Understanding Federalism

Designed by Dan Geroe
**Topic: The Federalist Form of Government**

**Overview:** A concept is an idea; as an idea, it only truly exists in the mind. There is no concrete substance known as “federalism.” Rather, federalism is a way that we group similar governments that share key characteristics. Using the sources that are provided for them, along with their knowledge of American government structure and history, students will identify the concept of “federalism.” Further, they will show that they can apply their understanding of the concept to formulate opinions (though not necessarily their own) and apply those opinions to a debate. Students in lesson will construct knowledge, analyze that recently constructed knowledge, and then apply it to an argument commonly held throughout federalist countries.

Students will be asked to search their data sources for key characteristics to help identify the concept: these are known as “critical attributes” in this assignment. Students will search for these critical attributes through identifying differences and similarities within these examples. Students will work in groups when identifying these differences/similarities, and use the sources to create knowledge together. Upon locating these differences and similarities, they will share them with the class. The class will then, together, determine what the critical attributes are. Students will then use the critical attributes to look at four not-discussed countries (The United Kingdom, China, Mexico, and Brazil) to determine whether or not they are federalist governments. Upon determining whether or not each country meets the critical attributes, the students will address the non-examples (The UK and China) and briefly discuss what each country could do to make itself more federalist.

Following this part of the lesson, students will then break up into groups to debate on one of the most common arguments in a federal government; what should the balance of power be between the local government and the national government? Students will have time to craft their own arguments, hear the arguments of the classmates, and create rebuttals. This will give students to opportunity to deal with multiple opinions, and the reasoning behind them, as well as allowing students to play devil’s advocate to their classmates. This will helps students learn how to build stronger arguments by recognizing and refining weaker parts. As it is recommended that the instructor select which side each student will be debating, students may be forced to debate in favor of opinions that they do not hold. This will give students experiences from points of view separate from their own, forcing them to grapple with alternate theories and ideas and opening their mind to the possibility of multiple “correct” solutions to one question.

Ultimately, this lesson is designed to give students a thorough understanding of the concept of a multi-leveled government in a democratic society. They will be able to identify federalism when presented with it. They will be able to differentiate between examples and non-examples. They will be able to use their understanding of the concept to recommend ways that non-federalist governments could take on more federalist aspects. Finally, students will use their knowledge of federalism to debate whether or not local government should have more control than a central government. Further, students understanding of the concept should be such that they can debate either side of the issue, whether or not it is the point-of-view they actually support. This will give students the ability to examine views that may not necessarily be their own, and help them be more complex and self-aware participants in our democratic process.

**Grade/Class:** This material is designed for a normal 12 Grade US Government course. The lesson plan can either be extended and simplified to allow more time and less complication for students with difficulties learning, or can be expanded using more examples and focusing more intently on the post-lesson debate. Further, students taking this lesson are assumed to have: (1) taken United States History, and, (2) already briefly covered federalism, and more importantly states’ rights and the tenth amendment, at an earlier period in the class. Knowledge of the Federalist/Anti-federalist debate is also
encouraged, though not necessary. This lesson could also work in a Comparative Government course, or a World Geography class dealing with how government differs from country to country.

**Length:** This lesson should take approximately 70 to 75 minutes. It was designed to fit in one 90 minute class period without taking up the entire period. This lesson could work well in a 50-minute classroom setting by dividing the Application Debate from the rest of the lesson, and doing the two parts separately. Admittedly, to meet this arrangement, a teacher would have to make sure that he/she makes efficient use of time suggested in each section for the pre-debate section. A teacher actually might need to move a bit faster than is recommended to meet all of the pre-debate material in 50 minutes.

**Topic:** Federalism

**Background Information:** Students in this lesson are expected to have some key background knowledge. First, students taking this class should have some experience with American history, particularly at the end of the lesson. Second, students should have an understanding of the federal nature of their own government. It need not be an incredibly detailed understanding, but they must recognize the division between state and federal government. Finally, students are encouraged (for the debate at the end) to pay attention to news and current events that relate to federal governments prior to the lesson. Both National and International news would be useful for a student to be able to talk about during the debate. If they do not already do this on a regular basis, it is recommended that the teacher gives students some experience with this at least one week prior to this lesson; the examples and experiences of policy implementations, both in America and abroad, will help students provide real-life examples during their debate.

