

Delaware Model Unit

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Federalism

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**Content Area: Social Studies
Grade Levels: 8**

Summary of Unit

In this unit students will analyze the history and structure of the American federal system as well as the different functions each level of government performs. They will then apply their understanding to design an "e-government" webpage aimed at helping citizens navigate the complexities of the federal structures.

[From the Delaware Social Studies Clarifications Document](#)

The key to understanding the purposes, principles, and generalizations called for in Civics Standard One is to begin with the question, "Why?" The purposes of governments, of course, are the "why" of governments. Beginning with the question, "Why do we have government?" yields the question, "What needs does government address?" The structure of governments is determined in part by history and custom, but mostly they grow from what reason and experiences have taught societies about the organizational requirements for achieving the purposes of government.

All governments invariably address basically the same needs: security, order, and the welfare of the commonwealth. They all make, enforce, and adjudicate laws to meet the need for order, organize the common defense, and provide services to promote the welfare of the citizens. The structures of government reflect the ways governments are organized to perform these functions.

Students should also understand the general concept of federalism: a territorial division of power based on the overall sovereignty of the national government with constitutionally guaranteed powers for state governments within the boundaries of their respective states. The United States adopted a federal system for a variety of reasons. The benchmark also calls for knowledge of the reasons for responsibilities of the different structures of government at each level, which essentially arise from the differences in needs addressed.

Stage 1 – Desired Results

(What students will know, do, and understand)

Delaware Content Standards

- **Civics Standard One 6-8a:** Students understand that governments have the power to make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war.
- **Civics Standard One 6-8b:** Students will analyze the different functions of federal, state, and local governments in the United States and examine the reasons for the different organizational structures each level of government displays.

Big Ideas

- Powers of government
- Functions of government
- Structures of government

Unit Enduring Understandings

Students will understand that:

- Governments are given certain powers so that they can fulfill the purposes for which they were created.
- Constitutional democracy as a structure of government developed from the tension between the need for authority and the need to constrain authority.
- Governments are structured to address the basic needs of the people in a society.

Unit Essential Questions

- Why does a government have certain powers?
- What different needs should be addressed by the different levels of government?
 - Has the idea of what is an appropriate power of government changed or remained the same over time?

Knowledge and Skills

Students will know ...

- Reasons for changes in governmental power over time.
- Reasons for different structures of American government (federal, state, and local).
- Reasons why different levels of government are granted different powers.
- Responsibilities of the federal vs. state vs. local government.

Students will be able to ...

- Effectively use social studies materials and knowledge as evidence.
- Solve problems and to make and support reasoned decisions about how citizens access government.
- Draw sound inferences regarding the level of government most likely equipped to solve problems commonly encountered by citizens.

- Skillfully use content-appropriate vocabulary in order to communicate understanding of key content and concepts such as laws, regulations, levy, taxes, foreign policy, war, unitary, federal, confederate, state, local, federalism, concurrent.
- Explain the reasoning used in making government decisions.
- Understand the interconnection between different levels of government.

Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

Transfer Task

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a new setting or context.

Teachers should review the assessment and scoring guide with students prior to instruction and then administer the assessment after completing the lessons.

Essential Questions

- Why does a government have certain powers?
- What different needs should be addressed by the different levels of government?

Prior Knowledge	Now that you have learned about the structure and functions of the American federal system, you will create a tool to help a citizen access government.
Problem	The American federal system is confusing to many Americans who rely on government to help solve a variety of problems that often require quick solutions.
Role/ Perspective	You are a webpage designer hired by the State of Delaware to design a webpage.
Product/ Performance	<p>The webpage should direct citizens quickly and effectively to the level of government where they will find assistance in solving public policy problems. The webpage may be an online mock-up or sketched/illustrated on poster paper or poster board.</p> <p>Choose 2-3 common problems at the local, state, and national level that citizens face (total of 6-9 problems) and design a webpage proposal that directs citizens to the government office or agency best equipped to solve those problems. Designs have to be evaluated and approved by the governor's staff.</p> <p>Your web page should:</p> <ul style="list-style-type: none"> • Explain the powers and functions of the three levels of government. • Determine which level of government addresses a particular problem (using the provided scenarios OR using scenarios you come up with on your own) and explain why that level matches the problem. • Explain how to access (contain links to ...) the appropriate level of government. • Provide resources for users to contact the three levels of government. • Use content appropriate vocabulary in order to demonstrate understanding. <p>NOTE: webpages should contain minimal text. Students can present their web design to the "governor's staff" for approval and allow for explanations during the presentations.</p>

Criteria for an Exemplary Response	<p>Be sure to include:</p> <ul style="list-style-type: none"> • An explanation of the powers and functions of the three levels of government. • Which level of government addresses a particular problem (using the provided scenarios OR using scenarios you come up with on your own) and explain why that level matches the problem. • An explanation of how to access the necessary level of government. • Resources for users to contact the three levels of government. • Content-appropriate vocabulary in order to demonstrate understanding.
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Prior to starting the transfer task, use the following sites to generate a class discussion on the strengths and weaknesses of each site.

- New Castle County website www.nccde.org
- Kent County website <http://www.co.kent.de.us/>
- Sussex County website <http://www.sussexcountyde.gov/>
- State of Delaware website www.delaware.gov
- USA website www.usa.gov

Rubric

The webpage provides...	Score Point 3	Score Point 2	Score Point 1
an explanation of the powers and functions of the three levels of government	Explanation exhibits CLEAR definitions of the powers and functions of the three levels of government.	Explanation exhibits SOMEWHAT CLEAR definitions of the powers and functions of the three levels of government.	Explanation exhibits MINIMALLY clear definitions of the powers and functions of the three levels of government.
which level of government addresses a particular problem (using the provided scenarios OR your own) and an explanation of why that level matches the problem	Explanation CLEARLY addresses a particular problem AND shows why the level matches the problem.	Explanation SOMEWHAT CLEARLY addresses a particular problem and SOMEWHAT shows why the level matches the problem.	Explanation MINIMALLY addresses a particular problem and MINIMALLY shows why the level matches the problem.
links to the appropriate levels of government	Explanation CLEARLY explains how to access the necessary level of government.	Explanation SOMEWHAT CLEARLY explains how to access the necessary level of government.	Explanation MINIMALLY explains how to access the necessary level of government.
resources for users to contact the three levels of government	Resources are CLEARLY provided for all three levels of government.	Resources are SOMEWHAT CLEARLY provided for all three levels of government OR CLEARLY provided for two levels.	Resources are MINIMALLY provided for all three levels of government OR CLEARLY provided for one level.
use of content-appropriate vocabulary in order to demonstrate understanding	Content-appropriate vocabulary is WELL developed and EVIDENT.	SOME evidence of content-appropriate vocabulary.	MINIMAL evidence of content-appropriate vocabulary.

Above the Standard: 13 to 15

Meets the Standard: 8 to 12

Below the Standard: 5 to 7

Student Self-Assessment and Reflection

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.

– Black and William, 1998; Sternberg, 1996; Young, 2000.

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded.

The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback.

An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Lesson One

Essential Question

- Why does a government have certain powers?

Background [from the Clarifications Document](#)

Civics Standard One 6-8a focuses on student understanding of the need for government's powers (the why?) and having a general knowledge of what these specific powers entail. The need for order and security within is addressed through the power to make and enforce laws and regulations. The need to promote national interests abroad, especially security and economic interests is addressed by the power to conduct foreign policy. The power to make war arises primarily from the need for security. The power to levy taxes arises from the need to pay for it all.

Note: This lesson was originally written by Fran O'Malley and reviewed by Reneé Bartuccio for The Democracy Project, Institute for Public Administration – University of Delaware. It was then adapted with permission for the TQE Project.

Instructional Strategies

Strategy One: Gathering Information

Think/Pair/Share

If possible, open the lesson by showing a scene from a movie or television show, such as *Deep Impact*, *Lost*, or *Lord of the Flies*, that sets the stage for a scenario in which a group of people face the possibility of life without government. In *Deep Impact*, the President makes the nation aware of an inevitable extinction-level event (giant comet crashing into earth). In *Lord of the Flies* and *Lost*, a plane crashes on a remote and uninhabited island. In all three cases, survivors are about to witness the breakdown or absence of government—or what others have referred to as a return to the state of nature ("erutan" backwards).

Distribute [Handout 1.1](#). Ask students to read and summarize the story of "Erutan."

