

Title: Federal Responsibility in A Time of Crisis	Author: Clara Mattheessen
Time Frame: 2-3 block scheduled classes	Grade Level/Content or Theme: 9-12 Civics & Current Events
1. Proven Practices of Civic Education Used: Direct Instruction on Government Institutions, Current and Controversial Issue Discussions	
State Standards Addressed: SS.IS.3.9-12. Develop new supporting and essential questions through investigation, collaboration, and using diverse sources. SS.IS.6.9-12. Construct and evaluate explanations and arguments using multiple sources and relevant, verified information. SS.IS.7.9-12. Articulate explanations and arguments to a targeted audience in diverse settings. SS.CV.1.9-12. Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.	
Resources Required w/Citations and Hyperlinks: Powerpoint Activity Document <ul style="list-style-type: none"> Crash Course Federalism: https://www.youtube.com/watch?v=J0gosGXSgsl State Readings (slide 6) <ul style="list-style-type: none"> Mississippi Flooding: In the Midwest, Relentless Floods Dredge Up 'Shadow' of 1993 (Class Link) https://www.nytimes.com/2019/06/03/us/midwest-floods.html (NYT Link) Hurricane Katrina NPR: <i>Obama: Katrina A 'Man-Made' Disaster Caused By Government Failure</i> https://www.npr.org/sections/thetwo-way/2015/08/27/435258344/obama-katrina-a-man-made-disaster-caused-by-government-failure NPR: <i>George W. Bush: I Will Never Forget 'Misery And Ruin' Of Katrina</i> https://www.npr.org/sections/thetwo-way/2015/08/28/435500409/george-w-bush-returns-to-new-orleans-to-remember-katrina California Wildfires: NYT: <i>What FEMA Is Doing, and Not Doing, in Response to California's Fires</i>: https://www.nytimes.com/2018/11/22/us/politics/fema-california-wildfires.html Earthquakes in Puerto Rico: NYT: <i>Months After Puerto Rico Earthquakes, Thousands Are Still Living Outside</i>: https://www.nytimes.com/2020/03/01/us/puerto-rico-earthquakes-fema.html Socratic Seminar <ul style="list-style-type: none"> Instructions & Observation Tool (If Divided Class/In-Person) Digital Discussion Participation Guide (Digital/Remote Learning) Socratic Seminar Reading: Federal Responsibility in a Time of Crisis (4 articles shortened) <ul style="list-style-type: none"> New York State records its biggest daily death toll, and pleads for the nation's help. Accessed 04/03/2020 Jared Kushner said the nation's medical stockpile is federal, not the states'. Its website now agrees. Accessed 03/03/2020 	



- [Half the planet is on lockdown, but not every U.S. state](#). Accessed 04/03/2020
- [Amid Warnings of a Coronavirus 'Pearl Harbor,' Governors Walk a Fine Line](#). Accessed 04/06/2020
- [Socratic Seminar Worksheet](#)
- [Student Reflection](#) (Make a copy for personal use)

Recommended Procedures:

In Person:

Preparation (1-2 Block Scheduled Classes)

1. Introduce Federalism through [PowerPoint](#). Assign slides 1-5 for one day.
 - a. Introduce the topic Federalism & Crisis responsibility
 - b. **Remove slide 2 for in class presentation; unless using it as the digital creation assignment.**
 - c. Introduces federalism to students in general; giving students a definition. Ask students to explain how they think the image is related to federalism.
 - d. Describe the two types of federalism. Explain layered cake and Marbled cake Federalism a bit better. In a discussion forum, ask students to make an informed guess using prior knowledge on which one the American people have benefited more under.
 - e. Show students [Crash Course: US Government Episode 4](#) (0:00- 5:00) and ask students the following questions from the slide: Who had more power under Dual Federalism? Name 5 types of laws States had under Dual Federalism. Which form of federalism do you think the American People have benefited more under?
1. PowerPoint Slides 6-9; Introduces the examples of previous times of crisis.
 - a. List through the events in the left and right columns and have a small discussion on the following questions : "What do the items in the column on the left have in common?" "What do the items in the column on the right have in common?"
 - b. Have students will read through one article; answering the following question: "Pick one of the crises with a hyperlink and describe what was done for the problem you chose on a national level and local levels."
 - c. Explain what students have local governments have done for the current covid-19 crisis (Chicago, Springfield, Cass County (feel free to change out for more local versions of your own) (Last updated: 4/3/2020)
 - d. They will be asked to use this information in their Socratic seminar worksheet.