**Rationale:** Federalism lends itself well to a concept formation lesson because it is a popular form of government with distinct characteristics. Nations like China and the United Kingdom have been granting more and more power to local governments (to nations like Scotland and Wales in the UK, and to cities like Hong Kong in China), suggesting a growing trend toward federalist government in many parts of the world. The United States frequently debates the place of federalism in modern government; “states’ rights” is a political term heard in the news media with great frequency when debating how much authority should be granted to the National Government. The idea of “states’ rights” is also a political lightning rod, used in elections to rally some Americans to certain causes or candidates. If students are going to be active, responsible democratic citizens, both globally and in the United States, they must have understanding and opinions with regards to the concept of federalism. A concept formation lesson best suits this purpose; students will be able to form a more detailed understanding of the concept, and use the data they retrieve to better understand their system of government, as well as others. When they better understand it, they can create better-informed opinions about issues that arise in government debate. These better-informed opinions will help them better meet their obligations as good citizens of a democratic society.

**Instructional Model:** The concept formation model is designed around the premise that concepts exist in the mind; that they are simply ways we organize our knowledge and understanding of things. As ideas, these concepts are dependent upon definitions and critical attributes: things that all examples within this concept share in common. In this lesson’s case, it would be the common characteristics in any federal system of government. These characteristics are best recognized through the differences and the similarities that can be found within the examples. Many might define a concept by an example: Federalism could be “defined” by the United States. Yet this ignores the deeper attributes of
the concept, and provides little information to help students recognize other examples. In our case, there are other examples of federalism that don’t completely match up with the United States. Students need to be able to note critical attributes if they are to accurately recognize examples and non-examples within the concept. A concept formation lesson gives a student better understanding of what actually makes up a concept, and therefore will help students better identify examples, identify and correct non-examples, and apply knowledge of the concept in real-world applications.

Objectives:

Academic:
1. The students will be able to identify and show understanding of the concept of federalism by the end of the class period. (GOVT. 5)(NCSS 6)

2. The students will recognize similarities and differences in government structures around the globe, namely the United States, Canada, India, and Australia, in group activity. (GOVT. 5)(NCSS 9)

3. Students will be able to differentiate between examples and non-examples within the concept, including states such as Mexico, the United Kingdom, Brazil, and The People’s Republic of China, when asked to by the instructor. (GOVT. 13)(NCSS 9)

4. Students will be able to use their knowledge of federalism to suggest ways in which the unitary governments of The United Kingdom and The People’s Republic of China could become more federalist when asked to by the instructor. (GOVT. 13)

Intellectual:
5. The students will be able to apply an understanding of the concept of federalism, as well as knowledge of the Constitution, to a debate regarding the relationship and degree of power-sharing between the two levels of government in a federalist system. (GOVT. 4)(NCSS 4)

Skill-based:
6. Students will be able to participate in the debate to share ideas and opinions respectfully, coherently, and in ways that promote civil discourse beneficial to development of democratic characteristics. (NCSS 10)

Assessment:

I. **Formative Assessment** – The Concept Formation leads itself very well to formative assessment; teachers can learn from the students what parts of the lesson they are getting and what parts they are not by paying attention to the students as they develop the concept. Attentive instructors can use group discussions and class sharing to determine whether or not the students progressed. The lesson also lends itself to helping the teacher correct student misconceptions during the lesson rather than after. Here are a few keys to making sure you getting proper feedback from your students during the lesson.

   a. **Student Participation**: You need to make sure all your students/groups are participating in some way. There are specific parts of the lesson where you need to make sure each group gets the attention it deserves to keep aware of students’ understanding:
i. Similarities and Differences: Though these sections are not intended to take a long time, you need to make sure that you don’t discourage students from sharing their opinions. This can be difficult, particularly in large classes. However, you need to make sure that each student who wishes to contribute gets a chance to share.

1. There are some students who may have plenty to share, but may be shy or afraid of ridicule. You must gently coax these students into sharing their opinions. Be sure to be encouraging and helpful.

2. Do not tell students the answers they are supposed to get; ask questions that can help them clarify their own responses (What would be another way of saying that? Can you think of an example? Etc.). This will encourage them to participate.

ii. Application – Debate: The end of the lecture will see the class divided into two groups with the purpose of further analyzing our American federalism and the relationship between the different levels of government. If some students were hesitant to speak during the first part of the lesson, now would be a good time to make sure you address those students and give them a chance to share.

b. Teacher Awareness or “Withitness”: During group work, you must be sure not to stand at the front of the classroom and wait for students to finish. Walk around the class and listen in on each group. Not only will you give this a chance to listen in on the students’ thought processes, it will keep them on-task if they are aware you are listening to their conversation.

i. Do not be afraid to stop by groups during the Data Chart or Debate Preparation and ask them questions about their progress: “How are you guys doing?” “Do you think you’ve got a handle on this?” “Do you have any questions for me/is there anything you need me to clarify?”

c. Encourage Students to Ask Questions: Before moving on from any particular section, be sure to ask if any student needs something clarified. This will provide you a way to be certain that your students aren’t unsure of themselves and the material before moving on. This will also make it less likely that students will become frustrated or confused, and therefore more likely to stay involved and active in the lesson.