Think-Pair-Share: Tell students to read the two questions at the bottom of [Handout 1.1](#), and then take a minute to think about their answers and share their thoughts with a partner.

During the class-wide debriefing, ask the students to describe some problems that they believe will arise on Erutan.

Point out that there is no government on Erutan. Then ask, "Given the problems that you have described, why might the survivors want to form a government"? (Answers might include: security, provide resources, manage conflict, etc.)

Have students record responses on the board, perhaps in a T-chart, that lists problems and reasons for government.

Check for Understanding

- ❖ Why might government be viewed by some citizens as a positive good but by others a necessary evil? Explain your answer. (teacher choice: writing prompt, journal entry, etc.)

Rubric

- 2 – This response gives a valid reason with an accurate and relevant explanation.
- 1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Strategy Two: Extending & Refining Cooperative Learning

Display [Handout 1.2A](#) – Purposes of Government and distribute a copy to each student. Tell students that, although governments around the world may differ in a variety of ways, it is reasonable to suggest that all governments exist for a handful of common reasons. Describe each purpose on the transparency and offer an example of a government action that is designed to fulfill each of the six purposes (e.g., manage resources – establishing limits on fish catches).

Ask pairs of students to brainstorm examples for each purpose. Then, ask students to think about the problems on Erutan and how each of the purposes of government relates to those problems. After the pairs finish, each group should share one example related to the purposes and one problem on Erutan that related to the purposes of government.

Now, ask students to get into groups of three or four. Distribute copies of [Handout 1.2B](#) – Analyzing Life on the Island of Erutan. Ask the students to use the information on [Handout 1.2A](#) to fill in the second column of the handout. The question "Which purpose of government relates to each problem?" should guide their analysis.

Draw students' attention to [Handout 1.2B](#), Column 3. Ask them to complete column 3 after looking at columns 1 and 2.

Project and distribute [Handout 1.2C](#).

What power listed on the handout might a government need to address the problems listed in Column 1 and the purposes listed in Column 2?

- Make war
- Levy taxes
- Conduct foreign policy
- Make and enforce laws and regulations

Have students share and discuss their answers and the relationships between problems, purposes, and powers. The essential understanding that you want them to arrive at is that governments need to have certain powers to fulfill the purposes for which they are created. Emphasize this point if the students do not articulate it.

Ask the students to think about which problems might go unsolved on Erutan if there was no government or if there was a government that did not have adequate powers.

- What might life on Erutan (or any other place where humans gather in groups) be like if there was no government?

Check for Understanding

- ❖ What is another problem in your community that might require government solutions? What power would government need to solve that problem?

Rubric

- 2** – This response gives a valid problem with an accurate and relevant government power.
1 – This response gives a valid problem with an inaccurate, irrelevant, or no government power.

This headline appeared in a national newspaper:

News Flash - Breaking News!

Worst hurricane ever hits the United States!
Thousands of homes destroyed, hundreds dead
Flooding reaches record levels in five states

- ❖ Which of the following best explains why government would be needed in this situation?
 - The problem affects people in several states.
 - People never volunteer to do work in situations like this.
 - Only governments have the power to conduct foreign policy.
 - Individuals do not have the resources to solve problems of this size.

Correct Answer: D

Strategy Three: Extending and Refining ABC Graffiti

Create groups of 2–4 students. Every student will draw a rectangular box at the top of a sheet of paper, fold the paper down the middle to create two columns, letter alphabetically A to M down the left side, and then letter alphabetically N to Z down the right side. [Handout 1.3](#) may also be used.

Each group will write the following question in the rectangular box:

- What powers does our government possess (federal, state, or local)?

Brainstorm: Have students brainstorm responses to the question above and record them alphabetically A to Z. For instance, a group might write the word “declare war” for W or “tax” for T. Give the students 3-5 minutes to generate their lists.

Once students have listed powers for each in each column, have each group select the three powers that they believe are the most important to the future success of our nation. Ask the group to circle the top three and share them with the class. As a variation, students can complete the A-B-C Graffiti independently followed by each student sharing his/her choices of powers. While students share, members of the other groups should fill gaps in their own ABC lists. Have a student compile a master list on the board or other classroom recordkeeping resource.

Categorize: The teacher should then ask the students to determine if any of the powers can be grouped logically under different purposes of government. For instance, the teacher could highlight how raising a military, declaring war, and sending diplomats abroad all promote national security.

As categorizing takes place, the specific powers should be narrowed to the three categories of security/order, promote national interests abroad, and protecting the welfare of citizens. Extend understanding by explaining that the need for order and security is addressed through the power to make and enforce laws and regulations. The need to promote national interests abroad, especially security and economic interests, is addressed by the power to conduct foreign policy. The power to make war arises primarily from the need for security. The power to levy taxes arises from the need to pay for it all.

Check for Understanding

- ❖ Why might PROVIDING SECURITY and ORDER be recognized as a purpose of government? Support your answer with an example.

Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Strategy Four: Extending & Refining Inquiry Chart

Merge students into pairs. Distribute copies of [Handout 1.4](#). The teacher will explain that each pair is to read the Preamble to the United States Constitution.

The Preamble contains the specific purposes for which the original states created the plan of government for the United States. (For students with lower reading levels, it might be necessary to read the document to them.)

Prior to reading, students should complete the first question in the chart: What do I already know about the Preamble? The students should share their answers and then begin reading. Strategies such as highlighting or selective underlining could be used while reading. As the pair finishes reading, they should discuss and complete the remaining three rows.

	Preamble Information
What do I already know about the Preamble?	
According to the Preamble, what are the purposes for the U.S. government?	
How might the Preamble impact citizens today?	
What questions do I still have about the Preamble?	

The Preamble can be found at: Preamble (National Archives)
http://www.archives.gov/exhibits/charters/constitution_transcript.html

The Constitution is available in languages other than English at:
http://www.constitutioncenter.org/ncc_edu_Studying_the_Constitution.aspx

After a reasonable time has elapsed or students complete the assignment, lead a class-wide debriefing around the inquiry chart. Ask students to share and record responses.

Check for Understanding

"If men were angels, no government would be necessary."

- Federalist No. 51

James Madison Feb. 6, 1788

- ❖ What is one purpose of government that Madison could be hinting at in the above quote? Explain your answer.

Rubric

- 2 – This response gives a valid purpose with an accurate and relevant explanation.
1 – This response gives a valid purpose with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Strategy Five: Application Summarizing

Distribute copies of [Handout 1.5A](#), [Handout 1.5B](#), and sections of recent newspapers, local or national. Alternatively, have students access articles online at sites such as <http://www.delawareonline.com> or <http://www.newseum.org/todaysfrontpages/default.asp>.

For [Handout 1.5A](#), ask students to read through the newspapers looking for articles that illustrate the six general purposes of government. Ask them to write brief summaries of the articles, headlines, cartoons, etc., that illustrate the purposes of government. Have them write their summaries in the appropriate sections on the handouts and then share their findings.

Display [Handout 1.5C](#) Relationship Between the Purposes and Powers of Government. Explain that government exists to fulfill the purposes that appear in the left-hand column and that, in order to fulfill these purposes, governments need the powers listed in the right-hand column of the transparency. Ask students if there are any other powers that governments would probably need to fulfill their purposes.

Debrief: Pose the following questions to the students:

- Why do governments exist? What are the main purposes for which governments are created?
- What are some of the key powers that governments possess?
- Why are governments given certain powers?

Check for Understanding

- ❖ What is the relationship between the purposes and powers of government? Support your answer with an example.

Rubric

- 2 – This response gives a valid relationship with an accurate and relevant example.
- 1 – This response gives a valid relationship with an inaccurate, irrelevant, or no example.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Lesson Two

Essential Question

- Has the idea of what is an appropriate power of government changed or remained the same over time?

Background (for students and teachers)

The decade of the 1780s was full of great challenges for our Founding generation. There was a great deal of hope that peace, security, and prosperity would envelop the land once the War for Independence from England ended. While the new government under the Articles of Confederation accomplished much, many believed that conditions actually grew worse than they were before the war. Moreover, many believed that the problems facing the new nation could not be solved by the government under the Articles.

Domestically, the nation's economy was in trouble. The national debt grew from \$11 million to \$28 million since the war began while exports fell 30%. The government's failure to repay the national debt caused many to lose faith in government. At one point, the value of New York's currency dropped so low that it took \$128 to pay for what once cost \$1. Some states engaged in "trade wars" that involved them in imposing high taxes on goods coming in from other states.