Socratic Seminar (1 block class)

1. Assign Students the [Socratic Seminar Reading](#) and [Worksheet](#). for homework at the end of the preparation days.
2. Give students time during class at the beginning to finish up their worksheet.
3. Have students take the time to [review the instructions for divided classroom Socratic seminar](#): (For full class: see pages 6-7 of this document)



- a. **Relocate and Identify Your Role:** Take your place in the inner or outer circle and identify your partner. Inner circle students: prepare to engage in the Socratic Seminar. Outer circle students: review the [Observation Tool](#) and prepare to coach your partner.
- b. **Listen and Learn:** Inner circle students: For 5-7 minutes, you will respond to the Socratic Seminar opening question and build upon each other's questions to develop a deeper understanding of the text.
- i. You should summarize the statements of the previous speaker before presenting a text-based evidence response.
- ii. You should use the questions from page one of this guide to advance the discussion.
- c. **Partner Coaching:** Meet with your partner for 1-2 minutes. Outer circle students: share your observations and provide constructive feedback to your inner circle partner. Inner circle students: actively listen to the feedback and prepare to return to the Socratic Seminar.
- d. **Resume the Seminar:** Inner circle students: For 5-7 minutes, use the feedback from your outer circle partner and continue the seminar by using questions to develop a deeper understanding of the text.
- e. **Switch Roles and Repeat:** Switch roles with your partner. Repeat Steps 5-8 in your new role.

Reflection (This can be completed at the end of the seminar or as homework)

1. After completion of discussion: Students will complete a [content reflection & discussion reflection](#). (Add date to google form for multiple use)
2. Ask students to share with their peers what they did well and what they could do better for next time.

Remote Learning: Preparation

1. Introduce Federalism through [PowerPoint](#). Assign slides 1-5 for one day.
 1. **Slide 1:** Introduces the topic Federalism & Crisis responsibility
 2. **Slide 2:** Introduces the students to the instructions of the document.
 3. **Slide 3:** Introduces federalism to students in general; giving students a definition and then asks students to explain how the image is related to federalism.
 4. **Slide 4:** Describes the two types of federalism and asks students to make an informed guess using prior knowledge which one the American people have benefited more under.
 5. **Slide 5:** students watch [Crash Course: US Government Episode 4](#) and answer the following questions on the slide: Who had more power under Dual Federalism? Name 5 types of laws States had under Dual Federalism. Ex. Laws over businesses Using knowledge from the video, which form of federalism do you think the American People



have benefited more under? ← Students respond to the same question as before but now more informed.

2. PowerPoint Slides 6-9; Introduces the examples of previous times of crisis.
 - e. **Slide 6**: Students will look at all of the events in the left column and right column and answer the following questions on the slide: “What do the items in the column on the left have in common?” “What do the items in the column on the right have in common? “
 - f. Students will read through one article; answering the following questions: “**Pick one** of the crises with a hyperlink and describe what was done for the problem you chose on a national level and local levels.”
 - g. **Slides 7-8**: Students will read through what local governments have done for the current covid-19 crisis (Last updated: 4/3/2020)
 - h. They will be asked to use this information in their Socratic seminar worksheet.