II. Summative Assessment – Teachers should make their final decisions about summative assessment at the end of the lesson based on three things: participation, quality, and cooperation.

a. Participation – This is based on effort in trying to be a part of the lesson. Students who succeed in this area were willing to participate in the review, were helpful within their groups, and active within the debate (either in group work or in presentation).

b. Quality – Quality focuses on what the students learned and how it was expressed/used during the lesson. This does not necessarily mean that the student who gave the “best” answer does best in this section. Rather, this could mean that this student showed a great amount of progress from the start of the class to the beginning. Or, that this student already showed a firm grasp of the material, which the student effectively expressed during the lesson. Students who meet this expectation also contributed well to group work with the Data Chart and the
Debate. Reading a student’s collected Data Chart and Information Gathering Sheet will also help the teacher make sure that the student produced quality class work.

c. **Cooperation** – Students who stayed on task and worked well with others succeed at cooperation in this lesson. They follow the teacher’s instructions and did not show any behavioral difficulty with the lesson.

III. **Teacher Evaluation** – Students will be given a “Teacher Evaluation Form” to do at home. This form will stress what parts of the lesson they enjoyed, what parts they felt were weak, what they learned, what they would have done differently, and any other comments they might have. It is recommended that returning this evaluation be made a small part of their grade to ensure that it is taken seriously and returned promptly.

I. **Content and Instructional Strategies:**

a. **The Concept Definition (2-3 Minutes)** – This is the definitional form including the three attributes - Federalism: A form of government with: (1) A formal ‘division of powers’ between two or more levels of government, with neither level being able to overstep the powers of the others and all levels having some form of sovereignty, (2) a ‘written constitution’ that lists the powers of the levels of government, as well as describes the institutions of government and guarantees some sovereignty to the states/provinces/territories, and (3) an independent judiciary capable of reviewing the laws and regulations of each level of government.

b. **DO NOT** reveal this definition to students at the beginning of the lesson. This is for guidance in helping students come up to these critical attributes during and after the “similarities” and “differences” sections.

c. **Instead**, inform students that they will be working to identify a concept today. Explain to them the plan for the lesson: (2-3 minutes)

   i. You will start by working with the data chart.

   ii. Using this chart, you will identify similarities and differences between four examples: The United States, Canada, Australia, and India.

   iii. Using these similarities and differences, you will come up with some critical attributes to help you build a definition of the concepts

   iv. Using the concept, you will debate whether or not the local governments, or the central governments, should have more control/influence in a federal system. Students should be able to back up their opinions with evidence.

II. **Hook (6 ½ minutes including video): Federalism v States Rights Video** - Show this video to the class after reviewing the lesson plan: [http://www.youtube.com/watch?v=WQM2PT7kr0&feature=related](http://www.youtube.com/watch?v=WQM2PT7kr0&feature=related)

a. **Review:** Once the video is completed, lead the students on a review of the relationship between the federal government and the state governments. Rather than tell them what they are expected to known, try to get them to share what they already know. This discussion should take no more than five minutes. Here are some sample questions that you can ask to get them willing to speak and share information, both now and later:

   i. “Are there are any other powers that the video didn’t mention that belong solely to the state government or federal government?”

   ii. “Can you think of any recent controversies regarding the relationship between states’ rights and the federal government?” (examples, if none are suggested, can include: death penalty, medical marijuana, assisted suicide, gay marriage, drinking age, speed limits, etc.)
1. For any of these issues you or the students bring up, be sure that a fair and balanced approach is taken; the point-if-view for both sides should be expressed, even if the students do not bring up one side on their own.

   iii. “Do you have any personal experiences that would relate to debate of this issue? For example, have you ever had any difficulties in another state because of different regulatory laws?”

