, U.S. House of Representatives, U.S. Government Printing House, 2003

<http://thomas.loc.gov/home/lawsmade.toc.html>

“I’m Just a Bill” video and lyrics from Schoolhouse Rock

<http://www.schoolhouserock.tv/Bill.html>

Office of the Clerk, U.S. House of Representatives

“The Legislative Process”

<http://clerk.house.gov/legislative/legprocess.html>

THOMAS

<http://thomas.loc.gov>

Named after Thomas Jefferson, THOMAS was launched in 1995 by the Library of Congress at the direction of the 104th Congress in order to make federal legislative information freely available to the public. There is a variety of useful information on the site, including a searchable database of bills and resolutions.

U.S. Senate

“Legislative Process: How a Senate Bill Becomes a Law”

<http://www.senate.gov/reference/resources/pdf/legprocessflowchart.pdf>

Learn about Congress

U.S. Senate

<http://www.senate.gov/>

U.S. House of Representatives

<http://www.house.gov/>

C-Span

Congress Resources <http://www.cspan.org/Resources/Congress-Legislative/>

The Center on Congress at Indiana University

Understanding Congress: A Citizens Guide

<http://congress.indiana.edu/Understanding-Congress-home>

Lesson Materials

- Student's Video Guide with follow-up activities
- Teacher's Video Guide with follow-up activities, directions, and notes
- S. 136 -- Related Legislation and Information
 - H.R. 3421 IH
 - S.R. 136 All Information
 - S.R. 136 ENR
 - S. 136 Public Law 109-131
- H.R. 3311 Legislation (for Take-Home Quiz)
 - H.R. 3311 All Information
 - H.R. 3311 as Public Law 110-56
- Blank Flow Chart
- Lesson Rubric
- Take-Home Quiz

Student's Video Guide for "The Making of a Law"

Video Overview

"The Making of a Law" recounts a true story of survival by describing a chronology of events that occurred over a 4-year period related to a real bill (S.136) that became law. The bill's long and death-defying journey begins because three schools in Yosemite National Park needed additional funding to stay open. Congressman and Senator Dianne Feinstein are interviewed as bill sponsors along with other key individuals who supported the bill.

Goals for Viewing and Listening

1. Map out the journey followed by the Yosemite bill on its way to become law.
2. Learn about the many interconnections that are needed for the lawmaking process to work.

Vocabulary

- A Congress
- amendment
- bill
- cloture
- compromise
- constituent
- filibuster
- faint of heart
- floor
- legislation
- mark-up
- negotiation
- process
- scrutiny
- session of Congress
- veto
- veto override

Study Questions

1. What is legislation?
2. What is a law?
3. What is a bill?
4. What branches of government are involved in making laws and what are the roles of each?
5. Approximately how many bills are proposed every year?
Approximately how many bills become laws each year?

Contents

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Student's Video Guide for "The Making of a Law"

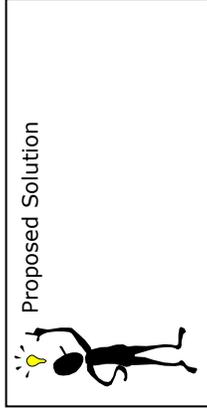
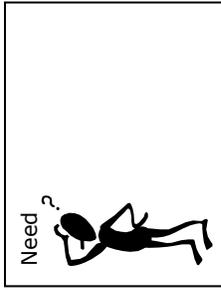
6. Tell about the two members of Congress involved with the Yosemite bill and explain their roles?
7. What bill number is on the bill Congressman Radanovich submitted?
What does this bill number tell about process for this bill?
8. What is the number on the bill that became law?
What does this bill number tell about the process for this bill?
9. Explain the reasoning behind having so many steps for making a law?
10. Why is the lawmaking process set up to be hard and not easy?
11. Explain what happens in committees and the significance of the committee's work.
12. What is the purpose of subcommittee hearings?
13. Explain the reasoning behind support and opposition for the Yosemite bill.
For the Yosemite Bill
Against the Yosemite Bill
14. Identify the steps in the writing process that you use in school that are reflected in the lawmaking process?
15. Compare the Senate and the House of Representatives. How are they similar? How are they different?

| Points of Comparison | Differences | | Similarities |
|--------------------------|-------------|--------------------------|----------------|
| | Senate | House of Representatives | Senate & House |
| Members | | | |
| Size | | | |
| Roles & Responsibilities | | | |
| Procedures | | | |

Student's Video Guide for "The Making of a Law"

16. Explain the tea cup and saucer metaphor: "There's a saying: The Senate should act as the saucer in which the tea that has come from the House (the legislation that has come from the house) can cool. The Senate allows for endless debate that can only be cut off by a majority of 60 votes."
17. Identify the origin and meaning of the word filibuster. How does it relate to what can happen in the Senate?
18. What is the task of the Conference Committee and why is it important?
19. A new Congress is formed every how many years?
How many sessions does each Congress have?
20. If Congress ends before a bill is passed, what happens to the bill?
21. Can bills be carried over from one Congress to the next?
Do you think this helps or hurts the process? Explain.
22. How many times did the Yosemite bill have to be introduced before it survived?
23. How long did it take for the Yosemite bill to pass?
What does this tell you about the people involved in the process?
24. How had the Yosemite bill been changed by the process?
25. How many decision makers are involved in passing a law?
26. After a bill passes Congress, there's still another step. What is it and what can happen at that step?
27. How can a bill become law without the President's signature?
28. Who signed the Yosemite bill?
29. The School Board Chairman said the cause was right. What makes a cause right and worthy of a law?
30. What lessons about the lawmaking process were learned by these people:
 - Teacher
 - School Board Chairman
 - Congressman
 - Senator

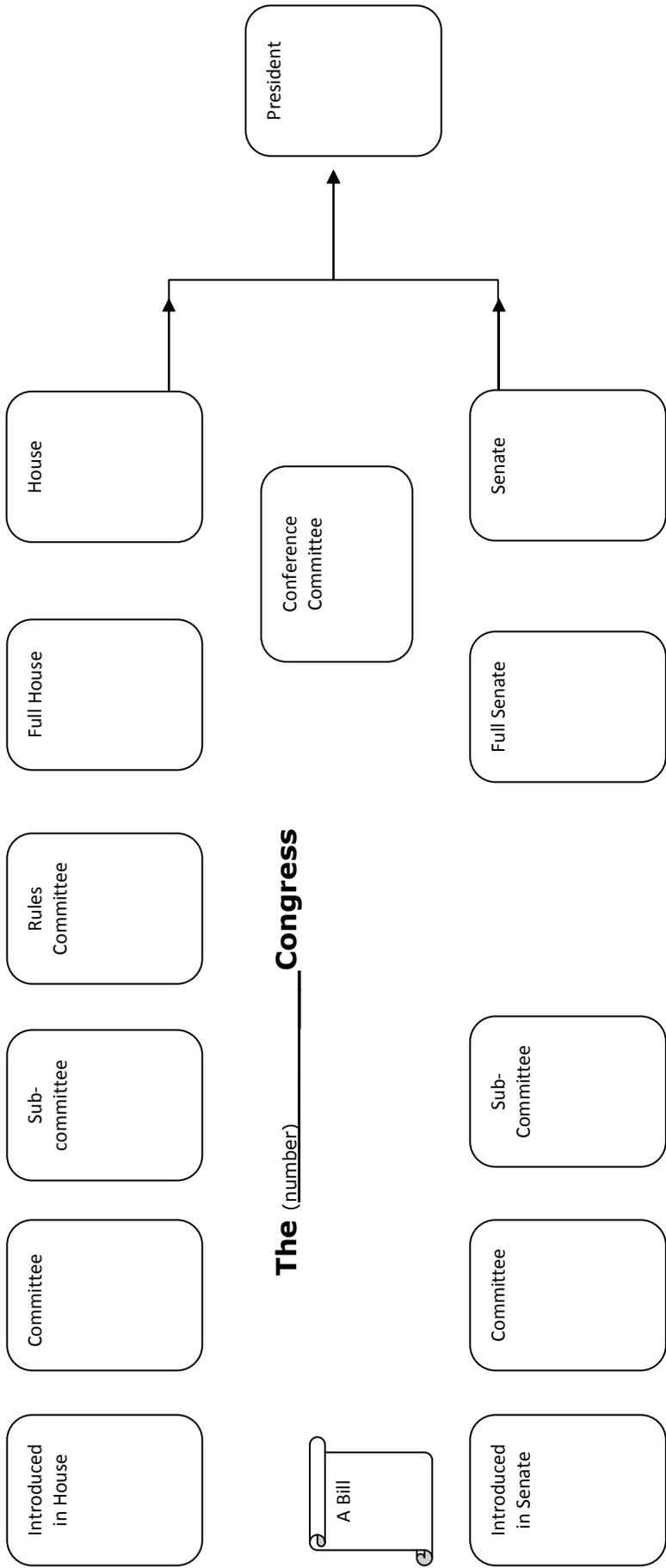
Student's Video Guide for "The Making of a Law"



Flow Chart

- Use this flow chart to take notes and show process for the Yosemite bill in the video.
- Know what happens at each step and what it takes to move to the next step.
- Know where and how bills can be changed and die.
- Know where in the process a bill can no longer be changed and why.

Note: This process occurs within the time period that a Congress meets. Bills are not carried over to the next Congress.



The (number) _____ Congress

Student's Video Guide for "The Making of a Law"

An Analysis of People, Principles, and Process

- Write descriptors (word/phrases) that were either explicitly stated or could be inferred from what you saw and heard about the nature of the lawmaking process and the way it works.

| | Lawmakers | Public | Process |
|-------------------------------|-----------|--------|--------------------------|
| Required Knowledge | | | |
| Necessary Skills | | | Form and Function |
| Beliefs & Values | | | Results |
| Traits & Behaviors | | | Impediments |

Student's Video Guide for "The Making of a Law"

Follow-Up: Discussion Questions (Small group)

1. Do you think the system works? Explain.
2. Is the system still working if a bill doesn't become a law? Explain.
3. How is the story of the Yosemite bill becoming law an example of representative democracy? Explain.
4. What is the role and significance of negotiation and compromise in the process of a bill becoming a law?
5. Reflect on the story told at the beginning of the video: "Once upon a time in a mystical land far, far away called Washington, D.C. there was a President and a Congress. With the help of a giant crystal ball they fixed all the problems of their nation with magical pieces of paper they called laws. There was much applause. And when these magical laws were handed down to the people, everyone lived happily ever after. And that's how laws were made."

Discussion questions:

- a. Why would the producers of a video about lawmaking begin with a fairy tale? How do we know it was a fairy tale?
 - b. Are ideals fairy tales? What's the difference?
 - c. Identify the possible and the impossible in the story and tell which, if any, are ideals. Support your reasons.
Possible:
Impossible:
 - d. Can ideals be both possible and impossible at the same time? Explain.
 - e. Contrast is often used as a technique to make a point especially when the two being contrasted are opposites. What point is the producer making by beginning the video with a fairy tale?
 - f. Does the fairy tale enhance your appreciation or understanding of the lawmaking process? Explain.
 - g. Give examples of American ideals that are evidenced throughout the legislative process.
6. Share your responses to the "Analysis of People and Process" on page 2. You may have noticed things that others didn't or have a difference of opinion.

Student's Video Guide for "The Making of a Law"

7. Analyze the techniques and visual images used in the video and how they are used to enhance understanding of the legislative process. Provide an example for each of the following:

- Humor
- Contrast
- Graphics
- Sound effects
- Imagery
- Photography

Comment on other techniques that are not on the list:

8. After viewing and discussing the video, what impressions were you left with about the legislative process? Write a personal response.

Student's Video Guide for "The Making of a Law"

Follow-Up: The Rest of the Story

(Small group)

Overview

"The Making of a Law" recounts certain events that occurred over a 4-year period related to a real bill (S.136) that became law. However, only parts of the story are told. It is the task of the group to review the facts and conduct additional research if necessary to propose a scenario that tells the rest of the story in a logical and factually-supported way. The proposed scenario should connect the dots in such a way that it provides an answer to this question:

How can a bill that was originally sponsored by Congressman Radanovich end up as a law with a Senate legislative number on it?

Materials/Equipment Needed

- Video Guide for "The Making of a Law"
- Video "The Making of a Law"
- Variety of materials for charts and diagrams
- Computer with Internet access
- Highlighter markers
- Lesson Materials
 - Legislation (1 set for each group)
 - H.R. 3421 IH as introduced in the House
 - S.R. 136 All Information
 - S.R. 136 ENR
 - S. 136 Public Law 109-131
- Supporting Resources
 - Blank Flow Chart
- Lesson Rubric

Instructions for Students

1. After a teacher-led discussion and examination of the above legislation, work in small groups to propose a scenario that reconciles the facts about how laws are made with details from the video. Use the video as needed and the answers to the questions in your video guide.

Facts About How Laws are Made

- Bills can be introduced in either the Senate or the House of Representatives.
- Congressmen don't introduce Senate bills; Senators don't introduce House bills.
- Congressmen discuss Senate bills before the House; Senators discuss House bills before the Senate.
- A bill introduced in the House is assigned a legislative number that is preceded by an "H.R." that it keeps for the life of the bill.
- A bill introduced in the Senate is assigned a legislative number that is preceded by an "S." that it keeps for the life of the bill.
- A similar or identical version of a bill called a companion bill may be introduced in the other house of Congress at the same time to promote discussion in both the House and the Senate, but only one of the bills ultimately survives.
- When a law is printed, it references the bill of origin by citing its legislative number.
- After a bill dies, there are other ways to try and get a bill passed that include reintroducing it the next year and combining it with another related bill.
- There is always a paper trail.

