

3: Who Has the Power?

U.S. Government

CLASS TIME

One 45- to 50-minute session

OBJECTIVES

Students will gain an understanding of the concept of federalism.

NATIONAL STANDARDS

The standards used for this lesson plans reference the “10 Thematic Standards in Social Studies” developed by the National Council for the Social Studies (NCSS).

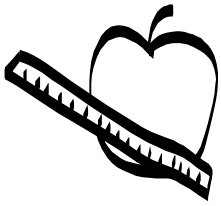
- **Power, Authority, and Governance**—Describe the purpose of government and how its powers are acquired, used and justified.
- **Civic Ideals and Practices**—Identify and interpret sources and examples of the rights and responsibilities of citizens.

TERMS AND CONCEPTS

- The United States Mint 50 State Quarters® Program
- Federalist
- Antifederalist
- Federalism
- State and national powers
- United States Mint
- Symbols
- Obverse
- Reverse

MATERIALS

- Copies of the Venn diagram (1 per pair)
- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the “Quarter Comparisons” Venn diagram
- 1 copy of the “50 State Quarters® Program Overview” on page 57

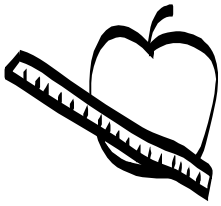


Who Has the Power?

- Quarters with the eagle reverse design (1 per student)
- Copies of the “Quarter Designs” sheet on page 71 (1 per student)
- 1 copy of the “Division of Powers” chart

PROCEDURES

1. Write the terms “federalist” and “anti-federalist” on the chalk board.
2. Assign each student a partner and conduct a Think-Pair-Share activity in which students define and use these terms to explain “federalism.”
3. Record all student responses and explain that the class will be completing activities which better explain the term “federalism.”
4. Display a new quarter reverse design (use the example of your own state if available). Referring to this quarter, ask the students what they know about this coin and others like it. Why do the students think that the United States created the 50 State Quarters Program?
5. Describe the 50 State Quarters Program, referring to the “Quarter Designs” sheet if necessary.
6. Distribute a quarter with the eagle reverse design and a copy of the “Quarter Designs” sheet to each student. Ask the students to examine both types of quarters (new and eagle).
7. Direct students to return to their earlier pairs. Distribute a copy of the Venn diagram to each pair and direct the pairs to write the words “Eagle Quarters” and “New Quarters” on the lines above the interlocking ovals.
8. Direct the student pairs to determine the differences and similarities between the new quarter reverse designs and the “eagle quarters.” Students should investigate the symbols on these coins and think about the significance that different symbols may have to the state and to the nation.
9. Display a copy of the Venn diagram for all the students to see. Then write the words “Eagle Quarters” and “New Quarters” on the lines above the interlocking ovals. Regroup and, as a class, discuss the similarities and differences that each group noted. Record students responses on the class chart.
10. Discuss the meanings of the symbols on the “eagle” quarter. The students should understand that these symbols are national symbols not directly related to a particular state. Ask students how the symbols on the “eagle” quarter differ from those on the new quarters.



Who Has the Power?

