**Subject area/course**: History/Social Studies; U.S. Government

**Grade level/band**: 11-12

**Task source**: Summit Public Schools

**Shared Powers in Government**

**TEACHER'S GUIDE**

1. **Task overview**:

### This task asks students to write an argumentative essay about which level of government, federal or state, should have authority and power when making and executing laws related to a controversial issue. Students will research an issue of their choice, write an argument in support of their position, and then present it to their classmates.

1. **Aligned standards:**
2. **Common Core State Standards**

 [CCSS.ELA-Literacy.RH.11-12.1](http://www.corestandards.org/ELA-Literacy/RH/11-12/1/) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

[CCSS.ELA-Literacy.RH.11-12.9](http://www.corestandards.org/ELA-Literacy/RH/11-12/9/) Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

[CCSS.ELA-Literacy.WHST.11-12.1](http://www.corestandards.org/ELA-Literacy/WHST/11-12/1/) Write arguments focused on *discipline-specific content*.

[CCSS.ELA-Literacy.WHST.11-12.7](http://www.corestandards.org/ELA-Literacy/WHST/11-12/7/) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-Literacy.WHST.11-12.8](http://www.corestandards.org/ELA-Literacy/WHST/11-12/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

1. **Critical abilities**

Research: Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and demonstrate understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, use advanced searches effectively, and assess the strengths and limitations of each source in terms of the specific task, purpose, and audience.

Analysis of Information: Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Communication in Many Forms: Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

Use of Technology: Present information, findings, and supporting evidence, making strategic use of digital media and visual displays to enhance understanding. Use technology, including the Internet, to research, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information.

1. **Other standards**

[C3 Framework](http://education.nationalgeographic.com/media/file/C3-Framework-for-Social-Studies.pdf)

D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

[AP Topics](http://media.collegeboard.com/digitalServices/pdf/ap/ap-us-government-and-politics-course-description.pdf)

APS.SOC.9-12.I Constitutional Underpinnings of United States Government

APS.SOC.9-12.I.D - Federalism

Understand the implication(s) of federalism as a foundation of American  government.

Analyze current political issues through the lens of Federalism.

1. **Time/schedule requirements:**

The following schedule is an estimate of the number of school days required for students to complete this task. Time requirements will vary based on grade level, schedule constraints, class size, class length, and academic readiness.

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| --- | --- |
| **Day** | **What Students Need To Do** |
| Day 1 | Step 1. Introduction to Federalism |
| Day 2 | Step 2. Get familiar with the task requirements, expectations, and due dates |
| Day 3 | Step 3. Complete the Federalism Case Study  |
| Day 4 | Step 4. Choose an issue  |
| Days 5 - 6 | Step 5. Research The Issue |
| Days 7 - 8 | Step 6. Federalism Today Rough Draft |
| Day 9 | Step 7. Peer Review of Essay |
| Days 10 - 12 | Step 8. Oral Presentations |
| Day 13 | Step 9. Submit final essay |

1. **Materials/resources:**
* Students will need access to the Internet for research
* Copies (digital or hard) of the following documents:
	+ Item A – Hook Activity
	+ Item B – PPT presentation, “What is Federalism?”
	+ Item C – Intro to Federalism Reading
	+ Item D – Federalism Case Study
	+ Item E – Picking a Current Issue - Real World Context
	+ Item F – Researching Your Issue
	+ Item G – Federalism and DARE Persuasive Writing
	+ Item H – Federalism Today: Persuasive Essay Outline
	+ Item I – Peer Editing Guide
1. **Prior knowledge:**
* Students should be familiar with the concepts of separation of powers and limited government.
* Key vocabulary terms that will be introduced include: Tenth Amendment, Fourteenth Amendment, Reserved Powers, Concurrent (shared) Powers, Expressed (Enumerated) Powers, Commerce Clause, Privileges and Immunities clause, New Federalism, Block Grants, Necessary and Proper Clause. Students may need introduction to these terms before the task depending on the teacher’s judgment about the adequacy of Items B (PPT presentation) and C (Intro to Federalism reading) to help students build necessary background knowledge.
1. **Connection to curriculum:**

This task is about the concept of federalism and the U.S. Constitution.

1. **Teacher instructions:**

1. Introduction to Federalism

 *Materials:* Hook Activity (Item A), PPT (Item B), & Reading (Item C)

 The purpose of this task is to introduce students to the fundamental concept of federalism, specifically focusing on the implications of shared sovereignty between the state and federal governments.

2. Go Over the Project Overview and Rubric

 *Materials:* Student task sheet; Rubrics

3. Complete the Federalism Case Studies Packet

 *Materials:* Federalism Case Study (Item D)

 The purpose of this task is for students to demonstrate their understanding of how power is distributed between the states and federal government according to the U.S Constitution. Students should read the case study provided and answer the questions at the end of the case.

4. Current Issues and Federalism

*Materials:* Picking a Current Issue - Real World Context (Item E)

*Work Products:* Picking a Current Issue - Real World Context (Item E)

The purpose of this task is for students to pick an issue they are currently passionate about or would like to learn more about and that is relevant to the question: Which level of government should have power? Students will identify why they are interested in this issue.

5. Research the Issue

*Materials:* Researching Your Issue (Item F)

 *Work Product:* Researching Your Issue (Item F)

 The purpose of this step is for students to investigate and illustrate how the U.S. Constitution, Supreme Court precedent, and logic support the division and/or sharing of powers over their issue. This should then inform the position they will take in their final products. Teacher should support students as needed. Students should be directed to draw research from a variety of sources, including websites, books, interviews, documentaries, speeches, etc. These sources should represent multiple perspectives on this issue. The teacher might suggest helpful websites or sources to launch the research activity.

6. Federalism Today Rough Draft

 *Materials:* Federalism and DARE Persuasive Writing (Item G); Federalism Today: Persuasive Essay Outline (Item H)

 *Work Products:* Federalism and DARE Persuasive Writing; Federalism Today: Persuasive Essay Outline

 Students will contextualize sources and use sentence and paragraph structures such as transitions to add cohesion and organization to their essay as a whole. Organizing evidence in a clear way will also be crucial in effectively supporting their thesis statement and subclaims.

7. Peer Review of Essay

 *Materials:* Peer Editing Guide (Item I)

 *Work Product:* Peer Editing Guide

 Students will share their essays with a peer. The second student will read their classmate’s essay and complete the peer review sheet. Students will use the feedback they receive to revise their essay.

8. Presentation of Argument

 *Work Product:* Speech

9. Submit Final Draft of Essay

 *Work Product:* Final Essay

1. **Student support:**
* All student directions will be provided in writing and will be read orally.
* Extended time and additional supports and tools may be provided in response to teacher evaluation of student progress.
1. **Extensions or variations:**

 This task might be modified to increase peer collaboration. For example, students might conduct research in pairs or teams focusing on the same issue, students might present grouped by topic, or the teacher might build in additional opportunities for peer feedback and revision.

1. **Scoring:**

Student work should be scored using the *History/Social Science Research or Inquiry, Grade 12 Rubric* and the *Federalism Presentation Rubric*.