Student's Video Guide for "The Making of a Law"

2. Develop a logical scenario to present and explain to the class through the use of visuals (charts, diagrams, drawings, etc.).
3. Circle back to the Flow Chart in your video guide. Think about the Yosemite bill that became law then do the following:
 - Write in the legislative numbers for the bills introduced in each house and the bill the President signed.
 - Identify the Congress by number.

Resources

- **"Enactment of a Law"**
By Robert B. Dove Parliamentarian, United States Senate, Updated February 1997
<http://thomas.loc.gov/home/enactment/enactlawtoc.html>
- **"How Our Laws are Made"**
Revised and Updated by Charles W. Johnson, Parliamentarian, U.S. House of Representatives, U.S. Government Printing House, 2003
<http://thomas.loc.gov/home/lawsmade.toc.html>
- **National Constitution Center, Civic Action Center**
"The Legislative Process"
<http://capwiz.com/constitutioncenter/issues/basics/?style=legis>
- **U.S. Senate**
"Legislative Process: How a Senate Bill Becomes a Law"
<http://www.senate.gov/reference/resources/pdf/legprocessflowchart.pdf>
- **THOMAS database from The Library of Congress**
<http://thomas.loc.gov/>

Teacher's Video Guide for "The Making of a Law"

Video Overview

The Making of a Law" recounts a true story of survival by describing a chronology of events that occurred over a 4-year period related to a real bill (S.136) that became law. The bill's long and death-defying journey begins because three schools in Yosemite National Park needed additional funding to stay open. Congressman and Senator Dianne Feinstein are interviewed as bill sponsors along with other key individuals who supported the bill.

Goals for Viewing and Listening

1. Map out the journey followed by the Yosemite bill on its way to become law.
2. Learn about the many interconnections that are needed for the lawmaking process to work.

Vocabulary

- A Congress
- amendment
- bill
- cloture
- compromise
- constituent
- filibuster
- faint of heart
- floor
- legislation
- mark-up
- negotiation
- process
- scrutiny
- session of Congress
- veto
- veto override

Study Questions

(Answers are provided in *italics* for questions related to details in the video, but are not provided for questions that could have a variety of answers.)

1. What is legislation? "*Legislation refers to any law enacted by the governing body of a state or nation.*"—*Democracy Glossary, Justice Learning <http://services.justicetalking.org/dg/>*
Legislation is also the common term for measures that are under consideration in the lawmaking process.
2. What is a law? "*A law is a public rule that is issued by an established authority, backed by an institutional structure and enforced by sanctions.*"—*Dictionary, FactCheckED.org www.FactCheckED.org*
3. What is a bill? *Draft of a law; legislation*

Contents

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Teachers' Video Guide for "The Making of a Law"

4. What branches of government are involved in making laws and what are the roles of each? *Legislative branch (Congress) passes legislation (bills) which the President signs into law. Legislative branch can also override a President's veto and make bills laws.*
5. Approximately how many bills are proposed every year? *thousands*
Approximately how many bills become laws each year? *300*
6. Tell about the two members of Congress involved with the Yosemite bill and explain their roles?
Congressman George Radanovich sponsored a Yosemite bill in the House of Representatives.
Senator Dianne Feinstein sponsored a Yosemite bill in the Senate.
(One of their bills is a companion bill; we know which one survived because it is the one that became law)
7. What bill number is on the bill Congressman Radanovich submitted? *H.R. 3421*
What does this bill number tell about process for this bill?
H.R. indicates that the bill was introduced (originated) in the House of Representatives.
8. What is the number on the bill that became law? *S.136*
What does this bill number tell about the process for this bill?
S. indicates that the bill was introduced (originated) in the Senate.
9. Explain the reasoning behind having so many steps for making a law? *To allow for more scrutiny which hopefully will improve the bill.*
10. Why is the lawmaking process set up to be hard and not easy?
11. Explain what happens in committees and the significance of the committee's work.
12. What is the purpose of subcommittee hearings?
13. Explain the reasoning behind the support and opposition for the Yosemite bill.
For the Yosemite Bill
Against the Yosemite Bill
14. Identify the steps in the writing process that you use in school that are reflected in the lawmaking process?
Brainstorming (idea generating) *Review*
Drafting *Final draft*
Editing *Publication*
Re-writing

Teachers' Video Guide for "The Making of a Law"

15. Compare the Senate and the House of Representatives. How are they similar? How are they different?

| Points of Comparison | Differences | | Similarities |
|--------------------------|-------------|--------------------------|--------------|
| | Senate | House of Representatives | |
| Members | | | |
| Size | | | |
| Roles & Responsibilities | | | |
| Procedures | | | |

16. Explain the tea cup and saucer metaphor: "There's a saying: The Senate should act as the saucer in which the tea that has come from the House (the legislation that has come from the house) can cool. The Senate allows for endless debate that can only be cut off by a majority of 60 votes."

17. Identify the origin and meaning of the word filibuster. How does it relate to what can happen in the Senate?
The origin of the word is from the Spanish and Portuguese word for pirates—pirates who held entire ships hostage for ransom.

18. What is the task of the Conference Committee and why is it important? Reconcile differences between a House and a Senate bill in order to end up with 1 version of a bill. Both houses must vote and pass the same bill with the same language.

19. A new Congress is formed every how many years? 2
 How many sessions does each Congress have? 2 because a session is annual

20. If Congress ends before a bill is passed, what happens to the bill? It dies

21. Can bills be carried over from one Congress to the next? no
 Do you think this helps or hurts the process? Support your answer.

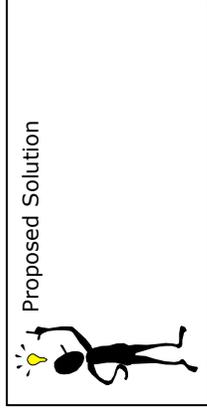
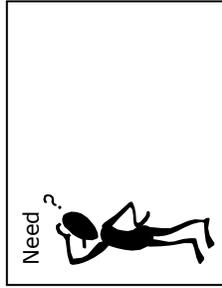
22. How many times did the Yosemite bill have to be introduced before it survived? 3 times

23. How long did it take for the Yosemite bill to pass? 4 years
 What does this tell you about the people involved in the process?

Teachers' Video Guide for "The Making of a Law"

24. How had the Yosemite bill been changed by the process?
The amount of money requested went from \$750,000 down to \$400,000 and it was included in another park-related bill.
25. How many decision makers are involved in passing a law? 537 total
435 House of Representatives
100 Senators
1 President
1 Vice President (why is he a decision maker?)
26. After a bill passes Congress, there's still another step. What is it and what can happen at that step?
The bill goes to the President. He can sign the bill into law or veto it.
27. How can a bill become law without the President's signature? *The bill must go back to the Congress where it can become law if it survives a 2/3 vote of both houses.*
28. Who signed the Yosemite bill? *President Bush*
29. The School Board Chairman said the cause was right. What makes a cause right and worthy of a law?
30. What lessons about the lawmaking process were learned by these people:
- Teacher
 - School Board Chairman
 - Congressman
 - Senator

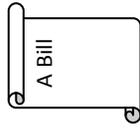
Teachers' Video Guide for "The Making of a Law"



Flow Chart

- Use this flow chart to take notes and show process for the Yosemite bill that became law.
- Know what happens at each step and what it takes to move to the next step.
- Know where and how bills can be changed and die.
- Know where in the process a bill can no longer be changed and why.

Note: This process occurs within the time period that a Congress meets. Bills are not carried over to the next Congress.



Introduced in House

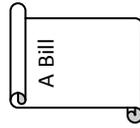
Committee

Sub-committee

Rules Committee

House

House



Introduced in Senate

Committee

Sub-Committee

Senate

Senate

Conference Committee

President

The (number) _____ Congress

Teachers' Video Guide for "The Making of a Law"
An Analysis of People, Principles, and Process

- Write descriptors (word/phrases) that were either explicitly stated or could be inferred from what you saw and heard about the nature of the lawmaking process and the way it works.

| | Lawmakers | Public | Process |
|--------------------------------|------------------|---------------|--------------------------|
| Required Knowledge | | | |
| Essential Skills | | | Form and Function |
| Beliefs & Values | | | Results |
| Attitudes & Actions | | | Impediments |

Teachers' Video Guide for "The Making of a Law"

Follow-Up: Discussion Questions (small group/large group)

1. Do you think the system works? Explain.
2. Is the system still working if a bill doesn't become a law? Explain.
3. How is the story of the Yosemite bill becoming law an example of representative democracy? Explain.
4. What is the role and significance of negotiation and compromise in the process of a bill becoming a law?
5. Reflect on the story at the beginning of the video: "Once upon a time in a mystical land far, far away called Washington, D.C. there was a President and a Congress. With the help of a giant crystal ball they fixed all the problems of their nation with magical pieces of paper they called laws. There was much applause. And when these magical laws were handed down to the people, everyone lived happily ever after. And that's how laws were made."
Discussion questions:
 - a. Why would the producers of a video about lawmaking begin with a fairy tale? How do we know it was a fairy tale?
Fairy tales begin "Once upon a time. . ." and end with happily ever after"
There's magic in the story.
Possible responses: contrast ideal and the real; we live in the real world and things don't always work the way we'd like them to; lawmaking isn't magic; not everyone agrees; it takes hard work; there's disappointment; people must get involved.
 - b. Are ideals fairy tales? What's the difference?
Ideals are worthy endeavors or goals worthy of achieving; ideals may or may not be achievable goals; fairy tales are imaginary and impossible.
 - c. Identify the possible and the impossible in the story and tell which, if any, are ideals. Support your reasons.
Possible:
Impossible:
 - d. Can ideals be both possible and impossible at the same time? Explain.
 - e. Contrast is often used as a technique to make a point especially when the two being contrasted are opposites. What point is the producer making by beginning the video with a fairy tale?
 - f. Does the fairy tale enhance your appreciation or understanding of the lawmaking process? Explain.
 - g. Give examples of American ideals that are evidenced throughout the legislative process.
Answer will vary, should relate to rights and privileges of American citizens derived from the Constitution
6. Share your responses to the "Analysis of People, Principles, and Process" on page 2. You may have noticed things that others didn't or have a difference of opinion.

Teachers' Video Guide for "The Making of a Law"

7. Analyze the techniques and visual images used in the video and how they are used to enhance understanding of the legislative process. Examples of techniques include:
- Humor—silly scenarios about the chances of a bill surviving
 - Contrast—Fairy tale/reality; wishful easy approach contrasted with realistic and difficult one
 - Graphics—the bill
 - Sound effects—death of a bill
 - Imagery—Tea cup for the metaphor
 - Photography—Mountain scene behind speaker talking about the "peaks and valleys" of the process

Comment on other techniques that are not on the list:

8. After viewing and discussing the video, what impressions were you left with about the legislative process? Write a 1 page personal response.

Teachers' Video Guide for "The Making of a Law"

Follow-Up: The Rest of the Story

(Small group)

Overview

"The Making of a Law" recounts certain events that occurred over a 4-year period related to a real bill (S.136) that became law. However, only parts of the story are told. It is the task of the group to review the facts and conduct additional research if necessary to propose a scenario that tells the rest of the story in a logical and factually-supported way. The proposed scenario should connect the dots in such a way that it provides an answer to this question:

How can a bill that was originally sponsored by Congressman Radanovich end up as a law with a Senate legislative number on it?

Materials/Equipment Needed

- Video Guide for "The Making of a Law"
- Variety of materials for charts and diagrams
- Computer with Internet access
- Highlighter markers for each student
- Lesson Materials
 - Legislation and Information (1 set for each group)
 - H.R. 3421 IH as introduced in the House
 - S.R. 136 All Information
 - S.R. 136 ENR
 - S. 136 Public Law 109-131
- Supporting Resources
 - Blank Flow Chart (extra copies for planning)
- Lesson Rubric

Instructions

Part 1: Teacher-led Preparation

1. Divide the students into small groups.
2. Through a teacher-led discussion, review and discuss the facts about how laws are made in the side bar at the right.

Facts About How Laws are Made

- Bills can be introduced in either the Senate or the House of Representatives.
- Congressmen don't introduce Senate bills; Senators don't introduce House bills.
- Congressmen discuss Senate bills before the House; Senators discuss House bills before the Senate.
- A bill introduced in the House is assigned a legislative number that is preceded by an "H.R." that it keeps for the life of the bill.
- A bill introduced in the Senate is assigned a legislative number that is preceded by an "S." that it keeps for the life of the bill.
- A similar or identical version of a bill called a companion bill may be introduced in the other house of Congress at the same time to promote discussion in both the House and the Senate, but only one of the bills ultimately survives.
- When a law is printed, it references the bill of origin by citing its legislative number.
- After a bill dies, there are other ways to try and get a bill passed that include reintroducing it the next year and combining it with another related bill.
- There is always a paper trail.