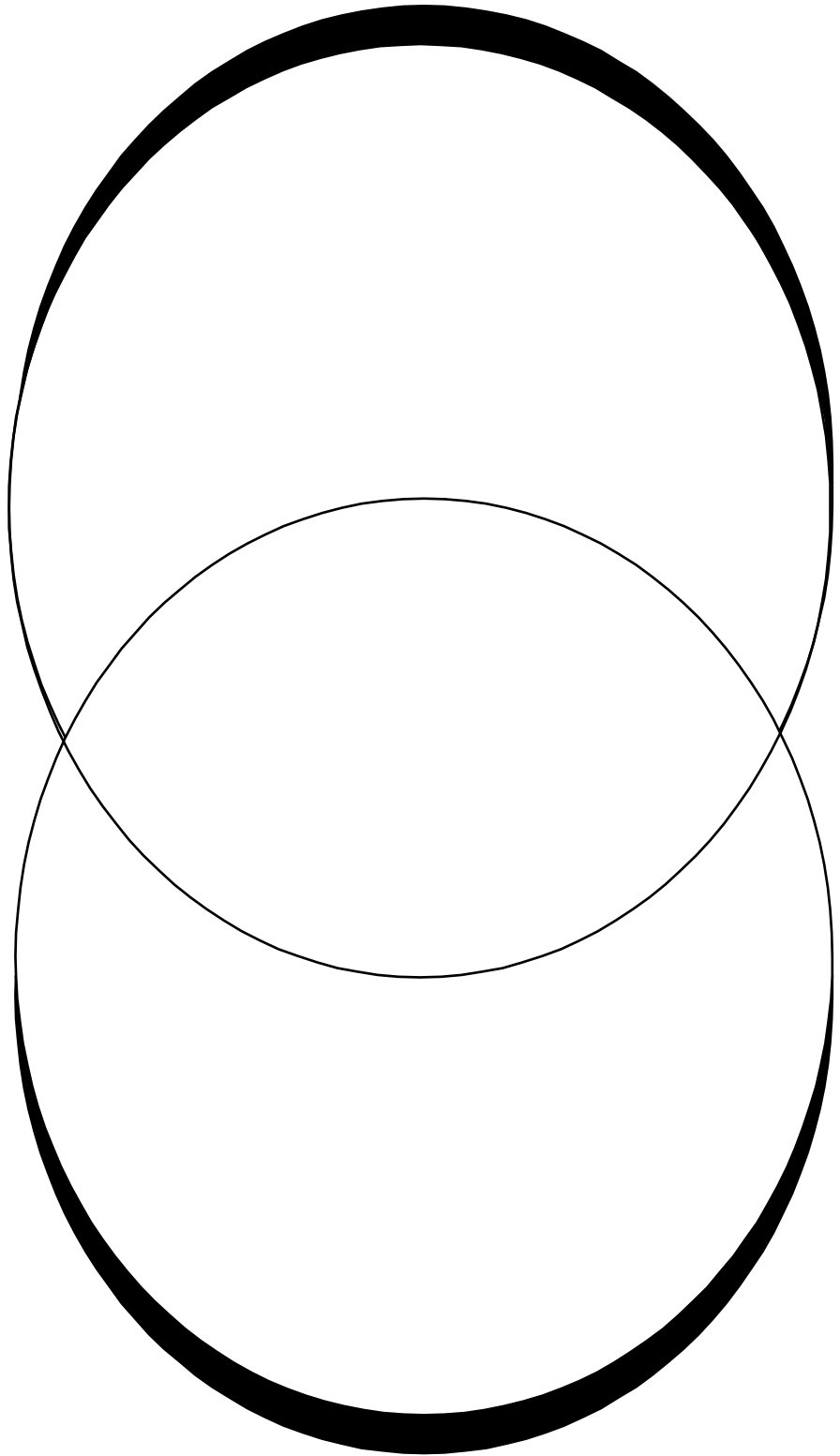
11. Conduct a discussion about federalism by asking questions such as:
 - While each state has its own quarter design, does each state mint its own quarter?
 - Do the states have the power to make their own money?
 - Who does have the power to make money?
 - What are some powers that the states have?
 - What are some powers that the states don't have?
12. Draw three columns on the chalk board, titled "State Powers," "Federal Government Powers," and "Shared Powers." As students respond, place their ideas into the appropriate columns. Refer to the "Division of Power" chart if necessary.
13. Explain that students can see from this chart that the powers are divided between the federal government and the states. This creates a system of government we call federalism.
14. As an evaluation of the day's objective, have the students take a few minutes at the end of class to write a response to the question "What does Federalism mean?"

EXTENSIONS

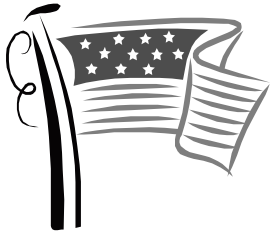
Invite the school principal to speak with your class about the ways in which schools must follow state and federal laws.

NAMES _____

Venn Diagram







Division of Powers

FEDERAL GOVERNMENT POWERS	SHARED POWERS (BOTH FEDERAL AND STATE GOVERNMENTS)	STATE GOVERNMENT POWERS
Maintain military	Enforce laws (The state governments enforce different laws than the federal government)	Conduct elections
Declare war	Establish courts	Establish schools
Coin money	Borrow money	Regulate businesses within state
Regulate trade between states and with foreign nations	Protect the health and safety of the people	Establish local government
Make all laws necessary for carrying out delegated powers	Build roads	Regulate marriages
	Collect taxes	Assume other powers not given to the national government