   1. This will get them thinking about something that can later be applied during the debate at the end of the lesson.

III. Data-Chart Retrieval and Example Analysis (15-17 Minutes)

   a. **Data Chart**: Students will complete the data chart in groups of three using the information provided by the teacher (see attached data).

      i. Please pass out the Data Chart, the Data Examples, and the Information Gathering Sheet to students.

      ii. Students will be instructed to form groups of 3-5 (depending on the size of the class) and together examine the data and fill out the chart. The four countries they will be asked to fill out the chart on are the United States, Canada, Australia, and India. A sample filled out data chart is also included to help the teacher guide the students towards viable answers. (10 minutes)

   b. **Locating differences**: After students have successfully completed the chart, students will be asked to note differences between these examples. Be sure to write these differences on the board. Sample difference include:

      i. Location

      ii. Population

      iii. How long the country has existed

      iv. Size of country (population)

      v. Number of states/counties/etc.

   c. **Locating similarities**: After students have mentioned a couple of differences, ask them to note some similarities. Give them another five minutes for this, again writing every answer they come up with up on the wall. Samples of similarities are:

      i. Written constitutions

      ii. Multiple levels of government

      iii. Government divided by national and “state” level

      iv. Power divided between two or more levels

      v. All were former British colonies

      vi. Both levels can write law

   Combined, the differences and similarities section should only take up 5-7 minutes of time.

IV. Defining and Labeling the Concept (Approximately 7 minutes)

   a. **Identifying the Critical Attributes**: Once students have come up with both similarities and differences, ask them to identify the critical attributes together as a class. These attributes should amount to something similar to these:

      i. A formal ‘division of powers’ between two or more levels of government, with neither level being able to overstep the powers of the others and all levels having some form of sovereignty.
ii. A 'written constitution' that lists the powers of the levels of government, as well as describes the institutions of government and guarantees a degree of sovereignty to the states/provinces/territories.

iii. An independent judiciary capable of reviewing the laws and regulations of each level of government.

iv. Students should take no more than five minutes to identify the critical attributes. Be prepared to assist them if they need longer than this.

b. **Identifying the concept:** After the critical attributes have been identified, students must do two things; write a definition, and then identify the concept.

   i. Students should each be asked to write their own definitions. Allow students to share their definitions with the class.

   ii. Ask students to predict what the concept is. Do not share what it is. Guide them towards the answer: federalism.

      1. If students are having difficulty recognizing the concept, help them find the answer with the following questions:

         a. “What is the name of the type of government we have in the United States?”

         b. “What do we call our central government? Think back to the cartoon at the beginning of class. Right, the Federal Government. So what is our concept?”

   Students should take no more than two minutes to define the concept. Use the questions provided to make sure it doesn’t take too long if they appear to be struggling.

V. **Classifying: (Between 11-15 minutes)**

   a. **Examples and Non-examples**

      i. **Examples:** Place the “Example of Non-Example?” sheet for Mexico on the overhead projector. Go over these important facts audibly about Mexico: the levels of government, their legal basis of government (whether or not there is a written Constitution), and what there means is for settling disputes amongst levels of government. Once all of these have been addressed, ask the class whether Mexico qualifies as a Federalist country. This should take five minutes at most.

         1. After Mexico is completed, replace the Mexico “Example of Non-Example?” sheet with the Brazil sheet and repeat the same process. If students faced difficulty with the Mexico sheet, go through the Brazil sheet with them step-by-step again. If they did not, allow them to attempt the Brazil question on their own. Assuming they answer on their own, identifying this country should not take as long if it isn’t the first example: 2-3 minutes should be all that is required.

      ii. **Non-Examples:** Place the “Example or Non-Example?” sheet for The United Kingdom on the overhead projector. Both audibly and visually, address the levels of government, their legal basis of government, and how they settle disputes within the government. Students should be able to identify that the UK, with no multiple layers of government and with no written constitution, is not a Federalist state. Again, only 2-3 minutes should be required for this example so long as it isn’t the first.

         1. After the UK section is complete, replace this non-example sheet the “People’s Republic of China” non-example sheet. Students should recognize that because China can remove local governments at will, and
because the Judiciary branch, like most of the government, is controlled by party leaders, that China is not a federalist government. Again, if students faced difficulty with UK sheet, be sure to carefully go over China with them step-by-step. Otherwise, allow the students to answer the question themselves. Expect 2-3 minutes for a response unless extra assistance is needed.

**iii. Teachers may mix up and present these four examples/non-examples in whatever order they choose.**

**b. Correcting non-examples (10 minutes):**

iv. **Changing Tide:** How many countries are growing more federalist? China, UK, and some other countries granting more and more autonomy to regions and local governments. Students will investigate the non-examples they just identified and work to determine how they could become more like federalist states. This entire section should take no more than five minutes.

1. The United Kingdom: Show the map of the United Kingdom that shows where the nations of the state are. Then, ask students how the UK could qualify as a federalist state. Ask them to reflect on why they said the UK was a non-example.
   a. Students should note that the UK could give Scotland, Wales, and N. Ireland more local powers. When this noted, mention that the Scottish Parliament has been gaining power recently.