Teachers' Video Guide for "The Making of a Law"

3. Provide each group with copies of the legislation and information listed above. Students can share the pages.
4. Briefly explain the documents. Ask students to review the pages and highlight details found on the pages for the following: (Note: All of these will not be present on every document,)
 - The legislative number
 - Initials following the legislative number
 - Explain: There are abbreviations (initials) to the right of the number that indicate the version of the bill. Any time a bill is changed, a new version must be made. Often bills may go through many re-writes as they make their way along the process. The **IH** abbreviation stands for (Introduced in House). The **ENR** abbreviation stands for (Enrolled as Agreed to or Passed by Both House and Senate) and is the version Congress passed.
 - The Congress related to the legislation
 - Dates
 - Bill Sponsors and Co-sponsors
 - Committee and Subcommittees involved
 - Amendments, if any
 - Ask: What must happen after a bill is amended by one house after it was passed by another?
 - Related bills
 - Ask students to reflect on what must happen if two bills are submitted (one in the House and one in the Senate) for basically the same request?
 - Public Law number
 - Explain how bill S.136 got its new designation as Public Law 109-131:
"If the President approves a bill, or allows it to become law without signing it, the original enrolled bill is sent from the White House to the Archivist of the United States for publication. If a bill is passed by both Houses over the objections of the President, the body that last overrides the veto transmits it. It is then assigned a public law number, and paginated for the Statutes at Large volume covering that session of Congress. The public and private law numbers run in sequence starting anew at the beginning of each Congress and are prefixed for ready identification by the number of the Congress. For example, the first public law of the 108th Congress is designated Public Law 108-1 and the first private law of the 108th Congress is designated Private Law 108-1. Subsequent laws of this Congress also will contain the same prefix designator." (*How Our Laws are Made*, U.S. House of Representatives, pg. 53-54) <http://www.senate.gov/reference/resources/pdf/howourlawsaremade.pdf>

Teachers' Video Guide for "The Making of a Law"

Part 2: Student Assignment

Students will analyze and organize the information in the documents just discussed to propose a scenario that explains the rest of the story.

1. Ask student to turn to the activity "The Rest of the Story" in their Video Guides. Students may review the video, use the answers to their study questions, and conduct additional research as needed to propose a scenario that reconciles the facts about how laws are made with details from the video.
2. Each group will develop a logical scenario to present and explain to the class through the use of visuals (charts, diagrams, drawings, etc.)
Note: Help as little as possible so students can figure out organizational strategies. Have extra copies of the blank flow chart available as some may wish to use 3 flow charts, one for each Congress, to help them plan. Students may also choose to do additional research to elaborate on the scenarios, but it is not necessary as they have enough information in the Video Study guide to develop a basic story line.
3. Ask student to think about the Yosemite bill that became law then circle back to the Flow Chart to do the following:
 - Write in the legislative numbers for the bills introduced in each house and the bill the President signed.
 - Remind students that bills are not carried over from one Congress to the next.
 - Identify the Congress by number.

Answers: H.R. 353 was introduced in House of representatives; S.136 was introduced in Senate; S.136 was signed by the President. Point out that H.R. 353 is the companion bill to S.136 that became law during the 109th Congress. It's not correct to write H.R. 3421 because it died in the 107th Congress. If there are any doubts, check the Bill Summaries from THOMAS for the 109th Congress.

4. If students have access to a computer, explain how to search for specific legislation using the THOMAS database from The Library of Congress at <http://thomas.loc.gov/>
 - Searches for legislation must be done by Congress in which the legislation was introduced.
 - The database provides lots of valuable information that makes it possible to track the legislative actions for every bill. After selecting a bill of interest, click on the link to "Bill Summary and Status" for a chart with other links of useful information.

Teachers' Video Guide for "The Making of a Law"

Resources

- **"Enactment of a Law"**
By Robert B. Dove Parliamentarian, United States Senate, Updated February 1997
<http://thomas.loc.gov/home/enactment/enactlawtoc.html>
- **"How Our Laws are Made"**
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- **U.S. Senate**
"Legislative Process: How a Senate Bill Becomes a Law"
<http://www.senate.gov/reference/resources/pdf/legprocessflowchart.pdf>
- **THOMAS database from The Library of Congress**
<http://thomas.loc.gov/>

Yosemite National Park Educational Facilities Improvement Act (Introduced in House)

HR 3421 IH

107th CONGRESS
1st Session
H. R. 3421

To provide adequate school facilities within Yosemite National Park, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

December 6, 2001

Mr. RADANOVICH introduced the following bill; which was referred to the Committee on Resources, and in addition to the Committee on Education and the Workforce, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned

A BILL

To provide adequate school facilities within Yosemite National Park, and for other purposes.

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

SECTION 1. SHORT TITLE.

This Act may be cited as the 'Yosemite National Park Educational Facilities Improvement Act'.

SEC. 2. FINDINGS AND PURPOSE.

(a) FINDINGS- Congress finds the following:

- (1) The three elementary schools serving the children of employees of Yosemite National Park are provided by the Bass Lake Joint Union Elementary School District and the Mariposa Unified School District.
- (2) The schools are in remote mountainous areas and long distances from other educational and administrative facilities that are located elsewhere in the two school districts.
- (3) Because of their remote locations and relatively small number of students, students of the Yosemite schools are vastly underserved in comparison to the educational services and facilities provided to students that attend schools elsewhere in the two school districts.
- (4) Because of the long distances involved and adverse weather and road conditions that occur during much of the school year, it is impractical for the children of employees who live within or near Yosemite National Park to attend schools elsewhere in the two school districts.

(b) PURPOSE- The purpose of this Act is to authorize the Secretary of the Interior (referred to in this Act as the `Secretary') to provide supplemental funding and other services and facilities that are necessary to assist the State of California or local school districts in providing educational services and facilities for students attending schools located within Yosemite National Park (referred to in this Act as the `Park').

SEC. 3. PAYMENTS FOR EDUCATIONAL SERVICES AND FACILITIES.

(a) IN GENERAL- The Secretary may provide funds to appropriate school districts or for school facilities servicing the Park to supplement the educational services and facilities (including transportation to and from school) already provided by such districts or facilities to students who are dependents of persons engaged in the administration, operation, and maintenance of the Park or students who live at or near the Park upon real property of the United States. Payment of such funds may be made from revenues derived from Park entrance and user fees or from donated funds.

(b) LIMITATION- Payments made under this section shall not exceed the amount necessary to provide students described in subsection (a) with educational services and facilities that are normally provided and generally available to students who attend public schools elsewhere in the State of California.

(c) ADJUSTMENT OF PAYMENTS- The Secretary is authorized to adjust payments made under this section if the State of California or appropriate school districts do not continue to provide funding for educational services and facilities at Park schools at per student levels that are equivalent to or greater than those provided in the fiscal year prior to the date of enactment of this Act.

SEC. 4. COOPERATIVE AGREEMENTS.

The Secretary is authorized to enter into cooperative agreements with the State of California or local agencies for--

(1) the operation of school facilities located within or near the Park at Federal expense;

(2) the construction or expansion of school facilities located within or near the Park on real property of the United States at Federal expense; or

(3) providing educational services at schools within the Park for--

(A) students who meet the criteria described in section 3(a); and

(B) students who do not meet the criteria described in section 3(a)

but who live near the Park or within the exterior boundaries of the Park, if those students would have to travel further to attend schools outside of the Park.

S.136: All Information from the THOMAS database of The Library of Congress

Note: Should the links not work, access the THOMAS database of The Library of Congress at <http://thomas.loc.gov/>. Search multiple and previous congresses and select the 109th Congress then enter S.136. Select S.136.ENR > Bill Summary and Status > All Information.

S.136

Title: A bill to authorize the Secretary of the Interior to provide supplemental funding and other services that are necessary to assist certain local school districts in the State of California in providing educational services for students attending schools located within Yosemite National Park, to authorize the Secretary of the Interior to adjust the boundaries of the Golden Gate National Recreation Area, to adjust the boundaries of Redwood National Park, and for other purposes.

Sponsor: [Sen Feinstein, Dianne](#) [CA] (introduced 1/24/2005) Cosponsors (None)

Related Bills: [H.R.353](#)

Latest Major Action: Became Public Law No: 109-131 [GPO: [Text](#), [PDF](#)]

Senate Reports: [109-63](#)

Jump to: [Summary](#), [Major Actions](#), [All Actions](#), [Titles](#), [Cosponsors](#), [Committees](#), [Related Bill Details](#), [Amendments](#)

SUMMARY AS OF:

12/20/2005--Public Law. (There are 4 [other summaries](#))

(This measure has not been amended since it was passed by the Senate on July 26, 2005. The summary of that version is repeated here.)

Title I: Yosemite National Park Authorized Payments - (Sec. 101) Authorizes the Secretary of the Interior to provide funds for FY2006-FY2009 to the Bass Lake Joint Union Elementary School District and the Mariposa Unified School District in California for educational services for students who: (1) are dependents of persons engaged in the administration, operation, and maintenance of Yosemite National Park; or (2) live within or near the Park upon Federal property.

Terminates the Secretary's authority to make such payments if the State of California or local education agencies do not continue to provide funding to the schools in those school districts at per student levels that at least equal to the amount provided in FY2005.

Sets forth limitations on the use and amount of such funds, including a maximum limit of \$400,000 on payments in any fiscal year. Prohibits the use of funds to make payments under this Act from the following sources: (1) any law authorizing the collection or expenditure of entrance or use fees at units of the National Park System; (2) any unexpended receipts collected through the recreational fee demonstration program or the national park passport program; and (3) emergency appropriations for Yosemite flood recovery.

Allows the Secretary to use an authorized funding source to make payments only if the funding available to Yosemite National Park from such source (after subtracting any payments to the school districts) is greater than or equal to the amount made available to the Park for the prior fiscal year, or in FY2005, whichever is greater.

(Sec. 102) Amends the Omnibus Parks and Public Lands Management Act of 1996 to allow certain facilities to be located outside the boundaries of Yosemite National Park.

Title II: Rancho Corral De Tierra Golden Gate National Recreation Area Boundary Adjustment - Rancho Corral de Tierra Golden Gate National Recreation Area Boundary Adjustment Act - (Sec. 202) Modifies the boundaries of the Golden Gate National Recreation Area in California to include specified additional lands. Allows the Secretary of the Interior to acquire certain of those lands only from a willing seller.

Title III: Redwood National Park Boundary Adjustment - Redwood National Park Boundary Adjustment Act of 2005 - (Sec. 302) Revises the boundaries of the Redwood National Park in California. Requires that the map of the revised boundaries be placed on file and be available for public inspection in offices of the National Park Service and that such map be provided by the Secretary of the Interior to officers of Del Norte and Humboldt Counties, California.

Increases to 133,000 acres the maximum acreage of the Park.

MAJOR ACTIONS:

- 1/24/2005 Introduced in Senate
- 4/28/2005 Committee on Energy and Natural Resources. Reported by Senator Domenici with amendments. With written report No. [109-63](#).
- 7/26/2005 Passed/agreed to in Senate: Passed Senate with an amendment and an amendment to the Title by Unanimous Consent.
- 12/6/2005 Passed/agreed to in House: On motion to suspend the rules and pass the bill Agreed to by voice vote.
- 12/6/2005 Cleared for White House.
- 12/12/2005 Presented to President.
- 12/20/2005 Signed by President.
- 12/20/2005 Became Public Law No: 109-131 [[Text](#), [PDF](#)]

ALL ACTIONS:

1/24/2005:

Sponsor introductory remarks on measure. (CR [S349-350](#))

1/24/2005:

Read twice and referred to the Committee on Energy and Natural Resources. (text of measure as introduced: CR [S350-351](#))

2/16/2005:

Committee on Energy and Natural Resources. Ordered to be reported with an amendment favorably.

4/28/2005:

Committee on Energy and Natural Resources. Reported by Senator Domenici with amendments. With written report No. [109-63](#).

4/28/2005:

Placed on Senate Legislative Calendar under General Orders. Calendar No. 95.

7/26/2005:

Measure laid before Senate by unanimous consent. (consideration: CR [S9018-9052](#); text of measure as reported in Senate: CR [S9049-9050](#))

7/26/2005:

[S.AMDT.1589](#) Amendment SA 1589 proposed by Senator Collins for Senator Domenici. (consideration: CR [S9018-9052](#); text: CR [S9050](#))
In the nature of a substitute.

7/26/2005:

[S.AMDT.1589](#) Amendment SA 1589 agreed to in Senate by Unanimous Consent.
(text: CR [S9050](#))

7/26/2005:

[S.AMDT.1590](#) Amendment SA 1590 proposed by Senator Collins for Senator Domenici. (consideration: CR [S9018-9052](#))
To amend the title.

7/26/2005:

[S.AMDT.1590](#) Amendment SA 1590 agreed to in Senate by Unanimous Consent.
(text: CR [S9051](#))

7/26/2005:

Passed Senate with an amendment and an amendment to the Title by Unanimous Consent. (consideration: CR [S9018-9052](#); text: CR [S9049-9051](#))

7/27/2005 10:35am:

Received in the House.

7/27/2005:

Message on Senate action sent to the House.

7/27/2005:

Referred to the Committee on Resources, and in addition to the Committee on Education and the Workforce, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned.

7/27/2005:

Referred to House Resources

8/10/2005:

Referred to the Subcommittee on National Parks.

7/27/2005:

Referred to House Education and the Workforce

10/12/2005:

Referred to the Subcommittee on Education Reform.

12/6/2005 2:50pm:

Mr. Radanovich moved to suspend the rules and pass the bill.

12/6/2005 2:50pm:

Considered under suspension of the rules. (consideration: CR [H11049-11051](#))

12/6/2005 2:50pm:

DEBATE - The House proceeded with forty minutes of debate on [S. 136](#).

12/6/2005 3:01pm:

On motion to suspend the rules and pass the bill Agreed to by voice vote. (text: CR [H11049-11050](#))

12/6/2005 3:01pm:

Motion to reconsider laid on the table Agreed to without objection.

12/6/2005:

Cleared for White House.

12/12/2005:

Presented to President.

12/20/2005:

Signed by President.

12/20/2005:

Became Public Law No: 109-131.