The new nation's international problems were just as bad. The United States found itself unable to repay its international war debts. Consequently, the country had virtually no credit. The British thought so lowly of the United States that they continued to keep soldiers and forts on American soil. At the same time, the Spanish refused to let Americans ship their goods down the Mississippi River. Most humiliating of all, perhaps, the Barbary pirates attacked American ships just off the coast of North Africa.

During the colonial period, Britain's American colonists lived under a government that was unitary and parliamentary. In the minds of many Americans, it was also corrupt. In 1781, the Americans replaced British unitary and parliamentary government with a confederation. By 1786, the government under the Articles of Confederation seemed incapable of fulfilling the purposes for which it was intended. Americans had to decide whether they would stick with a confederation, revert back to a unitary/parliamentary form, or come up with an entirely new plan of government. In this lesson, students will assume roles featuring various perspectives on the question as they attempt to solve the problem that confronted our Founding Fathers.

Note: This lesson was originally written by Fran O'Malley for The Democracy Project, Institute for Public Administration - University of Delaware. It was then adapted with permission for the TQE Project.

Delaware Social Studies Standards Integrated in the Instructional Strategies

- Civics Standard One 6-8b
- History Standard One 6-8

Instructional Strategies

Strategy One: Gathering Information Brainstorming - Activating Prior Knowledge

Using [Handout 2.1A](#) ask students to think about:

- Britain's government that ruled over the colonies before the Americans won their independence.
- The first government of the United States under the Articles of Confederation.

Ask students to compare ways in which the British and Confederation governments were similar or different. Then, ask them if they think that the structure of government under the Articles (a confederation) was better than the structure of the British government (unitary and parliamentary). Students may offer a variety of responses. The purpose of this portion of the lesson is simply to activate prior knowledge. Assure students that the differences will be addressed later in the unit.

Teacher Tip: The extent of the introduction to this lesson should depend on the judgment of the teacher as well as the background knowledge provided by the school's scope and sequence. One piece of "support" material that you might consider is found in [Handout 2.1B](#), Notable Features of the Articles of Confederation. Although there are many content supports built into the lesson, its effectiveness depends on students having a general understanding of the strengths and weaknesses of the Articles of Confederation and the challenges that the government faced during the 1780s. Distribute and review this handout if the brainstorming reveals that the students are in need of a review.

Students needing additional support might visit the [iCivics](#) website for a short lesson that uses guided note taking to find out about the Articles of Confederation, why that first "constitution" did not work, and how compromise led to the Constitution.

Check for Understanding

- ❖ Why were the Articles of Confederation found by many to be an unsuccessful government by the late 1780s? Support your answer with an example.

Rubric

2 – This response gives a valid reason with an accurate and relevant example.

1 – This response gives a valid reason with an inaccurate, irrelevant, or no example.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Strategy Two: Extending & Refining Think/Pair/Share

Tell students that you are going to diagram three classroom scenarios and that you want them to think about them.

Project a copy of [Handout 2.2A](#), Classroom Scenarios—show scenarios 1-3 one at a time—and explain the following:

- Scenario 1: Teacher holds all the power. Students are permitted to do only what the teacher allows them to do. Power flows from teacher to students.
- Scenario 2: Students hold all of the power. The teacher is permitted to do only what the students allow her (or him) to do. Power flows from students to teacher.
- Scenario 3: The teacher holds most of the power, but students hold some as well. Teacher can do what is in their power, and the students can do what is in their power.

Ask students to suggest some powers that the teacher might have and some that the students might have in each scenario. After discussing their responses, ask students to

individually record some advantages and disadvantages of each classroom arrangement or "scenario" on [Handout 2.2B](#). Then, ask students to share their conclusions with a partner. At that point, students should modify their graphic organizer if new information comes to light during the discussion.

Tell students that the three common structures of government around the world mirror these three classroom scenarios. Today's lesson is designed to help them understand these common structures and why the people of the United States chose the one that they did.

Check for Understanding

- ❖ Which classroom structure should be recommended for new teachers and why? Explain your answer.

Rubric

2 – This response gives a valid structure with an accurate and relevant explanation.

1 – This response gives a valid structure with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Strategy Three: Extending & Refining Using Graphic Organizers

Distribute copies of [Handout 2.3A](#). Project a transparency version of the handout onto a screen. Tell the students that their understanding of Civics Standard 1 and the success of this lesson depends upon their ability to distinguish between the various structures of government around the world. Explain that there are, generally speaking, three different "structures" of government that can be found around the world (unitary, federal, and confederate). They are explained briefly below.

- **Unitary** - all power is situated in a central government and flows out to local governments. Local governments have only those powers granted to them by the central government.
- **Confederate** - all power is situated in local governments (e.g., states) and flows into a central government. The central government has only those powers granted to it by the local governments.
- **Federal** - power is divided between a central government and local governments and flows back and forth.

Fill in the chart on the overhead (a completed version is provided on [Teacher Resource 1](#)) and ask the students to do the same on their copies of the handout. Be sure that they understand the fundamental differences between the various structures. Draw attention back to Lesson Two/Strategy One. Remind the students that the British government was unitary while the Government under the Articles was confederate.

Students should then complete [Handout 2.3B](#) or create a T-chart to determine some costs and benefits of each structure. After they complete this independently, they should join with their partners from the previous strategy to compare and refine their conclusions.

Check for Understanding

The People of Sunkurdia Ratify a New Constitution

New Federal Structure Raises Peoples' Hopes

- ❖ Why might the people who designed the government of Sunkurdia have adopted a federal system for their country? Explain your answer.

Rubric

2 – This response gives a valid reason with an accurate and relevant example.

1 – This response gives a valid reason with an inaccurate, irrelevant, or no example.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Lesson Three

Essential Question

- What different needs should be addressed by the different levels of government?

Background

The term *function*, which appears in Civics Standard One, may be defined as “the action for which a person or thing is particularly fitted or employed.” The Constitution lays out a federal structure of government in which power is diffused among different levels—national (federal), state, and local. Recent data provided by the Census Bureau shows that there are now over 87,500 governments operating in the United States. Consequently, the task of figuring out where to turn when one faces a problem that calls for government action can prove challenging. Citizens are clearly at an advantage if they understand which level of government is responsible for addressing the various problems or needs that they might encounter.

Two significant challenges posed by our complex federal system involve:

- Figuring out which level of government has which powers; and
- Figuring out which level of government is responsible for which services.

Civics Standard One anticipates that students will be able to explain reasons why different levels of government have different responsibilities. As the Civics section of the Delaware Social Studies Clarification document suggests, “essentially,” the differences in responsibilities “arise from the differences in needs addressed.” It goes on to suggest that, “Generally stated, the functions of the national government include national defense, monetary policy, and foreign representation. Infrastructure, protection from crime, welfare, education, and other practical needs are more clearly the responsibility of state governments. Sewage, garbage, culture, urban development, and traffic control are usually the tasks of local government.”

The answer to the question, “which level does what?” is not always clear cut, as the functions of the different levels of government in the United States frequently overlap. In fact, the American federal system is often misunderstood because of textbooks that attempt to simplify this complex system and because the nature of our federal system has changed over time while understandings have not.

Visual analogies offer memorable images of contrasting conceptions of American federalism. One such analogy involves cake. The layer cake image of federalism offers a traditional conception and suggests that responsibilities, powers, and functions are neatly divided among the levels of government. Indeed, this analogy holds in some instances (e.g., representation abroad). In many situations, however, the American federal system is more like a marble cake in that responsibilities, powers, and functions tend to overlap between levels (e.g., education). A student who possesses a deep understanding of our federal system recognizes and can explain the complexity of the system that is suggested by the marble cake analogy.

Note: This lesson was originally written by Fran O'Malley for The Democracy Project, Institute for Public Administration - University of Delaware. It was then adapted with permission for the TQE Project.

Instructional Strategies

Strategy One: Gathering Information

Case Scenario – Scaffolding/Preparation for Transfer

Distribute 3" x 5" index cards to students as they enter the room. Post the following question on the board or overhead:

If you found something missing from your locker, who would be the best person to help you with your problem: your teacher, the principal, or your parent/guardian? Explain why.

Ask students to write their answers on the index cards. Then, ask volunteers to share their responses. Most importantly, ask why they think that the person they selected should be approached to deal with the problem? As each student shares, record responses (i.e., criteria) on the board and then collect their cards.

