



Understanding Federalism

Time Frame: 1 - 2 days (longer with extension activity)	Author: T. Kruger (adapted from <i>Street Law, ICivics!</i> , and <i>NJ Center for Civic & Law-Related Education</i>).
Proven Practices (indicate which practices used) <ul style="list-style-type: none">✓ Instruction on government institutions✓ Use of current & controversial issues✓ Simulations of democratic practice✓ Service Learning	
<u>IL Social Studies Standards</u> <u>SS.IS.1.9-12:</u> Address essential questions that reflect an enduring issue in the field. <u>SS.IS.5.9-12:</u> Identify evidence that draws information from multiple sources to revise or strengthen claims. <u>SS.IS.7.9-12:</u> Articulate explanations and arguments to a targeted audience in diverse settings <u>SS.CV.1.9-12:</u> Distinguish the rights, roles, and responsibilities of individuals and institutions in the political system. <u>SS.CV.4.9-12:</u> Explain how the US Constitution established a system of government that has powers, responsibilities, and limits that have changed over time and are still contested while promoting the common good and protecting rights. <u>SS.CV.7.9-12:</u> Describe the concepts and principles that are inherent to American Constitutional Democracy.	<u>CCSS/ELA History/Social Studies Standards</u> <u>CCSS.ELA-LITERACY.RH.11-12.7</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. <u>CCSS.ELA-LITERACY.RH.11-12.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. <u>CCSS.ELA-LITERACY.RH.11-12.9</u> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Essential Question: Who holds power and why?	
Supporting Questions: What is federalism? What are the key powers of the federal and state governments? Why are these powers distributed among the different levels of government in the United States? How is federalism evident today and how has it changed over time?	
Resources Required w/Citations: <i>Balancing Federal and State Authority</i> by Alison Jovanovic and Lena Morreale Scott for Street Law, Inc. (2006). Available at https://www.pbs.org/wnet/supremecourt/educators/lp1.html	



The "Federal" in Federalism by ICivics. Available at <https://www.icivics.org/teachers/lesson-plans/federal-federalism>

Understanding Federalism by the NJ Center for Civic & Law-Related Education. (2007). Available at <http://www.darke.k12.oh.us/curriculum/SocialStudies/UnderstandFederalism.pdf>

Possible Lesson Extension Resources:

Medical Marijuana Smoking Accessories political cartoon by Steve Greenberg. (2011). Available at <https://www.cagle.com/steve-greenberg/2011/10/calif-medical-marijuana-2>

Supreme Court Case Summary: Medical Marijuana: Gonzales v. Raich by Street Law. (2005). Available at http://streetlaw.org/en/newsroom/Article/515/Street_Law_Holds_Inaugural_Teaching_for_Civic_Engagement_Seminar

Involving Students in Simulated (and Real) Democratic Process and Procedures by the Center for Education in Law and Democracy. Available at <http://www.lawanddemocracy.org/sim.mootcourt.html>

Federalism and Medical Marijuana Laws by PBS. (2007). Available at <https://www.pbs.org/wnet/supremecourt/educators/print/lp1-org8.html>

Medical Marijuana, American Federalism, and the Supreme Court by Lawrence Gostin. (2005). Available at <http://www.maps.org/research-archive/mmj/jama-federalism.pdf>

Recommended Procedures:

1. Opener: Give students 2 -3 minutes to fill in a [three column chart](#), responding to the following questions:
 - a. What decisions do you believe your parents should make for you?
 - b. What decisions should you be able to make yourself?
 - c. What decisions should be made cooperatively?Once students have had the chance to respond to the prompt, take five minutes to discuss what they have brainstormed.
After students generate a list, ask the following questions:
 - Did every student in the class have the same perspective about who might make certain decisions?
 - Have you and your parents or guardians ever had a conflict over who gets to make certain decisions?
 - Why is it important that some decisions are made exclusively by parents or guardians?
2. Explain that the division of power between teenagers and parents is similar to the division of power between the states and the federal government. This division of government power is known as federalism.
2. [ICivics! The Federal in Federalism Lesson](#). Project or give students a copy of the Venn diagram. Also give each student a Federal Powers Cheat Sheet. Distribute the power cards to pairs of students. Have students place the powers on the Venn diagram where they think the powers belong. Review and discuss.
3. Create groups of 4. Give each group the handout, [Who Should Have Control?](#) Have students complete the handout in their groups. Some issues are easier than others. For example, students may easily understand why a state should regulate the speed limit (direct, local control and knowledge of the geography of the area). However, other issues will stir debate, such as the definition of marriage, which has traditionally been left to the states. After all the groups have completed the handout, the students should reconvene as a class. Each group will present their answers to the entire class. Discussion is encouraged.

**Possible Lesson Extension / Simulation:**

Use one of the controversial issues such as Medical Marijuana Usage from the handout, *Who Should Have Control?*, and have students participate in a [Moot Court simulation](#). A moot court is patterned on an appeals court or Supreme Court hearing. In a moot court, no witnesses are called, nor are the basic facts in a case disputed. Arguments are prepared and presented on the application of a law, the constitutionality of a law, or the fairness of previous court procedures. It offers an effective model for examining underlying principles and concepts of justice.

Possible Service Learning Informed Action:

- Students can write an elected official advocating their position on the issue
- Students can write letters to the editor or craft an editorial cartoon on the issue.
- After the simulated Moot Court, invite stakeholders for and against the issue for an informed panel discussion using questions generated by students on the issue.

Possible Assessments:

- In-class Discussion
- Letter to an elected official with rubric
- Letter to the editor or political cartoon w/ explanation.
- Persuasive essay on essential question