TITLE(S): (*italics indicate a title for a portion of a bill*)

• SHORT TITLE(S) AS INTRODUCED:

Rancho Corral de Tierra Golden Gate National Recreation Boundary Adjustment Act

- SHORT TITLE(S) AS PASSED HOUSE:
Rancho Corral de Tierra Golden Gate National Recreation Area Boundary Adjustment Act
Redwood National Park Boundary Adjustment Act of 2005
- SHORT TITLE(S) AS REPORTED TO SENATE:
Rancho Corral de Tierra Golden Gate National Recreation Area Boundary Adjustment Act
- SHORT TITLE(S) AS PASSED SENATE:
Rancho Corral de Tierra Golden Gate National Recreation Area Boundary Adjustment Act
Redwood National Park Boundary Adjustment Act of 2005
- SHORT TITLE(S) AS ENACTED:
Rancho Corral de Tierra Golden Gate National Recreation Area Boundary Adjustment Act
Redwood National Park Boundary Adjustment Act of 2005
- OFFICIAL TITLE AS INTRODUCED:
 A bill to authorize the Secretary of the Interior to provide supplemental funding and other services that are necessary to assist certain local school districts in the State of California in providing education services for students attending schools located within Yosemite National Park, to authorize the Secretary of the Interior to adjust the boundaries of the Golden Gate National Recreation Area.
- OFFICIAL TITLE AS AMENDED BY SENATE:
 A bill to authorize the Secretary of the Interior to provide supplemental funding and other services that are necessary to assist certain local school districts in the State of California in providing educational services for students attending schools located within Yosemite National Park, to authorize the Secretary of the Interior to adjust the boundaries of the Golden Gate National Recreation Area, to adjust the boundaries of Redwood National Park, and for other purposes.

COSPONSOR(S):

NONE

COMMITTEE(S):

| Committee/Subcommittee: | Activity: |
|--|-----------------------------|
| Senate Energy and Natural Resources | Referral, Markup, Reporting |
| House Resources | Referral |
| Subcommittee on National Parks, Recreation, and Public Lands | Referral |
| House Education and the Workforce | Referral |
| Subcommittee on Education Reform | Referral |

RELATED BILL DETAILS: (additional related bills may be identified in Status)

| Bill: | Relationship: |
|-------------------------|---|
| H.R.353 | Identical bill identified by CRS |
| H.R.353 | Related bill as identified by House committee |

S.136 ENR

To authorize the Secretary of the Interior to provide supplemental funding and other services that are necessary to assist certain local school districts in the State of California... (Enrolled as Agreed to or Passed by Both House and Senate)

--S .136 --

S .136

**One Hundred Ninth Congress
of the
United States of America
AT THE FIRST SESSION**

Begun and held at the City of Washington on Tuesday,

the fourth day of January, two thousand and five

An Act

To authorize the Secretary of the Interior to provide supplemental funding and other services that are necessary to assist certain local school districts in the State of California in providing educational services for students attending schools located within Yosemite National Park, to authorize the Secretary of the Interior to adjust the boundaries of the Golden Gate National Recreation Area, to adjust the boundaries of Redwood National Park, and for other purposes.

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

SECTION 1. TABLE OF CONTENTS.

The table of contents of this Act is as follows:

Sec. 1. Table of contents.

TITLE I--YOSEMITE NATIONAL PARK AUTHORIZED PAYMENTS

Sec. 101. Payments for educational services.

Sec. 102. Authorization for park facilities to be located outside the boundaries of Yosemite National Park.

TITLE II--RANCHO CORRAL DE TIERRA GOLDEN GATE NATIONAL RECREATION AREA BOUNDARY ADJUSTMENT

Sec. 201. Short title.

Sec. 202. Golden Gate National Recreation Area, California.

TITLE III--REDWOOD NATIONAL PARK BOUNDARY ADJUSTMENT

Sec. 301. Short title.

Sec. 302. Redwood National Park boundary adjustment.

TITLE I--YOSEMITE NATIONAL PARK AUTHORIZED PAYMENTS

SEC. 101. PAYMENTS FOR EDUCATIONAL SERVICES.

(a) In General- (1) For fiscal years 2006 through 2009, the Secretary of the Interior may provide funds to the Bass Lake Joint Union Elementary School District and the Mariposa Unified School District in the State of California for educational services to students--

(A) who are dependents of persons engaged in the administration, operation, and maintenance of Yosemite National Park; or

(B) who live within or near the park upon real property owned by the United States.

(2) The Secretary's authority to make payments under this section shall terminate if the State of California or local education agencies do not continue to provide funding to the schools referred to in subsection (a) at per student levels that are no less than the amount provided in fiscal year 2005.

(b) Limitation on Use of Funds- Payments made under this section shall only be used to pay public employees for educational services provided in accordance with subsection (a). Payments may not be used for construction, construction contracts, or major capital improvements.

(c) Limitation on Amount of Funds- Payments made under this section shall not exceed the lesser of--

(1) \$400,000 in any fiscal year; or

(2) the amount necessary to provide students described in subsection (a) with educational services that are normally provided and generally available to students who attend public schools elsewhere in the State of California.

(d) Source of Payments- (1) Except as otherwise provided in this subsection, the Secretary may use funds available to the National Park Service from appropriations, donations, or fees.

(2) Funds from the following sources shall not be used to make payments under this section:

(A) Any law authorizing the collection or expenditure of entrance or use fees at units of the National Park System, including--

(i) the Land and Water Conservation Fund Act of 1965 (16 U.S.C. 460l-4 et seq.); and

(ii) the Federal Lands Recreation Enhancement Act (16 U.S.C. 6801 et seq.).

(B) Any unexpended receipts collected through--

(i) the recreational fee demonstration program established under section 315 of the Department of the Interior and Related Agencies Appropriations Act, 1996 (16 U.S.C. 460l-6a note; Public Law 104-134); or

(ii) the national park passport program established under section 602 of the National Parks Omnibus Management Act of 1998 (16 U.S.C. 5992).

(C) Emergency appropriations for flood recovery at Yosemite National Park.

(3)(A) The Secretary may use an authorized funding source to make payments under this section only if the funding available to Yosemite National Park from such source (after subtracting any payments to the school districts authorized under

this section) is greater than or equal to the amount made available to the park for the prior fiscal year, or in fiscal year 2005, whichever is greater.

(B) It is the sense of Congress that any payments made under this section should not result in a reduction of funds to Yosemite National Park from any specific funding source, and that with respect to appropriated funds, funding levels should reflect annual increases in the park's operating base funds that are generally made to units of the National Park System.

SEC. 102. AUTHORIZATION FOR PARK FACILITIES TO BE LOCATED OUTSIDE THE BOUNDARIES OF YOSEMITE NATIONAL PARK.

(a) Funding Authority for Transportation Systems and External Facilities- Section 814(c) of the Omnibus Parks and Public Lands Management Act of 1996 (16 U.S.C. 346e) is amended--

(1) in the heading by inserting ` **AND YOSEMITE NATIONAL PARK**' after ` **ZION NATIONAL PARK**';

(2) in the first sentence--

(A) by inserting ` and Yosemite National Park' after ` Zion National Park'; and

(B) by inserting ` for transportation systems or' after ` appropriated funds'; and

(3) in the second sentence by striking ` facilities' and inserting ` systems or facilities'.

(b) Clarifying Amendment for Transportation Fee Authority- Section 501 of the National Parks Omnibus Management Act of 1998 (16 U.S.C. 5981) is amended in the first sentence by striking ` service contract' and inserting ` service contract, cooperative agreement, or other contractual arrangement'.

TITLE II--RANCHO CORRAL DE TIERRA GOLDEN GATE NATIONAL RECREATION AREA BOUNDARY ADJUSTMENT

SEC. 201. SHORT TITLE.

This title may be cited as the ` Rancho Corral de Tierra Golden Gate National Recreation Area Boundary Adjustment Act'.

SEC. 202. GOLDEN GATE NATIONAL RECREATION AREA, CALIFORNIA.

Section 2(a) of Public Law 92-589 (16 U.S.C. 460bb-1(a)) is amended--

(1) by striking ` The recreation area shall comprise' and inserting the following:

` (1) INITIAL LANDS- The recreation area shall comprise'; and

(2) by striking ` The following additional lands are also' and all that follows through the period at the end of the subsection and inserting the following new paragraphs:

` (2) ADDITIONAL LANDS- In addition to the lands described in paragraph (1), the recreation area shall include the following:

` (A) The parcels numbered by the Assessor of Marin County, California, 119-040-04, 119-040-05, 119-040-18, 166-202-03, 166-010-06, 166-010-07, 166-010-24, 166-010-25, 119-240-19, 166-010-10, 166-010-22, 119-240-03, 119-240-51, 119-240-52, 119-240-54, 166-010-12, 166-010-13, and 119-235-10.

- ` (B) Lands and waters in San Mateo County generally depicted on the map entitled `Sweeney Ridge Addition, Golden Gate National Recreation Area', numbered NRA GG-80,000-A, and dated May 1980.
 - ` (C) Lands acquired under the Golden Gate National Recreation Area Addition Act of 1992 (16 U.S.C. 460bb-1 note; Public Law 102-299).
 - ` (D) Lands generally depicted on the map entitled `Additions to Golden Gate National Recreation Area', numbered NPS-80-076, and dated July 2000/PWR-PLRPC.
 - ` (E) Lands generally depicted on the map entitled `Rancho Corral de Tierra Additions to the Golden Gate National Recreation Area', numbered NPS-80,079E, and dated March 2004.
- ` (3) ACQUISITION LIMITATION- The Secretary may acquire land described in paragraph (2)(E) only from a willing seller.'

TITLE III--REDWOOD NATIONAL PARK BOUNDARY ADJUSTMENT

SEC. 301. SHORT TITLE.

This title may be cited as the `Redwood National Park Boundary Adjustment Act of 2005'.

SEC. 302. REDWOOD NATIONAL PARK BOUNDARY ADJUSTMENT.

Section 2(a) of the Act of Public Law 90-545 (16 U.S.C. 79b(a)) is amended--

- (1) in the first sentence, by striking `(a) The area' and all that follows through the period at the end and inserting the following: `(a)(1) The Redwood National Park consists of the land generally depicted on the map entitled `Redwood National Park, Revised Boundary', numbered 167/60502, and dated February, 2003.';
- (2) by inserting after paragraph (1) (as designated by paragraph (1)) the following:
 - ` (2) The map referred to in paragraph (1) shall be--
 - ` (A) on file and available for public inspection in the appropriate offices of the National Park Service; and
 - ` (B) provided by the Secretary of the Interior to the appropriate officers of Del Norte and Humboldt Counties, California.'; and
 - (3) in the second sentence--
 - (A) by striking `The Secretary' and inserting the following:
- ` (3) The Secretary;' and
 - (B) by striking `one hundred and six thousand acres' and inserting `133,000 acres'.

Speaker of the House of Representatives.

Vice President of the United States and

President of the Senate.

PUBLIC LAW 109-131—DEC. 20, 2005

YOSEMITE NATIONAL PARK PAYMENTS,
RANCHO CORRAL DE TIERRA GOLDEN GATE
NATIONAL RECREATION AREA, AND
REDWOOD NATIONAL PARK BOUNDARY
ADJUSTMENTS

Public Law 109–131
109th Congress

An Act

Dec. 20, 2005
[S. 136]

To authorize the Secretary of the Interior to provide supplemental funding and other services that are necessary to assist certain local school districts in the State of California in providing educational services for students attending schools located within Yosemite National Park, to authorize the Secretary of the Interior to adjust the boundaries of the Golden Gate National Recreation Area, to adjust the boundaries of Redwood National Park, and for other purposes.

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

SECTION 1. TABLE OF CONTENTS.

The table of contents of this Act is as follows:

Sec. 1. Table of contents.

TITLE I—YOSEMITE NATIONAL PARK AUTHORIZED PAYMENTS

Sec. 101. Payments for educational services.

Sec. 102. Authorization for park facilities to be located outside the boundaries of Yosemite National Park.

TITLE II—RANCHO CORRAL DE TIERRA GOLDEN GATE NATIONAL RECREATION AREA BOUNDARY ADJUSTMENT

Sec. 201. Short title.

Sec. 202. Golden Gate National Recreation Area, California.

TITLE III—REDWOOD NATIONAL PARK BOUNDARY ADJUSTMENT

Sec. 301. Short title.

Sec. 302. Redwood National Park boundary adjustment.

TITLE I—YOSEMITE NATIONAL PARK AUTHORIZED PAYMENTS

SEC. 101. PAYMENTS FOR EDUCATIONAL SERVICES.

(a) IN GENERAL.—(1) For fiscal years 2006 through 2009, the Secretary of the Interior may provide funds to the Bass Lake Joint Union Elementary School District and the Mariposa Unified School District in the State of California for educational services to students—

(A) who are dependents of persons engaged in the administration, operation, and maintenance of Yosemite National Park; or

(B) who live within or near the park upon real property owned by the United States.

(2) The Secretary's authority to make payments under this section shall terminate if the State of California or local education agencies do not continue to provide funding to the schools referred

to in subsection (a) at per student levels that are no less than the amount provided in fiscal year 2005.

(b) **LIMITATION ON USE OF FUNDS.**—Payments made under this section shall only be used to pay public employees for educational services provided in accordance with subsection (a). Payments may not be used for construction, construction contracts, or major capital improvements.

(c) **LIMITATION ON AMOUNT OF FUNDS.**—Payments made under this section shall not exceed the lesser of—

(1) \$400,000 in any fiscal year; or

(2) the amount necessary to provide students described in subsection (a) with educational services that are normally provided and generally available to students who attend public schools elsewhere in the State of California.

(d) **SOURCE OF PAYMENTS.**—(1) Except as otherwise provided in this subsection, the Secretary may use funds available to the National Park Service from appropriations, donations, or fees.

(2) Funds from the following sources shall not be used to make payments under this section:

(A) Any law authorizing the collection or expenditure of entrance or use fees at units of the National Park System, including—

(i) the Land and Water Conservation Fund Act of 1965 (16 U.S.C. 4601-4 et seq.); and

(ii) the Federal Lands Recreation Enhancement Act (16 U.S.C. 6801 et seq.).