Check for Understanding

- ❖ Complete the following analogy and explain how the two are similar.

Determining who is in the best position to solve a problem at school is like _____.

Rubric

2 – This response gives a valid analogy with an accurate and relevant explanation.

1 – This response gives a valid analogy with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Strategy Two: Gathering Information

Building Vocabulary

Using the 4 corners vocabulary strategy, define the word *function* (*the action for which a person or thing is particularly fitted or employed*). Box 1 should be an illustration, box 2 the definition, box 3 a sentence, and box 4 the vocabulary word. Students should fold a piece of paper in fourths to create the four boxes. This strategy enables students to conceptualize words. Click here for [Handout 3.2](#).

1 Illustration	3 Sentence
2 Definition	4 Vocabulary Word

Check for Understanding

- ❖ Outcomes of the four corners vocabulary strategy will serve as the Check for Understanding.

Strategy Three: Extending & Refining Think/Pair/Square

Pose the following questions beginning with the prompt: "Between teacher, principal, or parent/guardian..."

- Which of the three has authority over you?
- Whose responsibilities do you consider to be the most important?
- Who has authority over the largest number of people?
- Who has authority over the largest amount of space (e.g., home, classroom, school)?
- Who do you think has the most resources to address problems or needs? What are some of those resources?

Students should begin by answering these questions independently. Then, students should get together in pairs and compare their answers. After discussion, the pairs should merge into groups of four and share their findings.

Tell students that explanations relating to whom one might turn for solutions or services are guided by several common considerations, a few of which they probably just mentioned.

Ask the students to work in small groups to come up with a set of criteria that might be used to determine who might be in the best positions to address problems or needs in any situation or context. After 5 minutes or so, ask volunteers to share their criteria.

TEACHER NOTE: Students may ask who they should be thinking about as they consider criteria. Ideally, they should come up with criteria that might apply to any group that faces a need or a problem. If you find the students struggling after considerable time elapses (do not jump in too quickly to solve their problem), offer a sample criterion from [Handout 3.3](#).

Display [Handout 3.3](#) by projecting it so that the entire class can use it as a reference. Explain the criteria for determining functions that appear on the handout (this list should not be considered exhaustive).

Ask students to demonstrate their understanding by completing the sentences found in the "example" boxes under each criterion. For example, after "resources" a student might suggest that a chef might be assigned the function of preparing meals because he or she has the resources needed to cook.

Check for Understanding

- ❖ How would you explain to a new student who to turn to for help with a problem at school (i.e., teacher vs. administration)? Support your answer with an example.

Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Strategy Four: Extending & Refining Information Sort

Review the definition of the word "function." Then, place students in "committees" of three or four. Distribute copies of [Handout 3.4A](#) and [Handout 3.4B](#).

Tell students that [Handout 3.4B](#) contains a list of needs and problems that people like you might have. Distribute 18 sticky notes per committee and have the students write one function per sticky note.

Ask the committees to assume that their charge is to identify the one person (from the list of teacher, principal, or parent) who would be in the best position to satisfy or resolve each of the needs and problems on the list. Most importantly, they are to explain why they assigned separate "functions" to the three people.

One poster entitled parent, teacher, or principal should be posted in each of the three corners of the room. Give the "committees" 5-10 minutes to discuss which corner is most appropriate and place each sticky note on the appropriate poster.

Each group should be prepared to explain why they placed each note where they did as the class debriefing takes place. Project [Handout 3.4A](#) on the overhead or board and fill in appropriate responses with a marker as they are explained by the students.

Note to the Teacher: There will be appropriate overlaps in some of the responses as there are in the functions of our local, state, and national governments. Lines separating some functions are often blurred, but there should be valid criteria and explanations offered by students.

Explain to students that *transfer* is an important though frequently unfulfilled aim of education. *Transfer* may be viewed as the ability to use what one learns in one situation and apply it or solve problems in a new but similar situation (visit www.udel.edu/dssep/transfer/transfer.htm).

For example, a student who learns to drive a car uses that understanding to drive a truck. Similarly, a student who learns and applies the concept of "spacing" in a soccer game can provide solid evidence of understanding by transferring that concept successfully in a basketball or field hockey game.

Ask students if they can think of other examples of transfers. Tell them that the next activity is designed to promote transfer.

Students should remain in their committees of three or four. Review the structure of government in the United States under the federal system using [Handout 3.4C](#). Explain that our government is structured so that power is diffused amongst three levels of government—local, state, and national. Each level of government makes decisions that affect us, and each level serves various functions. Ask them to describe any emerging connections to the previous discussions involving the parent/guardian, teacher, and principal and the next one that will involve local, state, and federal government.

Distribute copies of [Handout 3.4D](#) and [3.4E](#). Tell students that [Handout 3.4E](#) contains a list of needs and problems that citizens might have.

Distribute 18 sticky notes to each group and ask them to write one function on each sticky note. Announce to students that they should assume their group is a committee that has been asked to identify the level of government (local, state, or national) that would be in the best position to satisfy or resolve each of the needs and problems on the list.

Posters entitled local, state, and national government should be posted in three corners of the room. Each group will decide where each sticky notes should be placed according to the level of government best suited to solve the problem or meet the need.

Most importantly, your group should be able to explain why its members think a particular level of government should be assigned each responsibility or function. Tell them to consider the criteria they applied to the parent, teacher, or principal activity. Might the

same criteria apply to local, state, and national governments when determining which functions are most appropriate to each level of government?

Each group should be prepared to explain why they placed each note where they did as the class debriefing takes place. Project [Handout 3.4D](#) on the overhead or board and fill in appropriate responses with a marker as they are explained by the students.

Handout 3.4E for [Teacher Resource](#) offers textbook responses for the [Handout 3.4D](#) and [3.4E](#) activity. Project a copy of Handout 3.4E for [Teacher Resource](#) and give students time to compare the textbook responses to their own thoughts. Ask students:

- Which functions were you able to figure out using the criterion offered?
- How might you explain those functions that you did not place successfully?
- How might citizens be served by the ability to reason which level of government serves which function?

Check for Understanding

- ❖ Why should registering citizens for drivers licenses be a function of state government as opposed to the federal government? Explain your answer.

Rubric

2 – This response gives a valid reason with an accurate and relevant explanation.

1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Strategy Five: Extending & Refining Using Analogies

[Display a layer cake \(picture or real\)](#) to the students and explain that one conception of federalism suggests that the powers, responsibilities, and functions of government are neatly separated between layers or levels—just as the layers of cake are neatly divided in a layer cake.

Now, [display a marble cake \(picture or real\)](#) and suggest that in the United States the powers, responsibilities, and functions frequently spill over into other levels of government (much as the chocolate in the cake spills over into the vanilla areas). For example, although education has traditionally been assigned functions associated with state and local government, the national government also uses its powers to shape education policies (e.g., No Child Left Behind, Race to the Top). [Handout 3.5A](#) offers a diagram contrasting the layer vs. marble cake images of federalism.

Ask the students to describe some advantages (e.g., more resources brought to bear on problems) and disadvantages (e.g., confusion as to which level is ultimately responsible) of each theory of federalism using [Handout 3.5B](#).

Check for Understanding

- ❖ From Marble Cake to...?
- ❖ Invite students to offer alternative analogies that capture either the complexity or the competing theories of federalism. Have them complete the following analogy without using "layer cake" or "marble cake."

Federalism is like _____ because _____.

Rubric

2- This response gives a valid analogy with an accurate and relevant explanation.

1- This response gives a valid analogy with an inaccurate, irrelevant, or no explanation.

Strategy Six: Application **Problem Solving using Cooperative Learning**

Distribute copies of [Handout 3.6A](#). Ask students to work in small groups to think about problems or needs that are affecting them individually or their community and that probably require government solutions.

Tell the group to pick from [Handout 3.6B](#) one problem or need that appears most pressing and that requires the resources of government. Ask them to layout a problem-solving strategy that includes information gathered from this lesson.

- Where might they turn to address their problem or need?
- What criteria emerged as the most influential in determining their course of action?

Teacher Tip: Consider having students follow up on their need or problem by initiating contacts with government officials using the blue pages of the telephone book or internet (e.g., www.delaware.gov) as resources. Students who participated in the [Delaware Recommended unit entitled Project Citizen](#) will be very comfortable in being asked to do so.