2. China: Show the map of China. Ask students how China could qualify as a federalist state. Again, ask them to reflect on what made them decide that China was a non-example.
   a. Students should note that China needs to have a judiciary that is totally independent from the Communist Party and that they need to grant the local governments more autonomy. Make sure you note that some economists have argued that during Chinese economic reform, the People’s Republic has evolved into a de-facto federal state in which provinces have wide discretion to implement policy goals (which are set by the PRC central government, though).

**VI. Application: Debating Federalism (22-23 minutes) – Which Level of Government Works Best?**

a. **Setting up the debate** - Students will be divided into two groups: a side that will argue that local governments should be given more power in a federalist government, and a side favoring a stronger Central Government. It is recommended that students be placed into a specific group rather than allowed to pick their own side. This will give them a better understanding of multiple viewpoints if they are forced to work on a side they don’t personally support, or with people they don’t necessarily agree with. Take no more than 2-3 minutes to do this.

i. Once students are divided into two large groups, further divide the students into groups of four or five. It is best that you decide these groups ahead of time; this will give you a chance to place students where they will best balance each other out in terms of strengths and weaknesses.

ii. Have groups select positions amongst members. Somebody will be appointed group spokesperson, another will be selected as record-keeper, and others will research the materials and charts they just read/completed to find evidence to
support their argument. They will also be tasked with coming up with ideas from current events and previous class work to support their argument.

b. **Doing research and preparing an argument:** Students in each group will prepare arguments that favor their side. Give students approximately five minutes to select their best arguments and key points.
   i. It might help students to remind them of some of the issues they discussed at the very beginning of class, as well as bring up some other “controversial” states’ rights issues (death penalty, medical marijuana, assisted suicide, gay marriage, drinking age, speed limits, etc.). It is also worth noting the video at the beginning:
      1. Should the powers mentioned as part of the federal government be given to the state?
      2. How about sending some of the state powers to the federal government?
      3. Should any concurrent powers be limited to just one side?
   ii. Students will use evidence they have accumulated from current events and news, personal experiences, other social studies courses, and previous lesson in their Government course to build their argument.

c. **Presenting Their Results:** Students will then share the results they come up with. Give students approximately five minutes to present.
   i. Students may determine how they share these points. They may simply list them, or they may organize the points into a speech.

d. **Rebuttal:** After hearing both sides present, the teacher will (time permitting) have students prepare rebuttal arguments for their opposing side. Give students another five minute to prepare rebuttals.
   i. Students will have approximately five minutes to develop their strongest rebuttals to the opposing sides arguments.
   ii. Students will briefly share their opposing arguments. Give them no more than five minutes to share.

VII. **Wrap-Up: Teacher Evaluation and Collecting the Data Charts and Information Gathering Sheets**

a. Collect the Data Charts and Information Gathering Sheets from your students. This will help you understand what they concluded during the lesson, how much effort they put in, and where any misconceptions might be. This is essential to Summative Assessment. Inform students you will return them after you have reviewed them.

b. Before students leave, be sure to give them the “Teacher Evaluation Form” so that they might help your understand where there were real or perceived strengths and weaknesses in your teaching style and in the lesson plan. This will help the instructor refine the plan for more effective use next time.
   i. It is recommended (as mentioned in assessment) that the teacher assign this as homework, and grade for completion and seriousness.

Adaptations: This lesson can be adapted to both high-performing and low-performing students, as well as to address IEP Students and 504 students. The lesson can be scaffolded to help students who may have more difficulties or more ease with the material; the first “Example or Non-example” should be done step by step with the class. If the class as a whole appears to understand the material, you can start to allow them to address the next example/non-example on their own, only checking back in with you at the end. To address those students who may still be struggling with the material, inform them
that if they raise their hand you’ll be glad to come over and work through some of the problems with them. Conversely, if your students show difficulty with the first example/non-example, it might be necessary for you to go into more detail and better explain how this country does or does not meet the necessary critical attributes. Once students have successfully explained that they understand the material, you can then take a step back and see if the students are able to succeed on their own with the next example/non-example. Students with disabilities (visual impairment, audio impairment, etc.) have means of still obtaining the knowledge in this lesson. Students with visual disabilities can have the material read to them by group partners when working with the data retrieval. The Classifying section will have all aspects presented on screen, and each example can be read by the teacher if necessary for those with visual disabilities. Students with mobility impairments can be accommodated in forming groups for the debate; that student’s particular group can be located near the student’s original seating to prevent difficult moving around and to facilitate transition time. Students with difficulty speaking in public can still participate in more intimate, small groups, thus still contributing their thoughts and understanding without necessarily being forced to speak out loud (though I would still argue that the teacher should encourage all students to share.)

