



Yours, Mine, and Ours, Part 2

Powers of the Federal Government and the States



Laura Halstied, Sherry Franklin

Published by K20 Center

This work is licensed under a [Creative Commons CC BY-SA 4.0 License](https://creativecommons.org/licenses/by-sa/4.0/)

Grade Level 9th – 12th Grade
Subject Social Studies
Course U.S. Government

Essential Question

How is power shared in a federal system?

Summary

In Part 2 of this lesson on federalism, students discuss a political cartoon, summarize governmental powers, and illustrate a given power. Learning will be extended by analyzing how the federal government influenced the states to change their drinking age. Finally, students complete a justified true or false activity on proposed laws to show their understanding of federalism.

Snapshot

Engage

Students make observations about a political cartoon on governmental power.

Explore

Students analyze and discuss five governmental powers in groups.

Explain

Students illustrate a governmental power and then view them as a class and infer which power is portrayed in each illustration.

Extend

Students discuss how the federal government influences states' rights.

Evaluate

Students analyze potential actions of the federal government and determine the proper authority of the actions.

Standards

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

USG.3.2: Analyze the system of federalism including the

USG.3.2A: enumerated (express) powers

USG.3.2B: implied powers

USG.3.2C: powers denied to the national government

USG.3.2D: reserved powers to the state

USG.3.2E: concurrent powers.

Attachments

- [Expressed, Reserved, or Denied - Yours, Mine, and Ours, Part 2 - Spanish.docx](#)
- [Expressed, Reserved, or Denied - Yours, Mine, and Ours, Part 2 - Spanish.pdf](#)
- [Expressed, Reserved, or Denied - Yours, Mine, and Ours, Part 2.docx](#)
- [Expressed, Reserved, or Denied - Yours, Mine, and Ours, Part 2.pdf](#)
- [Lesson Slides - Yours, Mine, and Ours Part 2.pptx](#)
- [Powers Graphic Organizer - Yours, Mine, and Ours Part 2 - Spanish.docx](#)
- [Powers Graphic Organizer - Yours, Mine, and Ours Part 2 - Spanish.pdf](#)
- [Powers Graphic Organizer - Yours, Mine, and Ours Part 2.docx](#)
- [Powers Graphic Organizer - Yours, Mine, and Ours Part 2.pdf](#)
- [Powers Readings - Yours, Mine, and Ours, Part 2 - Spanish.docx](#)
- [Powers Readings - Yours, Mine, and Ours, Part 2 - Spanish.pdf](#)
- [Powers Readings - Yours, Mine, and Ours, Part 2.docx](#)
- [Powers Readings - Yours, Mine, and Ours, Part 2.pdf](#)

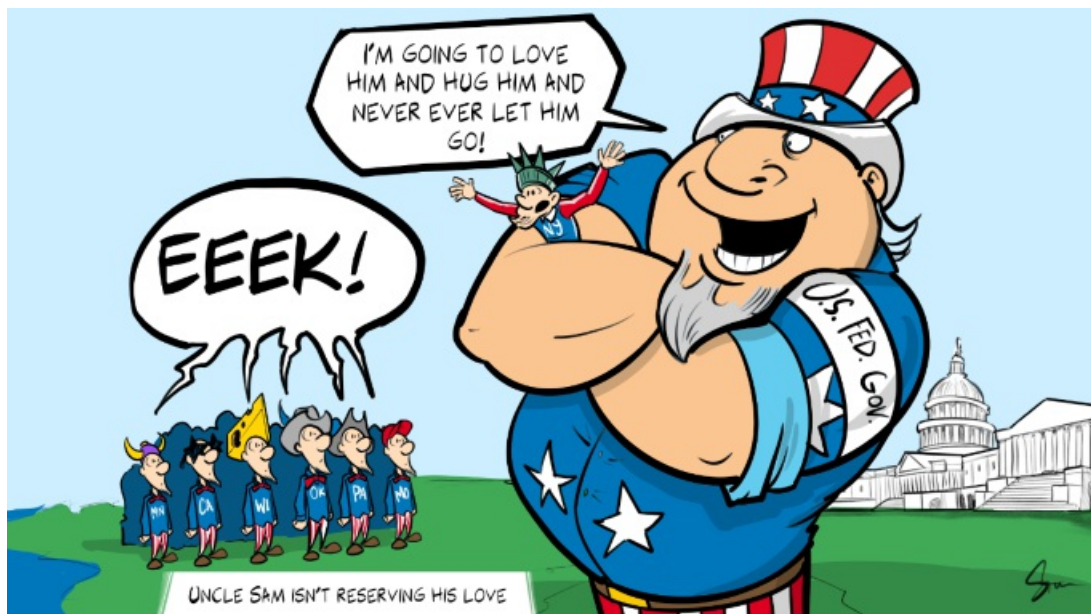
Materials

- Lesson Slides (attached)
- Powers Readings handout (attached, one per group)
- Powers Graphic Organizer handout (attached, one per student)
- Expressed, Reserved, or Denied handout (attached, one per student)
- Notebook paper (one per student)
- Art supplies such as markers or colored pencils
- Copy paper or butcher paper
- Scissors (one per group)

10 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson. Display **slide 3** as students enter the classroom. Using the [Bell Ringer](#) strategy, ask students to write down observations about the cartoon on notebook paper. Then, ask them to discuss their observations with another student before asking several students to share their thoughts with the whole class. Move through **slides 4–5** to review the essential question and lesson objective with students.