(B) Any unexpended receipts collected through—

(i) the recreational fee demonstration program established under section 315 of the Department of the Interior and Related Agencies Appropriations Act, 1996 (16 U.S.C. 4601-6a note; Public Law 104-134); or

(ii) the national park passport program established under section 602 of the National Parks Omnibus Management Act of 1998 (16 U.S.C. 5992).

(C) Emergency appropriations for flood recovery at Yosemite National Park.

(3)(A) The Secretary may use an authorized funding source to make payments under this section only if the funding available to Yosemite National Park from such source (after subtracting any payments to the school districts authorized under this section) is greater than or equal to the amount made available to the park for the prior fiscal year, or in fiscal year 2005, whichever is greater.

(B) It is the sense of Congress that any payments made under this section should not result in a reduction of funds to Yosemite National Park from any specific funding source, and that with respect to appropriated funds, funding levels should reflect annual increases in the park's operating base funds that are generally made to units of the National Park System.

SEC. 102. AUTHORIZATION FOR PARK FACILITIES TO BE LOCATED OUTSIDE THE BOUNDARIES OF YOSEMITE NATIONAL PARK.

(a) **FUNDING AUTHORITY FOR TRANSPORTATION SYSTEMS AND EXTERNAL FACILITIES.**—Section 814(c) of the Omnibus Parks and Public Lands Management Act of 1996 (16 U.S.C. 346e) is amended—

(1) in the heading by inserting “**AND YOSEMITE NATIONAL PARK**” after “**ZION NATIONAL PARK**”;

(2) in the first sentence—

(A) by inserting “and Yosemite National Park” after “Zion National Park”; and

(B) by inserting “for transportation systems or” after “appropriated funds”; and

(3) in the second sentence by striking “facilities” and inserting “systems or facilities”.

(b) **CLARIFYING AMENDMENT FOR TRANSPORTATION FEE AUTHORITY.**—Section 501 of the National Parks Omnibus Management Act of 1998 (16 U.S.C. 5981) is amended in the first sentence by striking “service contract” and inserting “service contract, cooperative agreement, or other contractual arrangement”.

Rancho Corral de
Tierra Golden
Gate National
Recreation Area
Boundary
Adjustment Act.

TITLE II—RANCHO CORRAL DE TIERRA GOLDEN GATE NATIONAL RECREATION AREA BOUNDARY ADJUSTMENT

16 USC 460bb
note.

SEC. 201. SHORT TITLE.

This title may be cited as the “Rancho Corral de Tierra Golden Gate National Recreation Area Boundary Adjustment Act”.

SEC. 202. GOLDEN GATE NATIONAL RECREATION AREA, CALIFORNIA.

Section 2(a) of Public Law 92–589 (16 U.S.C. 460bb–1(a)) is amended—

(1) by striking “The recreation area shall comprise” and inserting the following:

“(1) **INITIAL LANDS.**—The recreation area shall comprise”; and

(2) by striking “The following additional lands are also” and all that follows through the period at the end of the subsection and inserting the following new paragraphs:

“(2) **ADDITIONAL LANDS.**—In addition to the lands described in paragraph (1), the recreation area shall include the following:

“(A) The parcels numbered by the Assessor of Marin County, California, 119–040–04, 119–040–05, 119–040–18, 166–202–03, 166–010–06, 166–010–07, 166–010–24, 166–010–25, 119–240–19, 166–010–10, 166–010–22, 119–240–03, 119–240–51, 119–240–52, 119–240–54, 166–010–12, 166–010–13, and 119–235–10.

“(B) Lands and waters in San Mateo County generally depicted on the map entitled ‘Sweeney Ridge Addition, Golden Gate National Recreation Area’, numbered NRA GG–80,000–A, and dated May 1980.

“(C) Lands acquired under the Golden Gate National Recreation Area Addition Act of 1992 (16 U.S.C. 460bb–1 note; Public Law 102–299).

“(D) Lands generally depicted on the map entitled ‘Additions to Golden Gate National Recreation Area’, numbered NPS–80–076, and dated July 2000/PWR–PLRPC.

“(E) Lands generally depicted on the map entitled ‘Rancho Corral de Tierra Additions to the Golden Gate

National Recreation Area’, numbered NPS–80,079E, and dated March 2004.

“(3) ACQUISITION LIMITATION.—The Secretary may acquire land described in paragraph (2)(E) only from a willing seller.”.

TITLE III—REDWOOD NATIONAL PARK BOUNDARY ADJUSTMENT

Redwood
National Park
Boundary
Adjustment Act
of 2005.
16 USC 79a note.

SEC. 301. SHORT TITLE.

This title may be cited as the “Redwood National Park Boundary Adjustment Act of 2005”.

SEC. 302. REDWOOD NATIONAL PARK BOUNDARY ADJUSTMENT.

Section 2(a) of the Act of Public Law 90–545 (16 U.S.C. 79b(a)) is amended—

(1) in the first sentence, by striking “(a) The area” and all that follows through the period at the end and inserting the following: “(a)(1) The Redwood National Park consists of the land generally depicted on the map entitled ‘Redwood National Park, Revised Boundary’, numbered 167/60502, and dated February, 2003.”;

(2) by inserting after paragraph (1) (as designated by paragraph (1)) the following:

“(2) The map referred to in paragraph (1) shall be—

“(A) on file and available for public inspection in the appropriate offices of the National Park Service; and

“(B) provided by the Secretary of the Interior to the appropriate officers of Del Norte and Humboldt Counties, California.”; and

(3) in the second sentence—

(A) by striking “The Secretary” and inserting the following:

“(3) The Secretary;” and

(B) by striking “one hundred and six thousand acres” and inserting “133,000 acres”.

Approved December 20, 2005.

LEGISLATIVE HISTORY—S. 136:

SENATE REPORTS: No. 109–63 (Comm. on Energy and Natural Resources).

CONGRESSIONAL RECORD, Vol. 151 (2005):

July 26, considered and passed Senate.

Dec. 6, considered and passed House.



H.R.331—All Information from the THOMAS database of The Library of Congress

Note: Should the links not work, access the THOMAS database of The Library of Congress at <http://thomas.loc.gov/>.

H.R.3311

Title: To authorize additional funds for emergency repairs and reconstruction of the Interstate I-35 bridge located in Minneapolis, Minnesota, that collapsed on August 1, 2007, to waive the \$100,000,000 limitation on emergency relief funds for those emergency repairs and reconstruction, and for other purposes.

Sponsor: [Rep Oberstar, James L.](#) [MN-8] (introduced 8/2/2007) [Cosponsors](#) (7)

Related Bills: [S.1937](#), [S.2009](#)

Latest Major Action: Became Public Law No: 110-56 [GPO: [Text](#), [PDF](#)]

Jump to: [Summary](#), [Major Actions](#), [All Actions](#), [Titles](#), [Cosponsors](#), [Committees](#), [Related Bill Details](#), [Amendments](#)

SUMMARY AS OF:

8/6/2007--Public Law. (There is 1 [other summary](#))

Authorizes the Secretary of Transportation to carry out a project for the repair and reconstruction of the Interstate I-35 bridge located in Minneapolis, Minnesota, that collapsed on August 1, 2007.

Makes the federal share of the project cost 100%.

Authorizes appropriations.

Waives, for such project, the \$100 million per state single-failure (or, single-disaster) highway-related total obligation limitation.

Amends the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users to authorize the Secretary to: (1) use such single-failure (or, single-disaster) highway-related funds for the repair and reconstruction of the Interstate I-35W bridge in Minneapolis, Minnesota, that collapsed on August 1, 2007; and (2) use no more than \$5 million of funds made available for FY2007 for Federal Transit Administration Discretionary Programs, Bus and Bus Facilities (without any local matching funds requirement) to reimburse the Minnesota state department of transportation for actual and necessary costs of maintenance and operation (less the amount of fares earned) for providing temporary substitute highway traffic service following the collapse of the Interstate I-35W bridge in Minneapolis, Minnesota, on August 1, 2007, until highway traffic service is restored on such bridge. Makes the federal share of the project cost 100%.

MAJOR ACTIONS: *1E°*

8/2/2007 Introduced in House

8/3/2007 Passed/agreed to in House: On motion to suspend the rules and pass the bill, as amended Agreed to by the Yeas and Nays: (2/3 required): 421 - 0 ([Roll no. 819](#)).

8/3/2007 Passed/agreed to in Senate: Passed Senate with an amendment by Unanimous

Consent.
8/4/2007 Cleared for White House.
8/6/2007 Presented to President.
8/6/2007 Signed by President.
8/6/2007 Became Public Law No: 110-056 [[Text](#), [PDF](#)]

ALL ACTIONS:

8/2/2007:

Referred to the House Committee on Transportation and Infrastructure.

8/2/2007:

Committee Consideration and Mark-up Session Held.

8/2/2007:

Ordered to be Reported by Voice Vote.

8/3/2007 5:16pm:

Mr. Oberstar moved to suspend the rules and pass the bill, as amended.

8/3/2007 5:16pm:

Considered under suspension of the rules. (consideration: CR [H9675-9681](#))

8/3/2007 5:16pm:

DEBATE - The House proceeded with forty minutes of debate on [H.R. 3311](#).

8/3/2007 6:30pm:

On motion to suspend the rules and pass the bill, as amended Agreed to by the Yeas and Nays: (2/3 required): 421 - 0 ([Roll no. 819](#)). (text: CR [H9675-9676](#))

8/3/2007 6:30pm:

Motion to reconsider laid on the table Agreed to without objection.

8/3/2007:

Received in the Senate, read twice.

8/3/2007:

Measure laid before Senate by unanimous consent. (consideration: CR [S10873-10874](#))

8/3/2007:

[S.AMDT.2654](#) Amendment SA 2654 proposed by Senator Coleman for Senator Bond. (consideration: CR [S10873](#); text: CR [S10873](#))

To improve expanded eligibility for transit and travel information services.

8/3/2007:

[S.AMDT.2654](#) Amendment SA 2654 agreed to in Senate by Unanimous Consent.

8/3/2007:

Passed Senate with an amendment by Unanimous Consent.

8/3/2007:

Message on Senate action sent to the House.

8/4/2007 8:26pm:

Under the special order previously agreed to, the Chair announced that the Senate amendment to [H.R. 3311](#) was before the House.

8/4/2007 8:26pm:

On motion that the House agree to the Senate amendment Agreed to without objection. (consideration: CR [H9952](#); text as House agree to Senate amendment: CR [H9952](#))

8/4/2007 8:26pm:

Motion to reconsider laid on the table Agreed to without objection.

8/4/2007:

Cleared for White House.

8/6/2007:

Presented to President.

8/6/2007:

Signed by President.

8/6/2007:

Became Public Law No: 110-56.

TITLE(S): (*italics indicate a title for a portion of a bill*)

• OFFICIAL TITLE AS INTRODUCED:

To authorize additional funds for emergency repairs and reconstruction of the Interstate I-35 bridge located in Minneapolis, Minnesota, that collapsed on August 1, 2007, to waive the \$100,000,000 limitation on emergency relief funds for those emergency repairs and reconstruction, and for other purposes.

COSPONSORS(7), ALPHABETICAL [followed by Cosponsors withdrawn]: (Sort: [by date](#))

[Rep Bachmann, Michele](#) [MN-6] - 8/2/2007 [Rep Ellison, Keith](#) [MN-5] - 8/2/2007

[Rep Kline, John](#) [MN-2] - 8/2/2007

[Rep McCollum, Betty](#) [MN-4] - 8/2/2007

[Rep Peterson, Collin C.](#) [MN-7] - 8/2/2007 [Rep Ramstad, Jim](#) [MN-3] - 8/2/2007

[Rep Walz, Timothy J.](#) [MN-1] - 8/2/2007

COMMITTEE(S):

Committee/Subcommittee: Activity:

[House Transportation and Infrastructure](#)

Referral, Markup

RELATED BILL DETAILS: (additional related bills may be identified in Status)

Bill:

[S.1937](#)

[S.2009](#)

Relationship:

Identical bill identified by CRS

Related bill identified by CRS

AMENDMENT(S):

1. [S.AMDT.2654](#) to [H.R.3311](#) To improve expanded eligibility for transit and travel information services.

Sponsor: [Sen Bond, Christopher S.](#) [MO] (introduced 8/3/2007) [Cosponsors](#) (2)

Latest Major Action: 8/3/2007 Senate amendment agreed to. Status: Amendment SA 2654 agreed to in Senate by Unanimous Consent.

Public Law 110–56
110th Congress

An Act

Aug. 6, 2007
[H.R. 3311]

To authorize additional funds for emergency repairs and reconstruction of the Interstate I–35 bridge located in Minneapolis, Minnesota, that collapsed on August 1, 2007, to waive the \$100,000,000 limitation on emergency relief funds for those emergency repairs and reconstruction, and for other purposes.

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

SECTION 1. ADDITIONAL EMERGENCY RELIEF FUNDING.

(a) IN GENERAL.—The Secretary of Transportation is authorized to carry out a project for the repair and reconstruction of the Interstate I–35W bridge located in Minneapolis, Minnesota, that collapsed on August 1, 2007.

(b) FEDERAL SHARE.—The Federal share of the cost of the project carried out under this section shall be 100 percent.

(c) AUTHORIZATION OF APPROPRIATIONS.—There is authorized to be appropriated \$250,000,000 to carry out this section. Such sums shall remain available until expended.

SEC. 2. WAIVER OF EMERGENCY RELIEF LIMITATION.

The limitation contained in section 125(d)(1) of title 23, United States Code, of \$100,000,000 shall not apply to expenditures under section 125 of such title for the repair or reconstruction of the Interstate I–35W bridge located in Minneapolis, Minnesota, that collapsed on August 1, 2007.

SEC. 3. EXPANDED ELIGIBILITY FOR TRANSIT AND TRAVEL INFORMATION SERVICES.