Differentiations: This lesson is designed to be applicable to many different types of learners. Both auditory and visual learners should find some level of stimulation in their work. For example, in the Data Retrieval worksheet, alongside the written explanations of multiple levels of government, the images that go with each country explicitly show the way the country in discussion is divided (the United States shows a map divided by states, as does Australia, Canada, and India). These images should signal to visual learners that there is a division of power within the government. Auditory learners are addressed if the teacher reads through the Classifying section with the students. The lesson also addresses where different students excel; some are better at putting together conclusions based on piecing together evidence. Others are more successful at application after they have a chance to reflect on the conclusion. This lesson includes means for both types of students to share their strengths. The emphasis on group work allows students who are strong at helping to form the concept to explain their thought process. Likewise, students who are strong at applying the concept to real-world situations will be able to help students through the group debate at the end of the lesson.

Resources: Many of the resources necessary for this lesson are included. Students will need to bring their own writing utensils. It is also encouraged that students have paper to take extra notes in preparation for the debate at the end. Teachers will need to have the copies of “Data Retrieval: Examples”, “Data Retrieval: Chart”, and “Data Retrieval: Analysis” for each student. It is also recommended that the teacher have a copy to place on an overhead projector, document camera, etc. Teachers will also need to make sure they can present the “Example or Non-Example” through the same method.

A list of items needed, and whether or not they are provided, follows:

- Data Examples Worksheet - Provided
- Data Chart Worksheet - Provided
- Information Gathering Worksheet - Provided
- “Example or Non-Example” Worksheets (The United Kingdom, Mexico, Brazil, and China) – Provided
- Teacher Evaluation Form
- Writing Utensils and Paper
- Means of displaying the Worksheets (transparency, document camera, etc.)
Reflection: I feel that this is a strong lesson plan. It provides multiple ways for students to express and absorb knowledge, and provides opportunities for teachers to scaffold knowledge to address many different levels of ability. It provides a solid way for students to understand the concept of federalism by starting the lesson with something they should already have a somewhat proficient understanding of: American federalism. Using this as a starting point for the lecture, students then have a familiar base with which to begin constructing their new knowledge. I feel that the critical attributes are strong and detailed enough that the non-examples are clear; even when some non-examples share certain traits, or almost meet the attribute without totally being there (such as the case with China’s judiciary, or the UK’s Scottish Parliament).

The area I am most concerned about is the “Application” section I provide at the end of my lesson: the debate. I am concerned about this because it is not considered part of a concept formation lesson plan; it is something that I have chosen to add in myself. I like the idea that students will be able use their knowledge to address an issue that is frequently discussed in politics today. In fact, the states that have fought President Obama’s healthcare plan have done so using arguments that the national government is stepping on the powers given to the states in the Constitution. This is something that students might find relevant, and relates how the concept is something that is important and something they should remain informed on. However, I do not know if the debate could intervene in what the concept plan is trying to accomplish, or take away from the ultimate point of the lesson. I do not think it will, but I still worry about whether or not it is appropriate for the lesson. I am going to include it at this point, as I really do feel it is a strong way for students to further understand federalism in a practical sense.

Another major concern I have is with my “hook.” I think that the intro might be a bit childish; the cartoon clearly isn’t designed with twelfth grade seniors in mind. However, it does address the issues that I want to address, and gets students involved. I really would like to get videos more involved in my lesson plans; I really like the idea of integrating cartoons, movie clips, or even just youtube videos into my lecture. However, I couldn’t find a brief one that I thought was truly appropriate for the lecture. I am tempted to simply drop the video, and begin with the review alone. But I feel I need something to grab students’ attention; something that reflects the multimedia generation. If I keep the video, I feel I’ll need to let my students know early that I’d be the first to admit the video is corny and childish. I’ll keep it in place for now, but I’m still not sure about whether or not it belongs. Perhaps it is something that simply needs to be tested.

I think I have a better grasp of the differences between differentiation and adaptation in this lesson plan than in previous ones. I also think I’ve made a lot more effort to include scaffolding in my lesson than previously; teachers are given options, particularly in the classification part, to be either more hands-on or hands-off, depending on how strongly students seem to grasp the material. Though it is possible that a teacher could scaffold the data retrieval by at least starting the chart with the whole class, or by going through the first example as a class, I think that it would probably be best to allow students to do this section on their own. The chart is already scaffolded by having the first example, the United States, be something that students should be readily familiar with; in truth, I don’t expect they will even need to read the section on the US to answer the question. By first answering the chart questions with data they are already familiar with, it will help them know what to look for when reading the passages on the other countries.

