

Yours, Mine, and Ours, Part 1

An Introduction to Federalism

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Grade Level	9th – 12th Grade	**Time Frame**	90 minutes
Subject	Social Studies	**Duration**	1-2 period(s)
Course	U.S. Government		

Essential Question

How is power shared in a federal system?

Summary

In this lesson, students are introduced to the concept of federalism. Students will begin by analyzing statements about governmental power, then reading a short narrative to locate references to the government's role in our daily lives. Students will then watch a video about federalism, complete a graphic organizer, and participate in a structured debate on three issues related to federalism. This is the first lesson of two in the "Yours, Mine, and Ours" lesson series.

Snapshot

Engage

Students analyze four statements about governmental power and respond using the Justified True or False strategy.

Explore

Students predict how government policies affect everyday life.

Explain

Students examine the issue of federalism and compare and contrast levels of governmental power.

Extend

Students discuss two issues related to federalism by participating in a Socratic Seminar.

Evaluate

Students reflect on the concept of federalism by answering an exit ticket question.

Standards

Oklahoma Academic Standards (Social Studies: United States Government (9th through 12th grade))

USG.3.1: Examine the American system of federalism and evaluate the changes that have occurred in the relationship between the states and the national government over time.

Attachments

- Government in Daily Life (Teacher Guide)—Yours, Mine, and Ours, Part 1.docx
- Government in Daily Life (Teacher Guide)—Yours, Mine, and Ours, Part 1.pdf
- Government in Daily Life—Yours, Mine, and Ours, Part 1 - Spanish.docx
- Government in Daily Life—Yours, Mine, and Ours, Part 1 - Spanish.pdf
- Government in Daily Life—Yours, Mine, and Ours, Part 1.docx
- Government in Daily Life—Yours, Mine, and Ours, Part 1.pdf
- Lesson Slides—Yours, Mine, and Ours, Part 1.pptx
- Socratic Seminar—Yours, Mine, and Ours, Part 1 - Spanish.docx
- Socratic Seminar—Yours, Mine, and Ours, Part 1 - Spanish.pdf
- Socratic Seminar—Yours, Mine, and Ours, Part 1.docx
- Socratic Seminar—Yours, Mine, and Ours, Part 1.pdf
- Who Has the Power (Teacher Guide)—Yours, Mine, and Ours, Part 1.docx
- Who Has the Power (Teacher Guide)—Yours, Mine, and Ours, Part 1.pdf
- Who Has the Power—Yours, Mine, and Ours, Part 1 - Spanish.docx
- Who Has the Power—Yours, Mine, and Ours, Part 1 - Spanish.pdf
- Who Has the Power—Yours, Mine, and Ours, Part 1.docx
- Who Has the Power—Yours, Mine, and Ours, Part 1.pdf

Materials

- Lesson Slides (attached)
- Government in Daily Life handout (attached; one per student)
- Who Has the Power handout (attached; one per student)
- Issues of Federalism handout (attached; one per student)
- Government in Daily Life Teacher Guide (attached)
- Who Has the Power Teacher Guide (attached)
- Sticky notes
- Pens/pencils
- Notebook paper

5 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson. Introduce students to the Justified True or False strategy. Display **slide 3** and tell students to read each statement on the slide. As they read each statement, tell students to think if the statement is true or false and the reason for their thinking, then talk to an Elbow Partner about their thinking. Ask for volunteers to share their responses to each of the five statements. If students have misconceptions, guide their thinking by asking questions about the powers of the federal and state governments.

Justified True or False Statements

1. States can declare war on another country. *False: The Constitution gives the power to declare war to Congress.*
2. States can decide what content is taught in schools. *True: Education decisions are largely reserved for the states.*
3. States can decide what day to hold the presidential election. *False: Congress sets the day to hold presidential elections.*
4. States can decide what the speed limit is. *True: Each state has the power to determine speed limits within their borders.*

Review **slides 4–5** with students, which has the essential question and lesson objective.

20 minutes

Explore

Pass out the attached **Government in Daily Life** handout to students. Move to **slide 6** and tell students to read the handout with a partner. As they read a person's daily life events in the left column, students should write the law or government agency that impacts the activity in the second column.

After providing time for students to complete the handout, use the attached **Government in Daily Life Teacher Guide** to go through each event with students. Ask for volunteers to share what they listed as the law or government agency. If students do not know, share the law or agency listed on the teacher guide.