Section 1112 of the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (119 Stat. 1171) is amended—

- (1) by inserting “(a) IN GENERAL.—” before “There”; and
- (2) by adding at the end the following:

“(b) MINNESOTA.—

“(1) IN GENERAL.—Notwithstanding any provision of chapter 1 of title 23, United States Code, the Secretary may—

“(A) use funds authorized to carry out the emergency relief program under section 125 of such title for the repair and reconstruction of the Interstate I–35W bridge in Minneapolis, Minnesota, that collapsed on August 1, 2007; and

“(B) use not to exceed \$5,000,000 of the funds made available for fiscal year 2007 for Federal Transit Administration Discretionary Programs, Bus and Bus Facilities

(without any local matching funds requirement) for operating expenses of the Minnesota State department of transportation for actual and necessary costs of maintenance and operation, less the amount of fares earned, which are provided by the Metropolitan Council (of Minnesota) as a temporary substitute for highway traffic service following the collapse of the Interstate I–35W bridge in Minneapolis, Minnesota, on August 1, 2007, until highway traffic service is restored on such bridge.

“(2) FEDERAL SHARE.—The Federal share of the cost of activities reimbursed under this subsection shall be 100 percent.”.

Approved August 6, 2007.

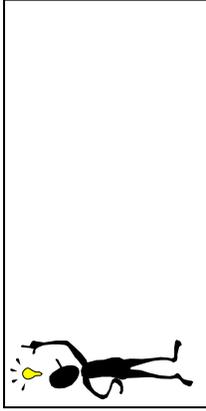
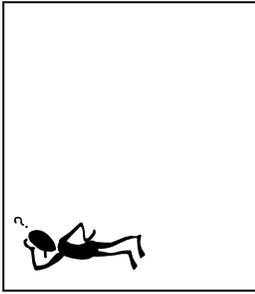
LEGISLATIVE HISTORY—H.R. 3311:

CONGRESSIONAL RECORD, Vol. 153 (2007):

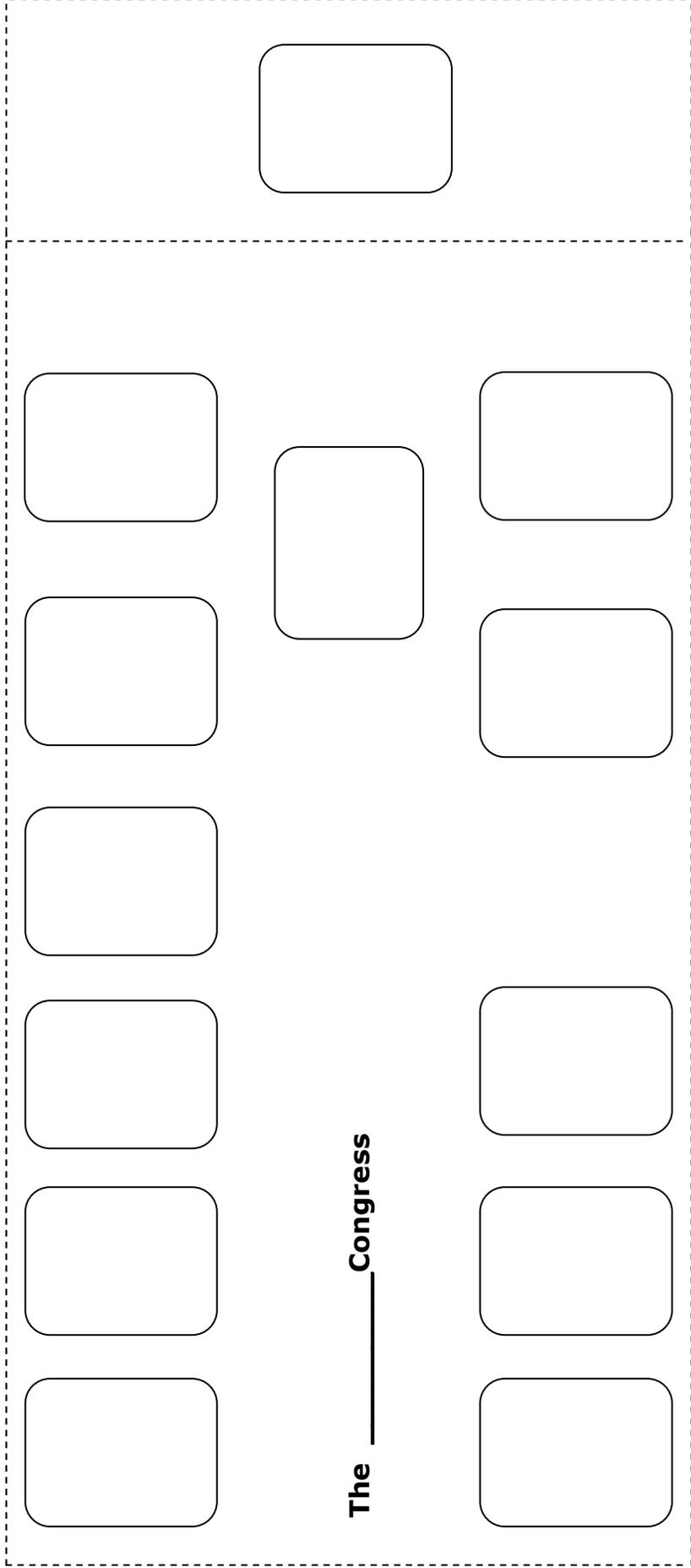
Aug. 3, considered and passed House. Considered and passed Senate, amended.

Aug. 4, House concurred in Senate amendment.





Flow Chart
The Making of a Law



The _____ Congress

Branch of Government

Branch of Government

Rubric for Lesson The Making of a Law

| Elements Evaluated | Level of Quality | | | | |
|---|--|---|--|---|--|
| | 4 | 3 | 2 | 1 | 0 |
| Video | | | | | |
| Viewing & Listening | Fully attentive, and engaged. Asks reflective questions. Notices details and contributes meaningful insights. Makes broader applications beyond the immediate story line. | Fully attentive and engaged. Asks appropriate questions to help with own understanding. | Attention drifts away from the video from time to time causing student to miss important information. Asks a few questions but some are off the subject. | Attention drifts away from the video most of the time causing student to miss important information. Rarely asks a question. | Shows no interest or engagement. |
| Use of Study Guide | All Study Questions are complete with thoughtful and well developed answers. Extra notes are added to help own understanding. | All Study Questions are answered with short responses. | Some study questions are answered. | Few study questions are answered. | Little if anything appropriate is written in the guide. |
| Flow Chart for Yosemite Bill | All steps accurately represent actions by both the House and Senate. Legislative numbers for introduced bills are correct for the appropriate Congress. Additional details and information are added that demonstrate understanding beyond the basics. | All steps accurately represent actions by both the House and Senate. Legislative numbers for introduced bills are correct for the appropriate Congress. Details for the steps are accurate. | The steps present are accurate for both the House and the Senate. One or more major steps may be missing or out of order. One or two legislative numbers is not correct. | The steps may be present but are not in the correct sequence or they are not appropriate for the House or the Senate. One or more legislative numbers is not correct. | The chart shows little to no understanding or the correct process. |
| An Analysis of People, Principles, and Process | | | | | |
| | Appropriate, varied, and extensive answers are present in each category indicative of much thought and insight. | More than 2 appropriate and varied answers are provided for each section. | There are appropriate answers for some of the sections. | There are appropriate answers for some of the sections and inappropriate ones for the others. | There are no answers or most are inappropriate. |
| Follow-Up: Personal Response | | | | | |
| Title | The title is cleverly stated, sparks interest and is directly related to the topic. | Title is related to the topic but needs to be more interesting. | There is a title but the connection to the topic is not obvious. | It's difficult to tell from the title what the essay is about. | The title is missing |
| Introductory paragraph | Introduces the topic and provides essential context and background information that includes a clear and strongly stated opinion. (Thesis statement) | Introduces the topic with some context. A thesis statement is present. | Introduces the topic but doesn't provide context Lacks clear thesis statement. | Introduces the topic but has no thesis statement. | No introductory paragraph. |

Rubric for Lesson
The Making of a Law

| Elements Evaluated | Level of Quality | | | | |
|---|--|--|--|---|---|
| | 4 | 3 | 2 | 1 | 0 |
| (cont.) | | | | | |
| Supporting details | Give 3 or more details to support opinion which are well developed and supported with sound reasoning and the facts. | Gives and supports 3 logical details. | Gives 3 logical details but only 2 are supported. | Gives and supports 1 logical detail. Other details may be present but are not supported. | Does not provide any specific details. |
| Concluding paragraph | Summarizes and concludes the essay in a strong compelling, and convincing way. Leaves no question in the reader's mind about the opinion of the writer. | Provides a summary and concluding statement that brings closure to the essay. | The concluding paragraph does not bring closure to the essay. | The essay concludes with a sentence not a paragraph. | The essay ends abruptly with no conclusion. |
| Organization | Includes clearly stated topic sentences. Follows a logical progression of thought and development that builds towards a conclusion. | Includes clearly stated topic sentences. Follows a logical progression of thought and development. | Includes some topic sentences. Has some progression of thought and development. | Lacks topic sentences but has some sequence of ideas. | Ideas have little relationship to each other. No progression of thought is evident. |
| Correct spelling and grammar | There are no spelling or grammar errors. | There are one or two spelling errors. There are no grammar errors. | There are a few grammar and spelling errors. | There are frequent spelling and grammar errors. | There so many spelling and grammar errors it's difficult to read. |
| Follow-Up: The Rest of the Story | | | | | |
| Group Scenario | There is an appropriate title. The process correct and easy to follow. All steps are represented with accurate and succinct descriptions. Includes additional explanations. There is an unbroken path from the law to the originating bill. A process is described for each Congress with appropriate legislative numbers for the bills. There is a complexity to the process that is beyond expectation that demonstrates exceptional understanding. A creative element is added to promote understanding of the process. | There is an appropriate title. The process is correct and easy to follow. All basic steps are accurate with succinct and clear descriptions. A process is described for each Congress with appropriate legislative numbers for the bills. There is an unbroken path from the law to the originating bill. Legislative numbers match and are appropriate for the process indicated. | There is an appropriate title. The explanation is organized with the process easy to follow. However, one or two major steps or details are missing leading to gaps in the pathway from the bill to the law. Legislative numbers may be incorrectly linked to the resulting law. | Diagram has no title. The process is not clearly evident. Steps are missing or out of order. There are unexplained gaps or steps are incorrectly connected in the path that leads from the originating bill to the law. | Diagram shows no understanding of the process and steps involved. |

Take-Home Quiz

The Making of a Law

Section 1: Map the Process for H.R.3311

Materials Needed:

- Blank Flow Chart
- Public Law 110-56
- H.R. 3311 All Information from THOMAS database of the Library of Congress

Task: Using the above information, fill out the blank Flow Chart with the appropriate steps, related details, and decisions. Be thorough and include numbers, dates, specific names of key figures, groups, etc.

Section 2: Sequence Steps in a Process

1. Identify the process a bill can take on its way to become law by writing the steps on the left in correct order on the right.

Steps

- Vote on bill
- Sign bill
- Put bill before full House
- Bill becomes law
- Send bill to committee
- Send bill to Senate
- Vote on bill
- Rules Committee
- Introduce bill in House
- Vote on bill
- Send bill to committee
- Put bill before full Senate
- Vote on bill
- Write a bill
- Idea for bill

Correct Order of Steps

| |
|-----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| 7. |
| 8. |
| 9. |
| 10. |
| 11. |
| 12. |
| 13. |
| 14. |
| 15. |

Section 3: Questions about the Legislative Process

1. What two branches of government share lawmaking responsibility? What is the primary lawmaking function of each?

2. Explain how bills and laws are related.

3. If the Senate passes H.R. 3311, where does the bill go next?

4. What two steps must occur before a bill reaches the President's desk?

Take-Home Quiz

The Making of a Law

5. Where in the process is most of the legislative work done?

Name 4 things that may occur at this step.

6. What is the role of the Conference Committee and what happens to bills after leaving this committee?

7. Where in the process can the public be involved?

8. Why should the public get involved in the legislative process?

9. Explain how the veto process works and why it is an example of shared powers.

10. Explain why the legislative process is designed to be hard and not easy.

Section 4: Essay Questions

Answer the following questions on separate paper.