Debrief: Explain the rationale for this lesson, i.e., to equip citizens like themselves with the skills needed to solve both private and public policy problems. Then, revisit the essential questions for this lesson to address uncertainties and misconceptions. Raise the following questions:

- Have students choose two of the questions to answer on an exit ticket.
 - Why might different needs be addressed by different levels of government?
 - What are some different needs that should be addressed by the different levels of government?
 - Why might it be important for a citizen to understand the different functions of the three levels of government?

NOTE: In practice, there is no guarantee that a given need or problem will be handled by the level of government that is best suited to deal with it. The best any instruction might offer short of extensive memorizing are criteria for logically thinking through whom one might turn to for help.

Check for Understanding (Available as [Handout 3.6C](#))

Read the script from the 3 scenes that appear below and then answer the question that follows:



Scene 1: Dwayne, wake up! You need a good grade to pass this class.



Scene 2: I'm so tired. I had to go to work after school last night and my boss made me work from 6:00-11:00.



Scene 3: He can't make you work that many hours. You're only 15!

Which level of government should the students contact to address this problem? Explain why you chose that particular level of government.

Rubric

2 – This response gives a valid reason with an accurate and relevant explanation.

1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Resources and Teaching Tips

Suggested Extensions

1. Have students scan newspapers in class or at home in search of articles that describe the different levels of government performing different functions. Create a 3 column bulletin board with Local, State, and National as headers and create an evolving list of functions as students bring in their articles.
2. Invite elected officials (or members of their staffs) from each of the levels of government into your classroom to discuss how each views the functions of their level and how one level's functions might overlap with another's.
3. Delaware labor laws state that "Minors 14-15 years of age shall not work more than four (4) hours per day on school days."
(www.delawareworks.com/industrialaffairs/services/LaborLawEnforcementInfo.shtml#child)

Federal law states that "Permissible work hours for 14- and 15-year olds are 3 hours on a school day." (www.dol.gov/dol/topic/youthlabor/workhours.htm).

Use this as a springboard into Civics Standard 4. Have the students propose a change in one of the laws and submit their proposal to the appropriate level of government.

Differentiation

Differentiation is embedded within the instructional strategies and the transfer task. Graphic organizers were created with the needs of special education students in mind as part of the TQE Project.

Design Principles for Unit Development

21st Century Knowledge and Skills

- Demonstrate team work and leadership
- Develop, implement, and communicate new ideas with others
- Work productively with others
- Frame, analyze, and solve problems

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

The transfer task supports the development of student technology literacy. The students take on the role of a webpage designer hired by the State of Delaware to create a webpage. The purpose of the page is to direct citizens quickly and effectively to the level of government where they will find assistance in solving public policy problems. The webpage may be an online mock-up or sketched/illustrated on poster paper or poster board. Prior to beginning the task, students should take the opportunity to evaluate the strengths and weaknesses of current government internet sites such as:

- New Castle County website www.nccde.org
- Kent County website <http://www.co.kent.de.us/>

- Sussex County website <http://www.sussexcountye.gov/>
- State of Delaware website www.delaware.gov
- USA website www.usa.gov

Handout 1.1 – Life on the Island of Erutan

Scenario

A catastrophic event has affected the planet earth. A comet the size of Manhattan smashed into the Atlantic Ocean somewhere in the Northern Hemisphere. Aware that you will be directly affected by this event, you booked a flight along with 119 other people to what you hope will be a safe location on a well-equipped island in the South Pacific.

Just as your plane was nearing its final destination, a massive explosion occurred. Violent air waves caused by the explosion forced the plane down onto an island approximately 236 miles short of your “safe” destination. You have found evidence of some large wildlife predators. While the island appears to be uninhabited by humans, there is evidence on the beach of human conflict. It appears that local inhabitants were wiped out following a warlike assault. It also appears that inhabitants from other islands return periodically to the island.

The physical damage from the comet’s impact now appears to be over. However, the 106 survivors, including you, now find yourselves stranded. All of your communication equipment is destroyed. It is not clear whether others on the planet survived the impact, but you are all but certain that you will not be rescued.

Summary – What are 2 main/big ideas from this paragraph?

1.

2.

For Discussion:

4. What are some of the advantages (+) and disadvantages (-) of the situation in which you find yourselves?

Advantages (+)	Disadvantages (-)

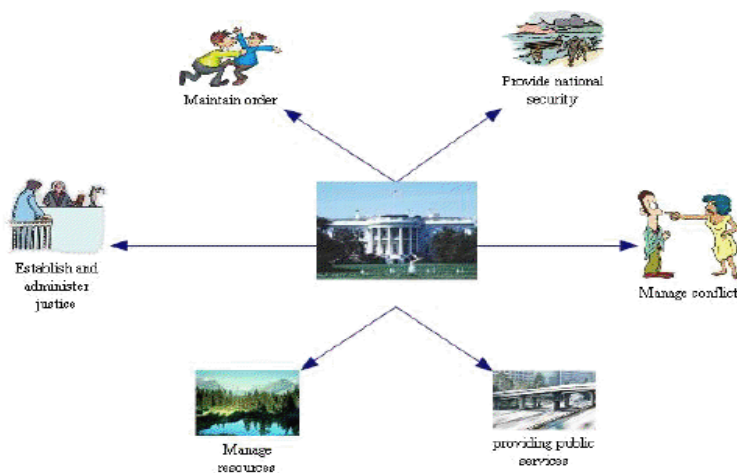
5. Given your understanding of human nature and how humans behave in groups, what are some problems that are likely to arise in this situation?

These are some problems that I think will come up in the group:

Handout 1.2A – Purposes of Government Transparency

Handout 1.2A

Transparency 1 **Purposes of Government**



Handout 1.2B – Analyzing Life on Erutan Handout

Handout 1.2B



Handout 2: Analyzing Life on the Island of Erutan

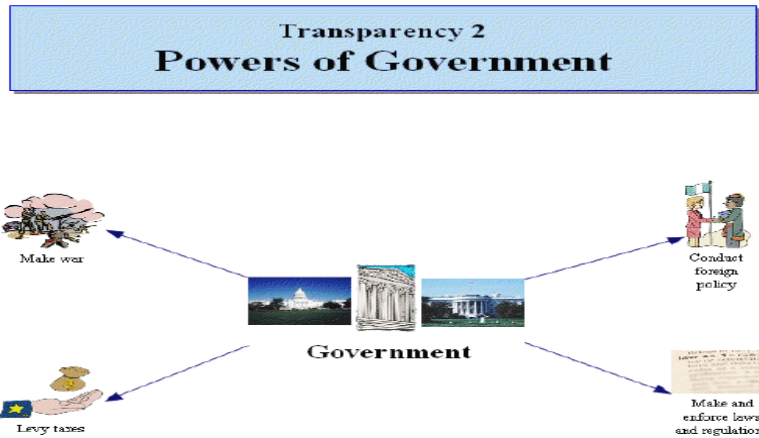


Directions: read the problems in column 1 then answer the questions posed in columns 2 and 3.

Problem	At Which <i>Purpose</i> of Government does this Problem Hint?	What <i>Power</i> might a Government Need to Deal with this Problem?
1. A vicious wildlife beast attacked a young child while all were sleeping.		
2. One small source of fresh water has been located. Food supplies leftover from the crash are extremely limited.		
3. The source of fresh water is located deep in the forest and is extremely difficult to access.		
4. Competition for ideal shelters (caves) has pushed inhabitants to the brink of violence.		
5. One inhabitant is accusing another inhabitant of stealing her Swiss army knife.		
6. One group of islanders is accusing a second group of treating the situation like a vacation. The accusers claim that this second group is doing no work. The inhabitants are bitterly divided.		

Handout 1.2C – Powers of Government Transparency

Handout 1.2C



Handout 1.3 -ABC Graffiti

What powers does our government possess at the national, state, and/or local level?

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

Handout 1.4 – The Preamble

	Preamble Information
What do I already know about the Preamble?	
According to the Preamble, what are the purposes for the U.S. government?	
How might the Preamble impact citizens today?	
What questions do I still have about the Preamble?	