Socratic Seminar

2. Students will be assigned the [Socratic Seminar Reading](#) and [Worksheet](#).
3. After completion of worksheet and readings, students will be given the [instructions for Digital discussion](#). And questions will be introduced on Google Classroom (or learning platform regularly used.)
 - a. Students will be reminded of the rules of discussion through this process.
 - b. Students will answer all of the teacher’s questions and respond to two of their peers from the assigned questions. Assigned Questions: (10 points)
 - c. Students will respond to 2 questions “Question 1” & “Question 2” by writing/posting their student created questions.
 - d. Students will respond to four of their classmates’ questions.
 - e. Students will also respond to two of their classmates’ responses to themselves.

Reflection

5. After completion of discussion: Students will complete [content reflection & discussion reflection](#).

Differentiation for Students of Multiple Abilities (Gifted, IEP, ELL, others):

1. **Gifted**: Remove question stems to have students come up with their own questions. Have students do external research to help guide the discussion. Have one or two be designated “leaders of the conversation” guiding their peers to follow the rules or helping them by inviting them into the discussion.
2. **ELL**: Readings can be cut down. Question Stems can be assigned or added more for students. Definitions added to the readings to help students better understand some of the



words and concepts.



**Current & Controversial
Issue Discussions**

Socratic Seminar Discussion Handouts

Preparing for a Socratic Seminar

DIRECTIONS:

1. Look over the list below and **highlight in yellow** two areas you would like to improve related to class discussions.
2. Next, **highlight in green** two areas your class has chosen to improve on related to discussions.
3. Answer the “Looks Like, Sounds Like” Questions

- Following the ground rules the class created
- Preparing for classroom discussions by analyzing the information provided by the teacher.
- Asking questions of the teacher when I do not understand the question or topic of discussion.
- Listening to others and seek to understand different points of view, even if they are different from my own.
- Asking other students questions to make sure I understand their point of view and to clear up any information that is confusing to me.
- Contributing on-topic comments, prompts, and evidence, throughout discussions.
- Inviting others into the conversation that are not participating by asking them a question or requesting they share their thoughts.
- Helping enforce the ground rules of the conversation in a civil and respectful way
- At the end of the discussion, I will reflect on what was shared to deepen my own understanding and/or change my perspective.

Looks Like, Sounds Like

Explain what it would it look and sound like if your individual goals are met?

Explain what it would it look and sound like if your class goals are met?



Socratic Seminar Discussion Handouts

Preparing for a **WHOLE CLASS** Socratic Seminar

Title of Text: _____

- 1. Text Analysis:** Examine the entire text without stopping to determine what the text is about. Approach the text as if someone you really respected created it.

This text is about

Annotate Text: Re-examine, annotate and mark up the text by underlining the main/most important points and comment on these points in the margins.

- 2. Respond to the Teacher Created Questions:** Use your annotations and text markings to answer the questions.

Teacher Created Questions

- 3. Develop Questions:** Choose and complete 3 of the following question starters.

A. I wonder about ...

B. I am confused about ...

C. What does it mean when the author says ...

D. Do you think that ...

E. How does this connect to ...

F. Another thing I would like to know is ...

G. Create your own ...



Participating in a WHOLE CLASS Socratic Seminar

Socratic Seminar Opening Question:

Rules for Current and Controversial Issues Discussions

Maintain respect for self, others, the conversation, and the topic. Refer to evidence to support ideas. Acknowledge what was previously said, use transitions to connect comments, ask clarifying questions. One person talks at a time. Focus on ideas, not personalities or people. Everyone should participate and encourage others to participate in the discussion.

4. Relocate: Find a seat at the Socratic Seminar circle or rows of desks.

5. Listen and Learn: To begin the Socratic Seminar, respond to the Opening Question. Build upon each other's questions to develop a deeper understanding of the text.

- You should summarize the statements of the previous speaker before presenting a text-based evidence response.
- You should use the questions from page one of this guide to advance the discussion.

6. After the Discussion Reflection

Did you ...	Often	Sometimes	Rarely	No
Contribute on topic comments, prompts, and evidence throughout the activity?				
Seek to understand alternative points of view, even when you did not agree?				
Deepen your understanding of the topic or change your perspective as a result of the discussion?				