1. Discuss the role of negotiation and compromise in the lawmaking process.
(1/2 page minimum)
2. Identify and explain the interconnections of people, principles, and process that make the legislative process a model of democracy at work.
(1 page minimum)

National Standards Alignment for "The Making of a Law"

Lesson and Video

Source: *National Standards for Civics and Government* (1994) Center for Civic Education
<http://www.civiced.org/index.php?page=stds>

Grades 9-12 Content Standards Alignment

The following chart shows a more granular alignment at the standards level.

| National Standards for Civics and Government | "The Making of a Law" |
|---|---|
| Specific Content Standards | Understandings Reinforced by Lesson and Video |
| <p>I.A.1. Defining civic life, politics, and government. Students should be able to explain the meaning of the terms civic life, politics, and government.</p> | <p>Citizens participate in civic life when they become concerned and get involved with the affairs of the community.</p> <p>People involved in politics have a way of reaching an agreement even when they have differing ideas. These agreements are reached after presenting information and evidence, stating arguments, negotiating, compromising, and voting.</p> <p>People involved in politics seek to accomplish goals they could not realize as individuals.</p> |
| <p>I.A.2. Necessity of politics and government. Students should be able to explain the major arguments advanced for the necessity of politics and government.</p> | <p>Politics is a process by which a group of people reach collective decisions generally regarded as binding on the group.</p> <p>Working collectively can accomplish goals and solve problems that people could not achieve alone.</p> |
| <p>I.D.1. Shared powers and parliamentary systems. Students should be able to describe the major characteristics of systems of shared powers and of parliamentary systems.</p> | <p>The U. S. has a shared powers system in which some of the powers and functions are shared among the branches.</p> <p>Actions by both the Legislative Branch (Congress) and the Executive Branch (President) are required for passing laws.</p> <p>Legislatures may pass laws, but the executive may veto them</p> |
| <p>II.B.4. Diversity in American society. Students should be able to evaluate, take and defend positions on issues regarding diversity in American life.</p> | <p>While diversity can make arriving at consensus difficult, it is desirable and beneficial for effective decision-making because it increases choice, fosters a variety of viewpoints, and encourages creativity and should result better scrutiny of proposed bills.</p> <p>Adhering to constitutional values and principles helps manage conflicts when opinions are diverse.</p> |
| <p>II.C.2. Character of American political conflict. Students should be able to describe the character of American political conflict and explain factors that usually prevent violence or that lower its intensity.</p> | <p>Even when there are political differences, shared respect for the Constitution and its principles makes it possible for people to act in a more productive way.</p> <p>Americans have opportunities to influence government and to participate in it by contacting elected officials and testifying before committee hearings.</p> <p>Effective lawmaking depends on the involvement of a loyal opposition to make laws better.</p> <p>Effective lawmaking requires decision-making that involves acceptance of majority rule and respect for the right of the minority to be heard.</p> <p>There is a sense of unity within diversity that emerges through negotiation and compromise.</p> <p>There is a shared belief among Americans that a free public education should be available to all.</p> |

National Standards Alignment for “The Making of a Law”

Lesson and Video

| National Standards for Civics and Government | “The Making of a Law” |
|--|---|
| Specific Content Standards | Understandings Reinforced by Lesson and Video |
| <p>II.D.2. Republicanism and American constitutional democracy. Students should be able to explain how and why ideas of classical republicanism are reflected in the values and principles of American constitutional democracy.</p> | <p>The American people are governed by elected representatives who seek the public or common good rather than the good of a particular group or class of society.</p> <p>The civic virtue of citizens is essential because it means they put the public or common good above their private interests.</p> |
| <p>II.D.3. Fundamental values and principles. Students should be able to evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy.</p> | <p>The following values and principles are important for the lawmaking process to work well.</p> <ul style="list-style-type: none"> • individual rights (majority and minority rights) • the common or public good • self government • justice • equality • diversity • openness and free inquiry • truth • patriotism <p>Principles fundamental to American constitutional democracy include</p> <ul style="list-style-type: none"> • Ultimate authority rests with the people • Representative institutions • Separated and shared powers • Checks and balances • Individual rights |
| <p>II.D.4. Conflicts among values and principles in American political and social life. Students should be able to evaluate, take, and defend positions on issues in which fundamental values and principles may be in conflict.</p> | <p>People may agree on values or principles in general but disagree when applying them to specific issues. For example, there may be agreement about providing all children access to a free public education, but disagreement about whether it is the responsibility of the state or federal government to pay for it.</p> |
| <p>II.D.5. Disparities between ideals and reality in American political and social life. Students should be able to evaluate, take, and defend positions about issues concerning the disparities between American ideals and realities.</p> | <p>Important American ideals include an informed citizenry, concern for the common good, respect for the rights of others, and providing a quality education for all.</p> <p>Through its programs, the government seeks to reduce discrepancies between ideals and reality in American public life.</p> <p>Improvement in the quality of life for all Americans requires establishing ideals as goals then comparing current practices with those ideals and developing action plans (policies) to meet the goal.</p> <p>Discrepancies between reality and American ideals can be reduced by</p> <ul style="list-style-type: none"> • individual action • social action • political action |
| <p>III.A.1. Distributing governmental power and preventing its abuse. Students should be able to explain how the United States Constitution grants and distributes power to national and state government and how it seeks to prevent the abuse of power.</p> | <p>There is a balance and check of powers within the government to prevent abuse.</p> <p>Both the legislature branch and the executive branch are involved in the lawmaking process.</p> <p>The provisions for the veto involve both the executive and legislative branch.</p> |

National Standards Alignment for “The Making of a Law”

Lesson and Video

| National Standards for Civics and Government | “The Making of a Law” |
|---|---|
| Specific Content Standards | Understandings Reinforced by Lesson and Video |
| <p>III.B.1. The institutions of the national government. Students should be able to evaluate, take, and defend positions on issues regarding the purposes, organization, and functions of the institutions of the national government.</p> | <p>There are three branches of government, but only 2 are involved with lawmaking:</p> <ul style="list-style-type: none"> • Legislative branch: Congress, composed of a House of Representatives and a Senate, including their committees and their respective staffs and most prominent auxiliary agencies, e.g., the Congressional Budget Office, Library of Congress • Executive branch: President <p>Both the legislative and executive branch represents the will of the people: Congress legislates on behalf of the people, the president represents the people as a nation.</p> <p>The lawmaking process was made to be hard, not easy, to allow for careful decision-making to ensure better outcomes.</p> |
| <p>III.C.1. The constitutional status of state and local governments. Students should be able to evaluate, take, and defend positions on issues regarding the proper relationship between the national government and the state and local governments.</p> | <p>State governments are primarily responsible for funding public schools within the state.</p> <p>The federal government makes education funding available to the states.</p> |
| <p>III.C.3. Major responsibilities of state and local governments. Students should be able to identify the major responsibilities of their state and local governments and evaluate how well they are being fulfilled.</p> | <p>Local governments share responsibility with the state to provide funding for public education.</p> |
| <p>III.D. 1. The place of law in American society. Students should be able to evaluate, take, and defend positions on the role and importance of law in the American political system.</p> | <p>The law protects the basic rights of citizens to have access to a free, high quality public education.</p> <p>By protecting and supporting its citizens, the law promotes the common good.</p> |
| <p>III.E.1. The public agenda. Students should be able to evaluate, take, and defend positions about how the public agenda is set.</p> | <p>Education is a topic that is high on the list of public and political concerns in this country.</p> <p>Concerned political leaders influence political decisions in a variety of ways through persistence, creative negotiation and compromise, supporting and defending arguments, rallying outside support from interest groups and key individuals, etc.</p> <p>Concerned individuals may influence political decisions in a variety of ways by contacting representatives, making presentations at committee hearings, and being persistent.</p> |
| <p>V.B.1. Personal rights. Students should be able to evaluate, take, and defend positions on issues regarding personal rights.</p> | <p>Personal rights</p> <ul style="list-style-type: none"> • freedom of thought and conscience • privacy and personal autonomy • freedom of expression and association • freedom of movement and residence |
| <p>V.B.2. Political rights. Students should be able to evaluate, take, and defend positions on issues regarding political rights.</p> | <p>Political rights include</p> <ul style="list-style-type: none"> • freedom of speech, press, assembly, petition • right to run for public office |

National Standards Alignment for “The Making of a Law”

Lesson and Video

| National Standards for Civics and Government | “The Making of a Law” |
|--|---|
| Specific Content Standards | Understandings Reinforced by Lesson and Video |
| <p>V.C.1. Personal responsibilities. Students should be able to evaluate, take, and defend positions on issues regarding the personal responsibilities of citizens in American constitutional democracy.</p> | <p>Everyone involved in the law making process has personal responsibilities as a citizen to respect the rights and interests of others.</p> <p>Everyone involved in the lawmaking process has the personal responsibility to adhere to moral principles and behave in a civil manner.</p> |
| <p>V.C.2. Civic responsibilities. Students should be able to evaluate, take, and defend positions on the importance of civic responsibilities to the individual and society.</p> | <p>There are civic responsibilities associated with being an American citizen that include</p> <ul style="list-style-type: none"> • being informed and attentive to public issues • respecting the rights of others • monitoring political leaders and governmental agencies and taking appropriate action if their adherence to constitutional principles is lacking • deciding whether and how to vote • assuming leadership when appropriate • performing public service |
| <p>V.D.1. Dispositions that lead the citizen to be an independent member of society. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that lead individuals to become independent members of society.</p> | <p>Citizens who are independent members of society tend to have these dispositions:</p> <ul style="list-style-type: none"> • Self-discipline and self-governance--adhering voluntarily to self-imposed standards of behavior rather than requiring the imposition of external controls • Individual responsibility-- fulfilling the moral and legal obligations of membership in society |
| <p>V.D.2. Dispositions that foster respect for individual worth and human dignity. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that foster respect for individual worth and human dignity.</p> | <p>Those with respect for individual worth and human dignity tend to have these dispositions:</p> <ul style="list-style-type: none"> • Respect for the rights and choices of individuals—holding and advocating differing ideas • Compassion--concern for the well-being of others |
| <p>V.D.3. Dispositions that incline the citizen to public affairs. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that incline citizens to public affairs.</p> | <p>Citizens inclined to public affairs tend to have these dispositions:</p> <ul style="list-style-type: none"> • Civic mindedness--what the Founders called civic virtue--or attentiveness to and concern for public affairs • Patriotism--loyalty to the values and principles underlying American constitutional democracy as distinguished from jingoism and chauvinism |

National Standards Alignment for “The Making of a Law”

Lesson and Video

| National Standards for Civics and Government | “The Making of a Law” |
|--|--|
| Specific Content Standards | Understandings Reinforced by Lesson and Video |
| <p>V.D.4. Dispositions that facilitate thoughtful and effective participation in public affairs. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that facilitate thoughtful and effective participation in public affairs.</p> | <p>Traits that facilitate thoughtful and effective participation in public affairs include</p> <ul style="list-style-type: none"> • civility--treating other persons respectfully, regardless of whether or not one agrees with their viewpoints; being willing to listen to other points of view; avoiding hostile, abusive, emotional, and illogical argument • respect for the rights of other individuals--having respect for others' right to an equal voice in government, to be equal in the eyes of the law, to hold and advocate diverse ideas, and to join in associations to advance their views • respect for law--willingness to abide by laws, even though one may not be in complete agreement with every law; willingness to work through peaceful, legal means to change laws which one thinks to be unwise or unjust • honesty--willingness to seek and express the truth • open mindedness--considering others' points of view • critical mindedness--having the inclination to question the validity of various positions, including one's own • negotiation and compromise--making an effort to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable to do so • persistence--being willing to attempt again and again to accomplish worthwhile goals • civic mindedness--paying attention to and having concern for public affairs • compassion--having concern for the well-being of others, especially for the less fortunate • patriotism--being loyal to the values and principles underlying American constitutional democracy, as distinguished from jingoism and chauvinism • courage--the strength to stand up for one's convictions, when conscience demands |
| <p>V.E.1. The relationship between politics and the attainment of individual and public goals. Students should be able to evaluate, take and defend positions on the relationship between politics and the attainment of individual and public goals.</p> | <p>There is a relationship between participation in the political process and the attainment of individual and collective goals. A democratic government can only be responsive to the needs of the people if the leadership knows what the people need and want. The goals of the people cannot not be achieved without people involvement.</p> |
| <p>V.E.3. Forms of political participation. Students should be able to evaluate, take, and defend positions about the means that citizens should use to monitor and influence the formation and implementation of public policy.</p> | <p>Citizens can monitor and influence lawmakers and participate in the political process at the national level by</p> <ul style="list-style-type: none"> • becoming informed about public issues • discussing public issues • communicating with public officials • joining political parties, interest groups, and other organizations that want to influence public policy • having knowledge about the lawmaking process to ensure that the process remains fair to all and consistent with the Constitution. |
| <p>V.E.4. Political leadership and public service. Students should be able to evaluate, take, and defend positions about the functions of leadership in an American constitutional democracy.</p> | <p>Personal qualities necessary for political leadership include relevant knowledge about the lawmaking process and current issues, communication and people skills, and traits of character.</p> |

National Standards Alignment for "The Making of a Law"

Lesson and Video

| National Standards for Civics and Government | "The Making of a Law" |
|--|---|
| Specific Content Standards | Understandings Reinforced by Lesson and Video |
| V.E.5. Knowledge and participation. Students should be able to explain the importance of knowledge to competent and responsible participation in American democracy. | The participation of an attentive, knowledgeable, and competent citizenry is important for effective lawmaking. |

The Legislative Process

Source: National Constitution Center
Citizen Action Center
<http://capwiz.com/constitutioncenter/issues/basics/?style=legis>

Introduction:

Anyone may draft a bill; however, only members of Congress can introduce legislation, and by doing so become the sponsor(s). There are four basic types of legislation: bills, joint resolutions, concurrent resolutions, and simple resolutions. The official legislative process begins when a bill or resolution is numbered - H.R. signifies a House bill and S. a Senate bill - referred to a committee and printed by the Government Printing Office.

Step 1. Referral to Committee:

With few exceptions, bills are referred to standing committees in the House or Senate according to carefully delineated rules of procedure.

Step 2. Committee Action:

When a bill reaches a committee it is placed on the committee's calendar. A bill can be referred to a subcommittee or considered by the committee as a whole. It is at this point that a bill is examined carefully and its chances for passage are determined. If the committee does not act on a bill, it is the equivalent of killing it.

Step 3. Subcommittee Review:

Often, bills are referred to a subcommittee for study and hearings. Hearings provide the opportunity to put on the record the views of the executive branch, experts, other public officials, supporters and opponents of the legislation. Testimony can be given in person or submitted as a written statement.

Step 4. Mark Up:

When the hearings are completed, the subcommittee may meet to "mark up" the bill, that is, make changes and amendments prior to recommending the bill to the full committee. If a subcommittee votes not to report legislation to the full committee, the bill dies.

Step 5. Committee Action to Report A Bill:

After receiving a subcommittee's report on a bill, the full committee can conduct further study and hearings, or it can vote on the subcommittee's recommendations and any proposed amendments. The full committee then votes on its recommendation to the House or Senate. This procedure is called "ordering a bill reported."