Handout 1.5A: Purposes of Government

Purposes of Government	Examples of a Government Fulfilling Each <u>Purpose</u> in Recent News
Maintain Social Order	
Provide Public Services	
Provide National Security	
Manage Conflict	
Establish and Administer Justice	
Manage Resources	

Handout 1.5B: Powers of Government

Purposes of Government	Examples of a Government Exercising Each <u>Power</u> in a Recent Newspaper
Make and enforce laws and regulations	
Levy (charge) taxes	
Conduct foreign policy (relating to other countries)	
Make war	

Handout 1.5C – Relationship Between Purposes and Powers of Government Transparency

Handout 1.5C

Transparency 3 Relationship Between the Purposes and Powers of Government

Purposes of Government

In order to...



Maintain order



Establish and administer justice



Manage resources



Manage conflict



Provide public services



Provide national security

Powers of Government

Governments Must Have the Powers to...



Make and enforce laws and regulations



Levy taxes



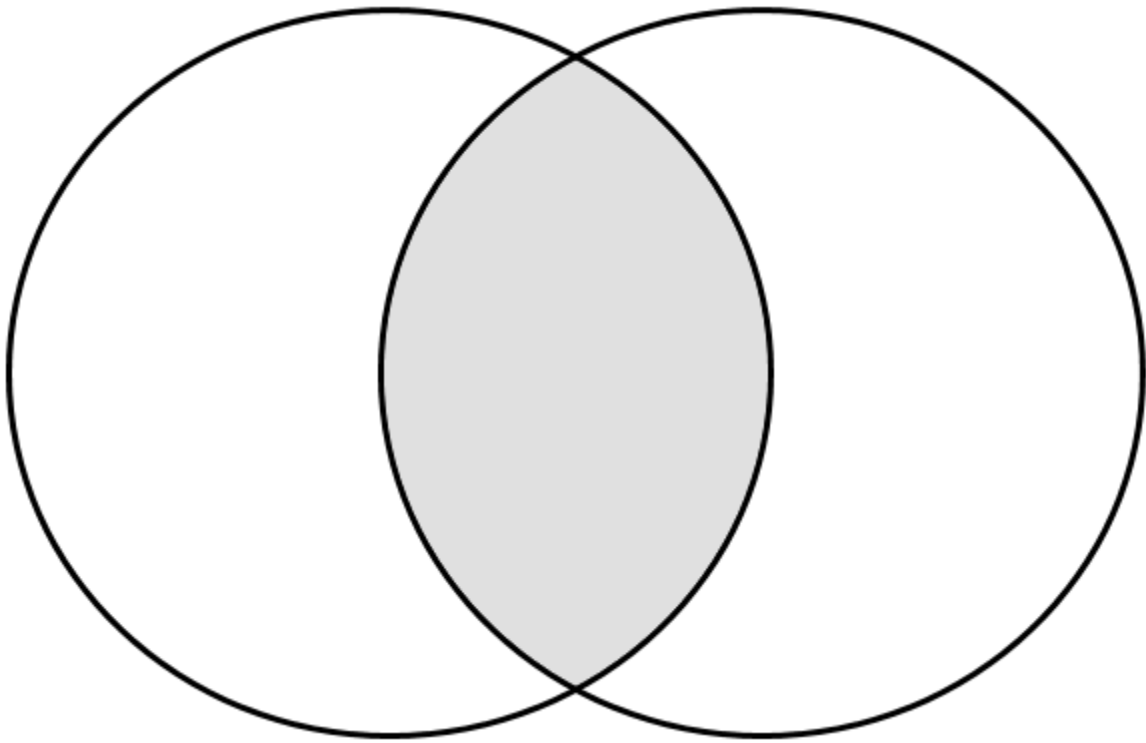
Conduct foreign policy



Make war

Handout 2.1A – Venn Diagram Comparing British and Confederate Governments

Directions: Describe ways in which the British and Confederation governments were similar or different. Use the graphic organizer to illustrate your thoughts. (Venn Diagram)

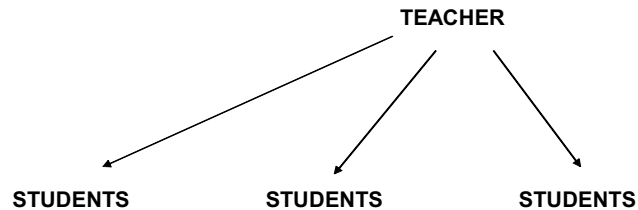


Handout 2.1B – Notable Features of the Articles of Confederation

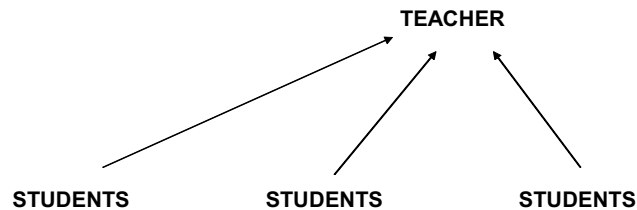
Structure & Procedures of Government	Powers Denied
<ul style="list-style-type: none">✓ Power is centered in (flowed from) the states.✓ No national executive (America is "headless").✓ No national judiciary.✓ All power situated in a unicameral legislature.✓ Amendments require unanimous approval.✓ Nine states required to pass legislation.✓ Each state gets only 1 vote and 2 representatives must be present for their state's vote to count.	<ul style="list-style-type: none">✓ To tax.✓ To compel states abide by treaties.✓ To regulate interstate trade.✓ To raise an army (could only "request" troops from the states.

Handout 2.2A – Classroom Scenarios

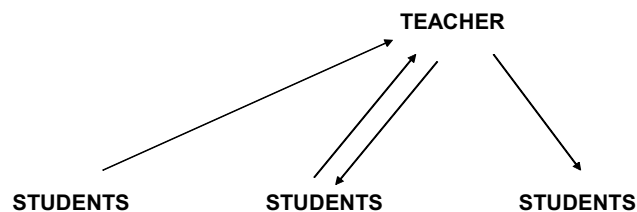
- Scenario 1: Teacher holds all the power. Students are permitted to do only what the teacher allows them to do. Power flows from teacher to students.



- Scenario 2: Students hold all of the power. The teacher is permitted to do only what the students allow her (or him) to do. Power flows from students to teacher.



- Scenario 3: The teacher holds most of the power, but students hold some as well. Teachers can do what is in their power, and the students can do what is in their power. Ask students to suggest some powers that the teacher might have and some that the students might have.



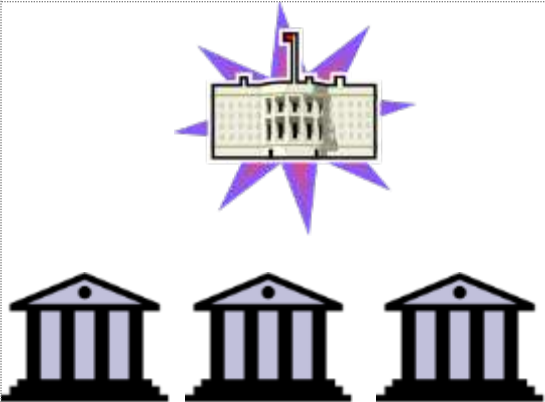
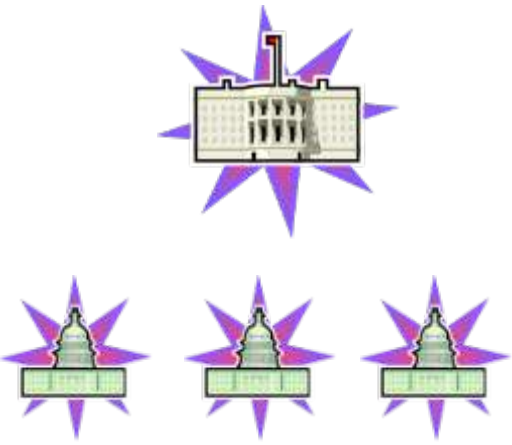
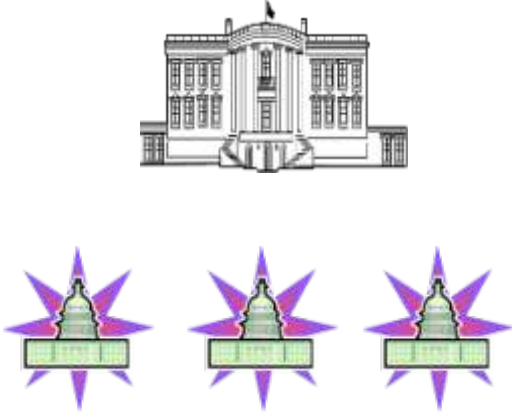
Handout 2.2B – Think, Pair, Share

Directions: With a partner, think about the three scenarios we just discussed (teachers hold all power, students hold all power, powers are shared).