- What did you learn about the topic from participating in the Socratic Seminar activity?
- What was the most interesting question? Why?
- What was the best thing you observed?
- What was the most challenging thing you heard?
- What additional questions do you have about this topic?
- How did you improve as a participant? Did you meet the goals you identified at the start of this preparation guide? Please explain.



G. How did the class improve as participants? Did the class meet the goals identified at the start of the preparation guide? Please explain.



Socratic Seminar Discussion GUIDE

Preparing for a DIVIDED CLASS Socratic Seminar

Title of Text: _____

- 1. Text Analysis:** Examine the entire text without stopping to determine what the text is about. Approach the text as if someone you really respected created it.
This text is about

Annotate Text: Re-examine, annotate and mark up the text by underlining the main/most important points and comment on these points in the margins.

- 2. Respond to the Teacher Created Questions:** Use your annotations and text markings to answer the questions.

Teacher Created Questions

- 3. Develop Questions:** Choose and complete 3 of the following question starters.

A. I wonder about ...

B. I am confused about ...

C. What does it mean when the author says ...

D. Do you think that ...

E. How does this connect to ...

F. Another thing I would like to know is ...



G. Create your own ...



Participating in a DIVIDED CLASS Socratic Seminar

Socratic Seminar Opening Question:

Rules for Current and Controversial Issues Discussions

Maintain respect for self, others, the conversation, and the topic.
 Refer to evidence to support ideas.
 Acknowledge what was previously said, use transitions to connect comments, ask clarifying questions.
 One person talks at a time.
 Focus on ideas, not personalities or people.
 Everyone should participate and encourage others to participate in the discussion.

- 4. Relocate and Identify Your Role:** Take your place in the inner or outer circle and identify your partner. Inner circle students: prepare to engage in the Socratic Seminar. Outer circle students: review the Observation Tool and prepare to coach your partner.
- 5. Listen and Learn:** Inner circle students: For 5-7 minutes, you will respond to the Socratic Seminar opening question and build upon each other’s questions to develop a deeper understanding of the text.
 - You should summarize the statements of the previous speaker before presenting a text-based evidence response.
 - You should use the questions from page one of this guide to advance the discussion.
- 6. Partner Coaching:** Meet with your partner for 1-2 minutes. Outer circle students: share your observations and provide constructive feedback to your inner circle partner. Inner circle students: actively listen to the feedback and prepare to return to the Socratic Seminar.
- 7. Resume the Seminar:** Inner circle students: For 5-7 minutes, use the feedback from your outer circle partner and continue the seminar by using questions to develop a deeper understanding of the text.
- 8. Switch Roles and Repeat:** Switch roles with your partner. Repeat Steps 5-8 in your new role.

9. After the Discussion Reflection

Did you ...	Often	Sometimes	Rarely	No
Contribute on topic comments, prompts, and evidence throughout the activity?				
Seek to understand alternative points of view, even when you did not agree?				
Deepen your understanding of the topic or change your perspective as a result of the discussion?				

- A. What did you learn about the topic from participating in the Socratic Seminar activity?
- B. What was the most interesting question? Why?
- C. What was the best thing you observed?
- D. What was the most challenging thing you heard?
- E. What additional questions do you have about this topic?



- F. How did you improve as a participant? Did you meet the goals you identified at the start of this preparation guide? Please explain.
- G. How did the class improve as participants? Did the class meet the goals identified at the start of the preparation guide? Please explain.



Name: _____

Your Partner's Name: _____

SOCRATIC SEMINAR OBSERVATION TOOL

Add the Topic or Question	#1 _____ _____ _____	#2 _____ _____ _____	#3 _____ _____ _____	#4 _____ _____ _____	#5 _____ _____ _____
Keep a tally of how many times your partner spoke.					
Responded to a question					
Posed a question to the group or asked a follow up question					
Used social norms and acknowledged what an individual said using transition statements					
Invited someone into the conversation or asked someone a specific question					

General Observations: Areas of Strength and Opportunities for Growth