Step 6. Publication of a Written Report:

After a committee votes to have a bill reported, the committee chairman instructs staff to prepare a written report on the bill. This report describes the intent and scope of the legislation, impact on existing laws and programs, position of the executive branch, and views of dissenting members of the committee.

The Legislative Process

Step 7. Scheduling Floor Action:

After a bill is reported back to the chamber where it originated, it is placed in chronological order on the calendar. In the House there are several different legislative calendars, and the Speaker and majority leader largely determine if, when, and in what order bills come up. In the Senate there is only one legislative calendar.

Step 8. Debate:

When a bill reaches the floor of the House or Senate, there are rules or procedures governing the debate on legislation. These rules determine the conditions and amount of time allocated for general debate.

Step 9. Voting:

After the debate and the approval of any amendments, the bill is passed or defeated by the members voting.

Step 10. Referral to Other Chamber:

When a bill is passed by the House or the Senate it is referred to the other chamber where it usually follows the same route through committee and floor action. This chamber may approve the bill as received, reject it, ignore it, or change it.

Step 11. Conference Committee Action:

If only minor changes are made to a bill by the other chamber, it is common for the legislation to go back to the first chamber for concurrence. However, when the actions of the other chamber significantly alter the bill, a conference committee is formed to reconcile the differences between the House and Senate versions. If the conferees are unable to reach agreement, the legislation dies. If agreement is reached, a conference report is prepared describing the committee members recommendations for changes. Both the House and the Senate must approve of the conference report.

Step 12. Final Actions:

After a bill has been approved by both the House and Senate in identical form, it is sent to the President. If the President approves of the legislation he/she signs it and it becomes law. Or, the President can take no action for ten days, while Congress is in session, and it automatically becomes law. If the President opposes the bill he/she can veto it; or, if he/she takes no action after the Congress has adjourned its second session, it is a "pocket veto" and the legislation dies.

Step 13. Overriding a Veto:

If the President vetoes a bill, Congress may attempt to "override the veto." This requires a two thirds roll call vote of the members who are present in sufficient numbers for a quorum.

Congressional Bills: Glossary

Source: U.S. Government Printing Office
<http://www.gpoaccess.gov/bills/glossary.html>

[Abbreviations for Types of Legislation](#) | [Abbreviations for Versions of Bills](#)
[Definitions of Types of Legislation](#) | [Definitions of Common Versions of Bills](#)

Abbreviations for Types of Legislation

The following abbreviations stand for types of legislative documents in the Congressional Bills databases. They are included as part of the bill number in the identification code.

| | |
|------------|------------------------------|
| H.R. | House Bill |
| S. | Senate Bill |
| H.J.Res. | House Joint Resolution |
| S.J.Res. | Senate Joint Resolution |
| H.Con.Res. | House Concurrent Resolution |
| S.Con.Res. | Senate Concurrent Resolution |
| H.Res. | House Simple Resolution |
| S.Res. | Senate Simple Resolution |

Abbreviations for Versions of Bills

The following abbreviations stand for versions of a bill in the Congressional Bills databases. An abbreviation and its explanation are included with each bill in your results list.

| | |
|--------|---|
| (ash) | Additional Sponsors House |
| (ath) | Agreed to House |
| (ats) | Agreed to Senate |
| (cdh) | Committee Discharged House |
| (cds) | Committee Discharged Senate |
| (cph) | Considered and Passed House |
| (cps) | Considered and Passed Senate |
| (eah) | Engrossed Amendment House |
| (eas) | Engrossed Amendment Senate |
| (eh) | Engrossed in House |
| (ehr) | Engrossed in House-Reprint |
| (eh_s) | Engrossed in House (No.) Star Print [*] |
| (enr) | Enrolled Bill |
| (es) | Engrossed in Senate |
| (esr) | Engrossed in Senate-Reprint |
| (es_s) | Engrossed in Senate (No.) Star Print |
| (fah) | Failed Amendment House |
| (fps) | Failed Passage Senate |
| (hdh) | Held at Desk House |
| (hds) | Held at Desk Senate |
| (ih) | Introduced in House |
| (ihr) | Introduced in House-Reprint |
| (ih_s) | Introduced in House (No.) Star Print |
| (iph) | Indefinitely Postponed in House |

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(ips) Indefinitely Postponed in Senate
(is) Introduced in Senate
(isr) Introduced in Senate-Reprint
(is_s) Introduced in Senate (No.) Star Print
(lth) Laid on Table in House
(lts) Laid on Table in Senate
(oph) Ordered to be Printed House
(ops) Ordered to be Printed Senate
(pch) Placed on Calendar House
(pcs) Placed on Calendar Senate
(pp) Public Print
(rah) Referred w/Amendments House
(ras) Referred w/Amendments Senate
(rch) Reference Change House
(rcs) Reference Change Senate
(rdh) Received in House
(rds) Received in Senate
(re) Reprint of an Amendment
(reah) Re-engrossed Amendment House
(renr) Re-enrolled
(res) Re-engrossed Amendment Senate
(rfh) Referred in House
(rfhr) Referred in House-Reprint
(rfh_s) Referred in House (No.) Star Print
(rfs) Referred in Senate
(rfsr) Referred in Senate-Reprint
(rfs_s) Referred in Senate (No.) Star Print
(rh) Reported in House
(rhr) Reported in House-Reprint
(rh_s) Reported in House (No.) Star Print
(rih) Referral Instructions House
(ris) Referral Instructions Senate
(rs) Reported in Senate
(rsr) Reported in Senate-Reprint
(rs_s) Reported in Senate (No.) Star Print
(rth) Referred to Committee House
(rts) Referred to Committee Senate
(sas) Additional Sponsors Senate
(sc) Sponsor Change House
(s_p) Star (No.) Print of an Amendment

[*] A star print is a new, revised, and/or corrected version of a Congressional document. Its name comes from the star that is printed on the lower left-hand corner of the title page or cover. When a star print is released, it replaces the original version of the document.

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Definitions of Types of Legislation

Bills

H.R. House Bill
S. Senate Bill

A bill is a legislative proposal before Congress. Bills from each house are assigned a number in the order in which they are introduced, starting at the beginning of each Congress (first and second sessions). Public bills pertain to matters that affect the general public or classes of citizens, while private bills pertain to individual matters that affect individuals and organizations, such as claims against the Government.

Joint Resolutions

H.J.Res House Joint
Resolution
S.J.Res. Senate Joint
Resolution

A joint resolution is a legislative proposal that requires the approval of both houses and the signature of the President, just as a bill does. Resolutions from each house are assigned a number in the order in which they are introduced, starting at the beginning of each Congress (first and second sessions). There is no real difference between a bill and a joint resolution. Joint resolutions generally are used for limited matters, such as a single appropriation for a specific purpose. They are also used to propose amendments to the Constitution. A joint resolution has the force of law, if approved. Joint resolutions become a part of the Constitution when three-quarters of the states have ratified them; they do not require the President's signature.

Concurrent Resolutions

H.Con.Res House Concurrent
Resolution
S.Con.Res. Senate Concurrent
Resolution

A concurrent resolution is a legislative proposal that requires the approval of both houses but does not require the signature of the President and does not have the force of law. Concurrent resolutions generally are used to make or amend rules that apply to both houses. They are also used to express the sentiments of both of the houses. For example, a concurrent resolution is used to set the time of Congress' adjournment. It may also be used by Congress to convey congratulations to another country on the anniversary of its independence.

Congressional Bills: Glossary

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Simple Resolutions

| | |
|--------|--------------------------|
| H.Res. | House Simple Resolution |
| S.Res. | Senate Simple Resolution |

A simple resolution is a legislative proposal that addresses matters entirely within the prerogative of one house or the other. It requires neither the approval of the other house nor the signature of the President, and it does not have the force of law. Most simple resolutions concern the rules of one house. They are also used to express the sentiments of a single house. For example, a simple resolution may offer condolences to the family of a deceased member of Congress, or it may give "advice" on foreign policy or other executive business.

Reports

| | |
|--------|---------------|
| H.Rpt. | House Report |
| S.Rpt. | Senate Report |

A report is a document that presents a committee's explanation of its action regarding legislation that has been referred to it. Each House and Senate report is assigned a number that includes the number of the Congress during which it is published (e.g., "H.Rpt. 105-830" refers to a report created in the House during the 105th Congress). Conference reports are numbered and designated in the same way as regular House and Senate reports. Most reports favor a bill's passage, although a bill can be reported without recommendation. When a committee report is not unanimous, the dissenting committee members may file a statement of their views (minority views) in a minority report. A reported version of a bill references the applicable report number.

Note: Reports may be found in the [Congressional Reports](#) database on *GPO Access*.

Definitions of Common Versions of Bills

| | |
|-------|------------------|
| (ath) | Agreed to House |
| (ats) | Agreed to Senate |

This phrase describes concurrent or simple resolutions. These types of legislation are not "passed" in the manner of a regular bill; rather they are "agreed to" in the House or Senate.

| | |
|-------|----------------------------|
| (cdh) | Committee Discharge House |
| (CDs) | Committee Discharge Senate |

This phrase describes a motion to discharge a committee from considering a bill. The motion requires a majority vote from that committee.

Congressional Bills: Glossary

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- (cph) Considered and Passed House
- (cps) Considered and Passed Senate

This phrase indicates that, after being debated, a bill has been voted on and passed by one of the two houses.

- (eah) Engrossed Amendment House
- (eas) Engrossed Amendment Senate

This phrase accompanies the final copy of a bill that has been passed by one house and certified by the Clerk of the House or the Secretary of the Senate. It includes the amendments to the text from floor action.

- (eh) Engrossed in House
- (Es) Engrossed in Senate

This phrase accompanies the final copy of a bill that has been passed by one house and certified by the Clerk of the House or the Secretary of the Senate.

- (enr) Enrolled Bill

This phrase accompanies the final copy of a bill that has been passed in identical form by both houses. It must be certified by an officer of the house of origin (the Clerk of the House or the Secretary of the Senate) and then sent on for the signatures of the Speaker of the House, the President of the Senate, and the U.S. President. An enrolled bill is printed on parchment.

- (ih) Introduced in House
- (is) Introduced in Senate

This phrase indicates that a bill has been introduced in either the House or the Senate. In the Senate, any number of senators may introduce a single bill; in the House, a limit of 25 representatives may cosponsor a bill. Many bills are actually committee bills and therefore are introduced under the name of the (sub)committee's chairperson as a formality.

- (pch) Placed on Calendar House
- (PCs) Placed on Calendar Senate

This phrase accompanies a bill that is pending before committees of either house. The bill is assigned a calendar number, which determines when it will be considered by that house.

- (rah) Referred w/Amendments House
- (ras) Referred w/Amendments Senate

This phrase indicates that an engrossed bill has been passed from one house to the other, requesting concurrence.

- (rch) Reference Change House
- (rcs) Reference Change Senate

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This phrase indicates a change in the referral of a bill, which requires the unanimous consent of the members of the house in question.

(rdh) Received in House
(rds) Received in Senate

This phrase indicates that a bill has been accepted for consideration in one house.

(rfh) Referred in House
(rfs) Referred in Senate

This phrase indicates that, after being introduced, a bill has been directed to the committees that have jurisdiction over the subject with which the bill is concerned. (Bills are referred by the Speaker in the House and the Presiding Officer in the Senate.)

(rh) Reported in House
(RS) Reported in Senate

This phrase accompanies a committee's report of its findings and recommendations to the parent house after it has examined a bill. The version of the bill as reported includes changes, if any, that have been recommended by the committee.

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Committees in the 110th Congress

| Senate | House of Representatives |
|---|---|
| <p>Standing Committees</p> <ol style="list-style-type: none"> 1. Agriculture, Nutrition, and Forestry 2. Appropriations 3. Armed Services 4. Banking, Housing, and Urban Affairs 5. Budget 6. Commerce, Science, and Transportation 7. Energy and Natural Resources 8. Environment and Public Works 9. Finance 10. Foreign Relations 11. Health, Education, Labor, and Pensions 12. Homeland Security and Governmental Affairs 13. Judiciary 14. Rules and Administration 15. Small Business and Entrepreneurship 16. Veterans' Affairs <p>Special, Select, and Other</p> <ol style="list-style-type: none"> 1. Indian Affairs 2. Select Committee on Ethics 3. Select Committee on Intelligence 4. Special Committee on Aging <p>Joint</p> <ol style="list-style-type: none"> 1. Joint Committee on Printing 2. Joint Committee on Taxation 3. Joint Committee on the Library 4. Joint Economic Committee <p>References: Committees, U.S. Senate http://www.senate.gov/pagelayout/committees/d_three_sections_with_teasers/committees_home.htm</p> | <p>Standing Committees</p> <ol style="list-style-type: none"> 1. Agriculture 2. Appropriations 3. Armed Services 4. Budget 5. Education and Labor 6. Energy and Commerce 7. Financial Services 8. Foreign Affairs 9. Homeland Security 10. House Administration 11. Judiciary 12. Natural Resources 13. Oversight and Government Reform 14. Rules 15. Science and Technology 16. Small Business 17. Standards of Official Conduct 18. Transportation and Infrastructure 19. Veterans' Affairs 20. Ways and Means <p>Joint Committees</p> <ol style="list-style-type: none"> 1. Joint Economic Committee 2. Joint Committee on Printing 3. Joint Committee on Taxation 4. House Permanent Select Committee on Intelligence 5. House Select Committee on Energy Independence and Global Warming <p>References: Committee Offices, U.S. House of Representatives http://www.house.gov/house/CommitteeWWW.shtml Learn About Congress: House Committees http://clerkkids.house.gov/congress/committees/index.html</p> |