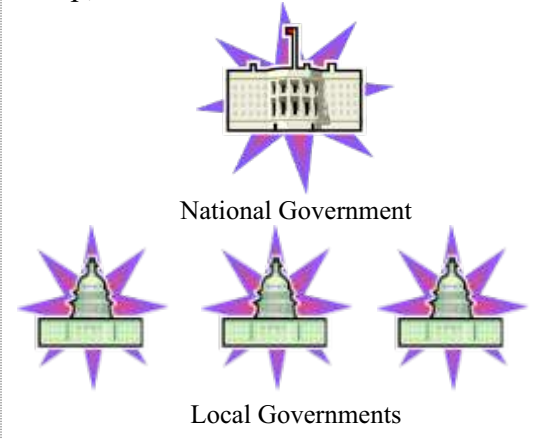
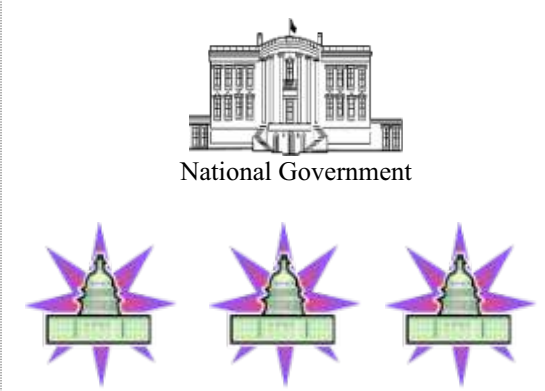
Use the graphic organizer to set up your Think, Pair, Share.

Think: What are some costs/ benefits of each arrangement?	Pair: What does your partner think?	Share: What will your statement to the class be?
1-		
2-		
3-		

Handout 2.3A – Where is Power Located

Where is Power Located?	
Flow of Power	Where is Power Located?
	<p style="text-align: center;"><i>Unitary “Structure”</i></p> <p>All power is _____.</p> <p>Power flows from _____ to _____.</p> <p><i>What might be some of the benefits and drawbacks of this structure?</i></p>
	<p style="text-align: center;"><i>Federal “Structure”</i></p> <p>Powers of government are _____ between a _____ and _____.</p> <p><i>What might be some of the benefits and drawbacks of this structure?</i></p>
	<p style="text-align: center;"><i>Confederate “Structure”</i></p> <p>An alliance of _____.</p> <p>Power flows from _____ to _____.</p> <p><i>What might be some of the benefits and drawbacks of this structure?</i></p>

Handout 2.3A – Where is Power Located (Filled Out)

Where is Power Located?	
<p style="text-align: center;">Flow of Power</p>  <p style="text-align: center;">National Government</p> <p style="text-align: center;">Local Governments</p>	<p style="text-align: center;">Where is Power Located?</p> <p style="text-align: center;"><i>Unitary “Structure”</i></p> <p style="text-align: center;">All power is <u>centralized</u>. Power flows from <u>a national government</u> to <u>local units</u>.</p> <p>(draw “flow of power” arrows pointing from national government to local ones)</p> <p><i>What might be some of the benefits and drawbacks of this structure?</i></p>
<p>&nbsp;</p>  <p style="text-align: center;">National Government</p> <p style="text-align: center;">Local Governments</p>	<p style="text-align: center;"><i>Federal “Structure”</i></p> <p style="text-align: center;">Powers of government are <u>diffused</u> between a <u>national government</u> and <u>local governments</u>.</p> <p>(draw “flow of power” arrows pointing back and forth i.e. both ways from national government and local ones)</p> <p><i>What might be some of the benefits and drawbacks of this structure?</i></p>
 <p style="text-align: center;">National Government</p> <p style="text-align: center;">Local Governments</p>	<p style="text-align: center;"><i>Confederate “Structure”</i></p> <p style="text-align: center;">An alliance of <u>independent states</u>. Power flows from <u>local governments</u> to <u>the national government</u>.</p> <p>(draw “flow of power” arrows pointing from local governments to the national government)</p> <p><i>What might be some of the benefits and drawbacks of this structure?</i></p>

Handout 2.3B – Costs and Benefits

Directions: Use the T-chart to fill in the costs and benefits of the three different structures of government found around the world (unitary, federal, and confederate).

Structures of Government (Unitary, Federal, Confederate)

<div>—</div> <div>+</div>		
Structure	Costs	Benefits

Handout 3.2

1 Illustration	3 Sentence
2 Definition	4 Vocabulary

Handout 3.3 – Criteria for Determining Functions

- **Resources**: one person or group has more or better resources to solve the problem or satisfy the need.

Example: A _____ might be assigned the function of _____ because he or she has most, if not all, of the *resources* needed to fulfill that function.

- **Proximity or Connectedness**: one person or group is closer to the problem, understands it better, and/or is able to respond more quickly and appropriately.

Example: A _____ might be assigned the function of _____ because he or she is closer to the problem and probably understands it better.

- **Burden**: small problems are better handled by those with smaller or fewer responsibilities so that those with more problems or responsibilities are not burdened with relatively "little things."

Example: A _____ might be assigned the function of _____ because he or she has relatively few responsibilities and others have more important things to worry about.

- **Scope**: the problem or need has the potential for affecting many different people over large areas (or few people in a very limited area).

Example: A _____ might be assigned the function of _____ because so the need or problem is experienced by many people living in a large area.

- **Tradition, Precedent, or Custom**: sometimes a person or group has a function because they were the first ones to take on that function, and it makes sense to let that person continue with it.

Example: A _____ might have the function of _____ because he or she was the first to have it, and it makes sense to let that person continue having it.

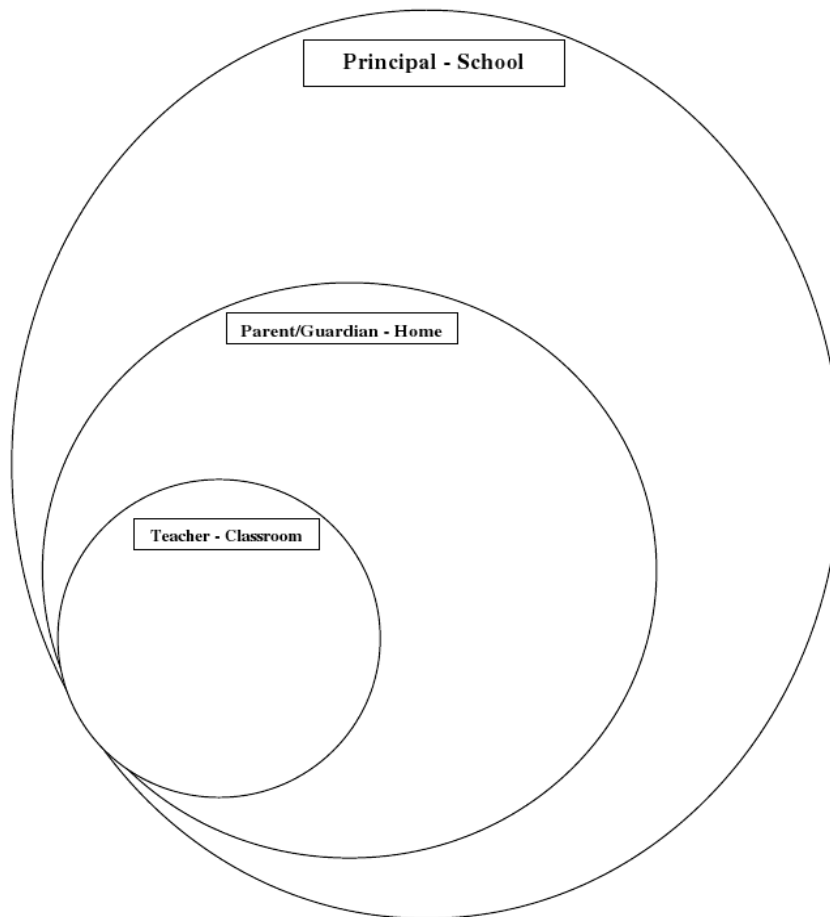
- **Authority**: sometimes decisions about who should be responsible for satisfying needs or dealing with problems are determined by whether someone has authority over those affected by the need or problem.

Example: A _____ might have the function of _____ because he or she has the most authority over those who are affected by the need or problem.