Possible Student Responses

Students might observe the following about the cartoon:

1. The larger figure is hugging the state of New York too tight.
2. The smaller figures represent the states.
3. The states are worried about being hugged by the federal government too.

20 minutes

Explore

Place students into groups of five and pass out the attached **Powers Readings** handout to each group as well as a pair of scissors so that students can use the [jigsaw](#) strategy to analyze the handout. Have students cut each page in half and distribute the five half-page readings to each member of the group. Pass out the attached **Powers Graphic Organizer** to each student. Display **slide 6** and tell students to first read through the information and write down key points on their graphic organizer. Then have students share what they have written down to each member of the group.

Move to **slide 7** and have students discuss the questions on the slide within their groups. The discussion questions on slide 7 are:

- Why are the powers of the government divided?
- How do the federal government and the states have to work together?
- What potential struggles could come from the way power is divided between the federal government and the states?

After providing time for group discussion, ask for several students to share what they discussed. Display **slides 8–9** and review the key aspects of each power. Have students add these to their graphic organizer now, if they do not already have them listed. Ensure that each student's graphic organizer has been completed with each power's characteristics before moving on.

40 minutes

Explain

Teacher's Note: Lesson Preparation

Prior to teaching the lesson, decide whether students will work individually or in pairs. Assign each student or pair of students one of the governmental powers and a number. Ensure that the five powers are equally given out to the extent possible and keep a note of which numbers correlate to each power. Students should not share with others the power they are illustrating so that they can all use inference skills to determine which power each illustration exemplifies.

Move to **slide 10** and introduce the [Masterpiece Match-Up](#) strategy to students. Provide each student or pair of students with their assigned power. Pass out or make art supplies available to students. Tell students they are going to create an illustration of the power they have been given. Have students brainstorm their illustration on scrap paper initially. Once they have decided on their illustration, provide each student with a piece of copy paper or butcher paper. Have students write their assigned number on the top right corner of their paper. Remind students not to share what power they are illustrating with other students.

Hang up each illustration around the classroom or in the hallway. Group the illustrations together by power so that there are five groups. Label each group A–E.

Display **slide 11** and have students view each group of illustrations. Have students write A–E on a piece of notebook paper. Have students view the grouped illustrations. As they view the illustrations, ask them to write down which power they believe each group describes on their notebook paper.

After students have viewed the illustrations, have students return to their seats. Reveal each lettered group's power and answer any questions students have about the different governmental powers. Consider adding labels to each group of illustrations after the lesson so that students can continue to observe them throughout the unit on federalism.

10 minutes

Extend

Ask students which part of the government decides the legal drinking age, the federal government or each state? Let students share their thoughts. Tell students they are going to learn more about that issue and move to **slide 12**. Play the video for students: "[South Dakota v. Dole | BRI's Homework Help Series](https://www.bri.org/resources/south-dakota-v-dole)."

Embedded video

<https://youtube.com/watch?v=1ROjlabQpO8>

After the video, move to **slide 13** and ask students to talk with an elbow partner about the video using the reflection questions on the slide. After providing time for students to talk with a partner, ask several students to share what they discussed with their partner. Have a class discussion about the use of federal money to influence laws in the states.

10 minutes

Evaluate

Display **slide 14** and pass out the attached **Expressed, Reserved, Denied** handout to each student. Ask students whether or not they can pick ten out of the fifteen statements listed to answer. Students should read the statement and then decide if the federal government is given the power to complete the statement. After choosing, they should provide their reasoning, such as *The statement listed is an item reserved for the states.*

Collect the handouts and assess student understanding of the lesson content.

Resources

- K20 Center. (n.d.). Bell Ringers and exit tickets. Strategies. <https://learn.k20center.ou.edu/strategy/125>
- K20 Center. (n.d.). Jigsaw. Strategies. <https://learn.k20center.ou.edu/strategy/179>
- K20 Center. (n.d.). Masterpiece match-up. Strategies. <https://learn.k20center.ou.edu/strategy/2218>
- Bill of Rights Institute. (2020, November 10). South Dakota v. Dole | BRI's homework help series [Video]. YouTube. Retrieved March 16, 2023, from <https://www.youtube.com/watch?v=1ROjlabQpO8>