Ask students if they were surprised by the many ways in which the government impacts daily life. Move to **slide 7**, tell students that the United States government has a system of federalism in which some powers are given only to the federal government, some are given only to the state governments, and some are shared. Ask students to think about why the United States might need a system that has different levels of responsibility. Provide some time for students to think before asking for volunteers to share their thoughts.

20 minutes

Explain

Tell students that next they will learn more about the system of federalism. Pass out the attached **Who Has the Power** handout to students. Tell students that at the top of the handout, there are ten different powers that are either given to the federal government, the state governments, or shared between both levels. Tell students they will watch a short video that describes federalism and which level of government has certain powers. Move to **slide 8** and play the "What is federalism?" video for students.

Embedded video

https://youtube.com/watch?v=4PJKe12mUvs

Move to **slide 9** and provide time for students to list the ten powers in one of the circles on the Who Has the Power handout. Some of the powers listed are not included in the video, let students struggle a bit and think through each power. After providing time for students to complete the handout in pairs, review each power with students and clarify misconceptions.

Who Has the Power Student Example

See the attached **Who Has the Power Teacher Guide** handout for an answer key.

Move to **slide 10** and inform students they will participate in a Socratic Seminar during the next class period. Pass out the attached **Socratic Seminar** handout to each student. Tell students to read the information on the handout about gun ownership and minimum wage, then think about the reflection questions included in the handout. After reading, students should come to the next class with at least two self-generated questions for each issue and be ready to discuss during the Socratic Seminar.

30 minutes

Extend

Teacher's Note: Socratic Seminar Tips

If this is your first time leading a Socratic Seminar activity, consider the following:

- Structure the Discussion Around a Text
  - The purpose of a Socratic Seminar is to have an ongoing discussion of a topic using evidence from a text (close textual analysis), in this case the Socratic Seminar handout serves as the text. As students read, encourage them to make annotations in the margins.
- Give Students Time to Prepare
  - It is recommended that students have at least 24 hours to prepare for a Socratic Seminar. Remind students that coming prepared with more evidence enables them to have more valuable, in-depth discussions. Invite them to generate a few open-ended questions of their own ahead of the discussion as well.
- Establish Purpose and Classroom Norms
  - It is important that students understand the purpose of the Socratic Seminar before the discussion begins. Remind students that they are not debating, but rather working together to gain a deeper understanding of the overall topic and what the author was trying to express through the text. Additionally, be sure to go through the process of Establishing Norms with students. If you already have established classroom norms, review them together as a class before starting.

Display **slide 11** and review the Socratic Seminar do's and don'ts with students. Move to **slide 12** and divide the class into two groups. Explain to students that these two groups will be the inner and outer circles of the Socratic Seminar.

- The role of the ***inner circle*** of students is to answer the questions and have a discussion. Because only half the class will be in this circle, students may be more likely to participate—with fewer people in a speaking role, students generally are more willing to jump into the discussion.
- The role of the ***outer circle*** of students is to quietly record observations of the speakers. The presence of this outer circle will help the speakers be more conscious of their participation. With peers observing and listening, students tend to put more effort into participating in a meaningful way.

When students are ready to begin, ask the inner circle one of the questions that closely aligns with the text to get the conversation started. Begin with the questions on the Socratic Seminar handout and then move on to the questions students have generated.

Provide approximately 15 minutes for the discussion per group. Once the first group in the inner circle has completed their discussion, instruct students to switch spots with those in the outer circle. Move to **slide 13** and repeat the process.

5 minutes

Evaluate

Provide each student with a sticky note and display **slide 14**. Tell students to respond to the Exit Ticket question on the slide: *What are the benefits and drawbacks of a federal system?*

Collect sticky notes and review to assess student understanding of the lesson content.

Resources

- K20 Center. (n.d.). Bell Ringers and Exit Tickets. https://learn.k20center.ou.edu/strategy/125
- K20 Center. (n.d.). Elbow Partners. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.). Establishing Norms. Strategies. https://learn.k20center.ou.edu/strategy/188
- K20 Center. (n.d.). Justified True or False. Strategies. https://learn.k20center.ou.edu/strategy/174
- K20 Center. (n.d.). Socratic Seminar. Strategies. https://learn.k20center.ou.edu/strategy/781
- USLawEssentials. (2016, September 30). *What is federalism?* YouTube. https://www.youtube.com/watch?v=4PJKe12mUvs