The last thing I am concerned that I am not as specific with my times for each section as I was with my previous lesson plan; I use a lot of “approximately” and give the teacher options with regards to timing. This is most likely because I found that in teaching my first lesson, you need to be flexible with regards to time. The lesson plan won’t always move exactly how you planned it will; sometimes, students understand the material and are ready to move on faster than you thought. Sometimes,
students need a bit more time than you expected. In observation of this flexibility, I want any teacher who reads through this lesson plan to understand that it isn’t the end of the world if you don’t fit precisely into the time limit you set for yourself. As long as you have gone into enough detail to have thoroughly covered your section, and as long as the students understand what you need them to, it’s ok to move on with the lesson. Better to finish quicker than you expected that stand there “kicking a dead horse”; if the students are ready to move on, move on. If they aren’t, stay and help them understand.
The United States of America:
The United States has system of government divided into two levels: a centralized National Government (represented by Congress, the Presidency, and the Federal Court system), and the fifty state governments. State governments can provide for another level: local government. The United State Constitution, which was written in 1787 and fully enacted by 1791, serves as the supreme Source of the Law for the country. The Constitution is the source of national and state sovereignty, and as such citizens of any state are made to obey the laws of both the national and the state government. It also provides means for the two levels of government to address grievances against each other; this is done through the federal court system. At both levels of government, there is three-way split into Executive, Judicial, and Legislative branches of government. Each of these branches has powers grounded in National and State constitutions. To keep the other branches from obtaining too much influence in government affairs or over the lives of citizens, a system of checks and balances has been put into place.

The Commonwealth of Australia:
The Commonwealth of Australia is divided into two levels: a national government (The Australian Federal Parliament), and state governments. The state government is made up six states and two territories. Power is shared equally between the states/territories and the Federal Parliament. The Australian Constitution, which came into full effect in 1901, states that the states have sovereignty and cannot be abolished by Parliament. The Australian Parliament, in essence, has most of its power limited to foreign affairs and to issues amongst and between the states. States, for their part, cannot raise defense forces (this is a strictly national power) or impost import taxes, either from the other states/territories or from foreign nations. Australians must follow both the laws of the state they reside in, and the laws of the national parliament. Disputes amongst the states/territories, or between a state and the Parliament, are handled by the Federal Court System. The highest court in Australia is the High Court.
**Canada:**
Canada has two levels of government with political authority: the country-wide federal government and the governments of the provinces/territories. The supreme law of the land in Canada is the Canadian Constitution (known as “La Constitution du Canada” in French Canada). The Constitution is a mix of both codified acts (similar to the United States) and uncodified traditions (similar to the United Kingdom). Amongst the uncodified traditions are constitutionalism, republicanism, and rule of law. The start of the Canadian Constitution began in 1867, when the three founding provinces formed the Dominion of Canada under British rule. With the Constitution Act in 1982, the UK withdrew all ties to Canada and made the Canadian written constitution, not the British Monarch, the source of all legal power and authority in Canada. The Canadian Federal Court can only hear cases which it has been granted the authority to hear by an act of Canadian Parliament. The Federal Court does, however, hear disputes between provinces, or between a province and the national government. However, conflict between the two levels of government, relating to which level has legislative jurisdiction over various matters, has been a longstanding and evolving issue.

**India:**
The Government of India, also known as the Union Government, is the governing authority of a union of 28 states and 7 union territories. The Union Government lists 97 items on which the parliament has exclusive power to legislate with (defense/armed forces, arms, foreign affairs, citizenship, etc.). The states list 66 items that individual states have exclusive authority to legislate on, including public order, police, administration of justice, local government, and public health. There are 47 concurrent powers, where uniformity is desired but not mandated. India’s supreme law is rooted in the Indian Constitution, which was written in 1949 and came into effect in 1950. The Constitution expressly provides for a division of power between the central government and the states. India has a unitary judicial system of High Courts that address conflicts amongst the states, or between a State and the National Government.
Data Chart:

<table>
<thead>
<tr>
<th>Example</th>
<th>How many sovereign levels of government are there? What are the levels of government called?</th>
<th>What is the legal basis for how the government is structured? What is the “Supreme Law?”</th>
<th>How are the laws, disputes, and regulations of government reviewed?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The United States of America</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Canada</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Commonwealth of Australia</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Republic of India</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Information Gathering Worksheet

What are some of the differences that you’ve noticed between the examples?

What are some of the similarities that you’ve noticed?