***Handout 3.4A – Analyzing Functions and Principals, Teachers, and Parents
(Transparency)***

Handout 3.4A

**Analyzing Functions of Principals, Teachers and
Parents/Guardians**



Handout 3.4B – Figuring Out Functions

Directions: Work in small groups to decide whether a parent, teacher, or principal would be in the best position to fulfill each of the following “functions.” Write your responses in the blank circles found on Handout 3.4A.

1. To take care of you when you are sick.
2. To decide which school you will attend.
3. To protect you from bullies in the cafeteria.
4. To decorate a bulletin board.
5. To maintain order in a classroom.
6. To purchase chalk, erasers, overhead projectors, and paper.
7. To repair your television.
8. To hire coaches for your school team or club.
9. To clothe you.
10. To clean your house.
11. To evaluate your performance.
12. To provide you with transportation to school.
13. To educate you.
14. To determine your teachers’ salaries.
15. To resolve conflicts between you and a student from a different schools.
16. To prepare lessons for your social studies class.
17. To feed you.
18. To decide which school you will attend.

Information Sort

Place three posters/pieces of chart paper around the room with the following titles:

- Principal-School
- Parent/Guardian-Home
- Teacher- Classroom

Provide Resource 2b, a pack of sticky notes and the same colored markers to each group. Have each group place statements on the appropriate poster. Each group should then briefly defend why they assigned separate functions to the three people.

Handout 3.4B – Figuring Out functions (Answer Key)

Sample Responses

Principal

- To protect you from bullies in the cafeteria.
- To purchase chalk, erasers, overhead projectors, and paper.
- To hire coaches for your school team or club.
- To provide you with transportation to school.
- To determine your teachers' salaries.
- To resolve conflicts between you and a student from a different schools.

Teacher

- To educate you.
- To decorate a bulletin board.
- To maintain order in a classroom.
- To evaluate your performance.
- To prepare lessons for your social studies class.

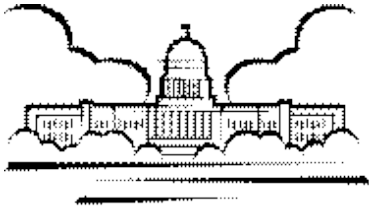
Parent/Guardian

- To clothe you.
- To repair your television.
- To take care of you when you are sick.
- To feed you.
- To clean your house.
- To decide which school you will attend.

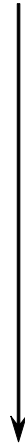
Handout 3.4C – Federal Structure of US Government

Power is distributed between different levels of government.

National Government



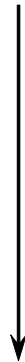
United States



State Government



Delaware



Local Government



City of Wilmington

National Government

State Government

Local Government

Handout 3.4E – Figuring Out Functions

Directions: Work in small groups to decide whether a parent, teacher, or principal would be in the best position to fulfill each of the following “functions.” Write your responses in the blank circles found on Handout 1a.

1. To keep people safe from speeding cars (speed limits).
2. To dispose of sewage.
3. To protect people from robbers.
4. To be protected from foreign invasion or threats
5. To fill a pothole in the street outside your house.
6. To make sure that my money keeps its value wherever I go.
7. To keep traffic moving in an orderly manner.
8. To decide who might get married legally.
9. To explain our policies to the rest of the world.
10. To put out fires.
11. To resolve disputes between states.
12. To build schools and educate young people.
13. To repair underground water pipes.
14. To manage the flow of immigrants into the country.
15. To ensure that food and medicines are safe.
16. To build roads.
17. To pick up garbage.
18. To organize community celebrations.
19. To make sure that the economy is safe from recessions or depressions.
20. To make cities attractive places to live.
21. To decide who might get married legally.
22. To keep traffic moving in an orderly manner.

Handout 3.4E – Figuring Out Functions (Answer Key)

Functions of the Different Levels

Functions of National Government

Examples from the Clarification Document—"national defense, monetary policy, and foreign representation."

Other Examples

- To be protected from foreign invasion or threats
- To make sure that my money keeps its value wherever I go.
- To explain our policies to the rest of the world.
- To resolve disputes between states.
- To manage the flow of immigrants into the country.
- To ensure that food and medicines are safe.
- To make sure that the economy is safe from recessions or depressions.

Functions of State Government

Examples from the Clarification Document—"Infrastructure, protection from crime, welfare, education, and other practical needs..."

Other Examples

- To protect people from robbers.
- To build schools and educate young people.
- To repair underground water pipes.
- To build roads.
- To decide who might marry legally.

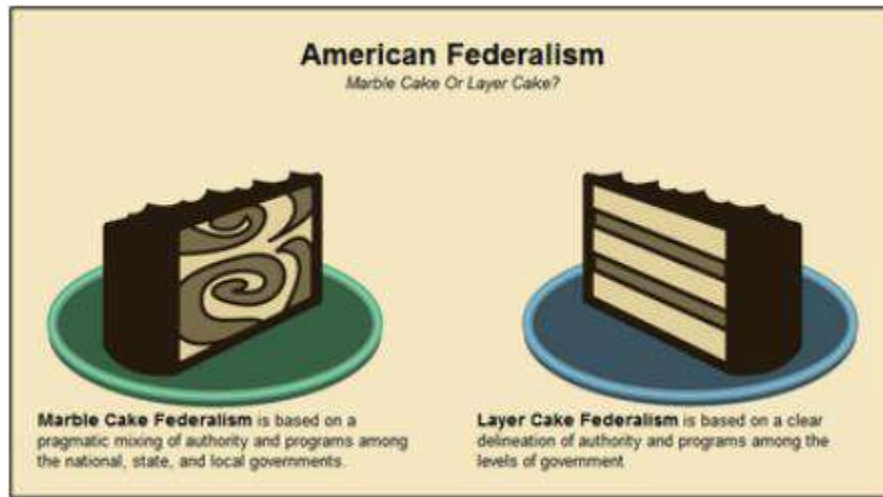
Functions of Local Government

Examples from the Clarification Document—"Sewage, garbage, culture, urban development, and traffic control..."

Other Examples

- To fill a pothole in the street outside your house.
- To dispose of sewage.
- To make cities attractive places to live.
- To keep traffic moving in an orderly manner.
- To pick up garbage.
- To put out fires.
- To organize community celebrations.
- To keep people safe from speeding cars (speed limits).

Handout 3.5A – The US Federal System: Layer Cake or Marble Cake?



Source: www.laits.utexas.edu/gov310/CF/amfed/index.html

Slices from the Marble Cake

Function	Traditionally a Function of...	How the Marble Gets Mixed
Setting education policy	State Government	Today, the federal government threatens to withhold education funds from states that fail to implement No Child Left Behind.
Setting speed limits	State Government	In 1974, the federal government threatened to withhold highway funds from any state that did not lower their speed limit to 55 mph. All 50 states complied (since repealed).
Establishing drinking ages	State Government	In 1984, the federal government threatened to withhold highway construction funds from any state that did not raise their minimum drinking age to 21. All 50 states complied.

Handout 3.5B – Advantages/Disadvantages: Marble Cake/Layer Cake

Directions: Use the following chart to organize your thoughts on Federalism

	Advantages	Disadvantages
Marble Cake		
Layer Cake		

Handout 3.6A – A Problem to Work On

Directions: Using the graphic organizer, brainstorm a list of problems that affect you individually or affect your community. As a group, pick one problem to work on through a problem-solving strategy and be sure to include information from this lesson.

Problems

Individual	Community

Our group is going to work on the following problem:

We think this problem is important because:

We plan to solve this problem by (be sure to include where you will turn to address the need):

We decided on this problem solving strategy by:

Our solution is:

Handout 3.6B – Reasoning Through Federalism

State the problem or need: _____

Based on your analysis of the criteria, at which level of government would you begin your search for a solution?

Criteria	Which level of government appears particularly suited for addressing the problem based on the criteria?	Explain why.
Resources (tools that help)		
Proximity (closeness) or Connectedness (being related)		
Burden (challenging responsibility)		
Scope (view)		
Tradition, Precedent, Custom (the way things have been done)		
Authority (in charge)		

Handout 3.6C – Check for Understanding

Dwayne, wake up! You need a good grade to pass this class.

I'm so tired. I had to go to work after school last night and my boss made me work from 6:00-11:00.

He can't make you work that many hours. You're only 15!



Scene 1



Scene 2



Scene 3

Which level of government should the students contact to address this problem? Explain why you chose that particular level of government