Federalism

## Goals & Objectives

Students will learn about the principle of federalism and its impact on the United States. Students will identify and describe how the principle of federalism is applied in the United States.

## California State Content Standard

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

8.2.7 Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

### Lesson Introduction (Hook/Access Prior Knowledge)

The teacher will show pictures that relate to local, state, and national governments such as flags and ask what they represent. A brief discussion about what is a state and national government.

### Vocabulary (Content Language Development)

The teacher will explain the key terms during the pre-reading so as set a foundation for the vocabulary that will learned and discuss in class. During the student engagement, students will create a Venn diagram that will incorporate key vocabulary

Key terms:

-Federalism

-Dual Sovereignty

-State government

-National (Federal) government

### Content Delivery (Method of Instruction)

Students, per the teachers directions, will turn to chapter 7-section 3 titled, *A New Plan of Government (The Federal System).* The teacher will write on the board the headings and subheadings of the section. The students will be broken into groups of 3 or 4 and they will discuss what they believe the headings and subheadings mean, imply and/or suggest. A representative from each group will be selected by the teacher and the students will go to the board and write and they discussed. The teacher will then discuss with the class the headings and subheadings to clarify any questions and help the students understand what they will be reading about. Students will then, individually, read the section by themselves. Students will advised that if they have any questions regarding a part of the reading that they raise their hand and the teacher will come around to assist.

### Student Engagement & Critical Thinking (Student Activities)

During the reading students will create a Venn diagram about Federalism and the relationship between the national government and state government. Students will address what is the role of the national government (with at least two examples of its powers) as well as the role of the state government (with at least two examples of its powers) and what they have in common. The students will also draw a picture of their examples.

The teacher will provide a Venn diagram template as well as materials such as color pencils and markers for any students that have an artistic touch.

### Demonstrated Learning (Formative & Summative Assessments)

The teacher will assist students that raise their hands and need assistance understand the reading. The amount of raised hands will give the teacher an indication of how well the students are understanding the reading. The teacher will also walk around the class during the reading to see the progress students are making on the Venn diagram.

The Venn diagrams will be turned in and graded so as to assess how well the students understood the reading.

### Lesson Closure

The teacher will create a Venn diagram on the board and as a class the Venn diagram will be filled, the students will reference their Venn diagram to complete the Venn diagram on the board. The Venn diagram on the board will also serve to help students fill and complete their own diagram. The class Venn diagram will also incorporate pictures.

Accommodations for English Learners, Struggling Readers and Students with Special Needs

The incorporation of pictures in the Venn diagrams will assist students in understanding the concepts. The class Venn diagram will also serve as an overall example of what their diagram should look like. Different definitions will be used for key concepts and vocabulary so as to find a definition that is understandable to the specific student.

## Lesson Resources

[Federalism- UShistory.org](http://www.ushistory.org/gov/3.asp)

[Federalism|US Constitution|PBS](http://www.pbs.org/tpt/constitution-usa-peter-sagal/federalism/#.Uj_qJT-qaTM)

[Federalism Educational Videos](http://www.watchknowlearn.org/Category.aspx?CategoryID=3326)