With the class, come up with three critical attributes:

1.

2.

3.

Can you identify the concept?
The United Kingdom is a single country made up of the nations of England, Scotland, Wales, and Northern Ireland. The government is a Constitutional Monarchy under Queen Elizabeth II, though power truly lies in the hand of the Parliament and the Prime Minister (currently David Cameron). The UK does not have a written constitution; their constitution is made by a history of parliamentary actions. The UK is separated into counties, which have limited local authority that Parliament can disband at any time. The nations of Scotland, Wales, and Northern Ireland have parliaments, though they can also be disbanded by the Parliament of the United Kingdom. As Parliament is the unitary power in Great Britain, the courts do not handle any interstate legal cases, as there are none to be had.

Is the United Kingdom a Federalist Government?
Mexico has powers divided between the National Government, the States, and local municipalities. Each of these levels of government have specific powers that are set in place by a written Constitution. The Mexican Constitution was written in 1917, and designed this multi-level government. Though the Constitution has seen many changes, this basic structure remains. Like the United States, citizens must obey the law of the state they reside in as well as the law of the national government. The Judiciary in Mexico is the Supreme Court of Justice of the Nation. The justices of this court are nominated by the President and endorsed by the Congress. The Supreme Court determines any grievances amongst the states, or between a state and the national government.

Is Mexico a Federalist Government?
The Federative Republic of Brazil has three levels of government: a central government in Brasilia, 26 estados (Portugeuse for state), and many localities and cities. The Brazilian Constitution was written in 1988, and though the central government has a great deal of power, states have their own powers explicitly listed, and therefore protected, in their Constitution. Further, cities are granted specific powers in the Brazilian Constitution. The Constitution also created the Brazilian Federal Court System, which sees to disputes between the states and the government.

Is Brazil a Federalist Government?
The People’s Republic of China

The PRC (or just China) is made up of 23 provinces, 5 autonomous regions, and 4 municipalities. The current version of the Chinese Constitution was adopted in 1982. With the exception of some autonomous regions, the provinces have no individual powers that cannot be stripped from them by the national government. The Supreme Court in China is appointed by the Congress. However, as in many cases with Chinese politics, the Communist Party Leaders actually pick the Justices from party loyalists who do as party leaders instruct. As the Communist Party is guaranteed power under the PRC’s constitution, these unelected leaders have immense power in determining how localities do business. Disputes between provinces though officially handled by the Courts, are indirectly controlled by Party Leaders.

Is China a Federalist Government?
<table>
<thead>
<tr>
<th>Example</th>
<th>Question</th>
<th>United States of America</th>
<th>Canada</th>
<th>The Commonwealth of Australia</th>
<th>India</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The United States of America</strong></td>
<td>Officially two, though state governments can grant authority to local governments. The regional governments are called states.</td>
<td>The United States Constitution is the Supreme Law of the Land. It is a written document. State guaranteed sovereignty.</td>
<td>By the United States Supreme Court, which can review disputes between states, and between states and the national government.</td>
<td>The Canadian Constitution, which is both codified and uncodified. Provinces guaranteed sovereignty.</td>
<td>The Indian Constitution guarantees state sovereignty and lists powers they have.</td>
</tr>
<tr>
<td><strong>Canada</strong></td>
<td>Two levels of government: the Parliament of the national government and the Provinces/Territories</td>
<td>The Canadian Constitution, which is both codified and uncodified. Provinces guaranteed sovereignty.</td>
<td>The Canadian Federal Court can hear disputes between Provinces.</td>
<td>Two levels of government: the Parliament of the national government and the states/territories.</td>
<td>The unitary High Court addresses disputes between states or between states and the Union Government.</td>
</tr>
<tr>
<td><strong>The Commonwealth of Australia</strong></td>
<td>Two levels of government: the Parliament of the national government and the states/territories.</td>
<td>Australia has a written constitution which guarantees state sovereignty.</td>
<td></td>
<td>Two levels of government: the Parliament of the national government and the states/territories.</td>
<td></td>
</tr>
<tr>
<td><strong>The Republic of India</strong></td>
<td>Two levels of government: the central Union Government and the state governments.</td>
<td>The Indian Constitution guarantees state sovereignty and lists powers they have.</td>
<td></td>
<td>Two levels of government: the central Union Government and the state governments.</td>
<td></td>
</tr>
</tbody>
</table>
Teacher Evaluation:

I’d like to get some feedback from you on how you think this lesson went.

- What were the strong points?

- What were the weak points?

- What would you do differently if you were teaching this class?

- Do you still have any questions about the subject material?

- Any other thoughts you’d like to add?