

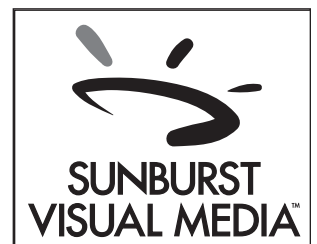
Federalism

Grades 5-12



maps
federalism
civil war
vote
history
government
socialism
elections
constitution
geography
colonial
peace

FDTV



CREDITS

Program Production

Sunburst Visual Media

Teacher's Guide

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Federalism



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About This Guide

Providing students with visual media is an excellent way to take them out of the classroom and into the real world. Our programs offer real-world footage, dynamic graphics, engaging dramatizations, and first-person testimonials that keep students interested and help them visualize difficult concepts. More importantly, they reinforce critical learning objectives shaped by state and national educational standards. However, the learning doesn't begin and end when the program does. You can make the learning experience even more effective by using the materials provided in this Teacher's Guide.

This guide is divided into the following sections:

- **Fast Facts** are designed to give your students a quick overview of the information presented within the video.
- **Before Viewing Activities** help identify what students already know about the subject, what they are curious about, and what they hope to learn.
- **During Viewing Activities** may be used during viewing to enhance students' understanding of the video.
- **After Viewing Activities** help students summarize and draw conclusions from the information that was presented.
- **After Viewing Quizzes** test students' retention of the information presented in the program and activity sheets.
- **Additional Resources** are designed to help you extend the information presented in the program into other areas of your curriculum.
- **Answer Keys** are provided for relevant activities or reproducible pages.
- **Script** content is provided in an unabridged version for future reference.

Program Overview

Guide
Information

Federalism is a clearly written and well-thought out video about how federalism became the basis of our government. A bit of background is given before the beginnings of federalism are discussed. Confederacy is explained as well as the problems with that type of government. The hostess, Miss Schaefer, explains that federalism made sense but not everyone was willing to accept the ideas.

Miss Schaefer goes on to explain how our federalist system of government provides for a separation of powers among the three branches of government and how a system of checks and balances keeps everyone on the same power level. The various types of powers provided for in the Constitution and the powers of individual states are also discussed.

Viewing Objectives

After viewing the video and engaging in the activities provided, students will be able to:

- Define Federalism and explain how it works
- Describe the major ideas expressed in the Bill of Rights
- Explain the relationships among the three branches of government
- Define and list examples of expressed, implied, inherent and concurrent powers
- Define the Supremacy Clause
- Define extradition
- Define interstate compacts



Fast Facts

Fast Facts

- The first formal structure of U.S. government was a Confederacy.
- A group known as Federalists, including Alexander Hamilton, James Madison, and John Jay, proposed a new system of government. America's founding fathers designed this federalist system in 1787.
- The new Federalist system separated powers between federal and state governments and limited any one member from gaining too much power through a system of checks and balances.
- The Bill of Rights, the first ten amendments to the U.S. Constitution, was ratified in 1791.
- Checks and balances exist between state and federal levels, individual and state levels and individual and federal levels.
- The structure of the federal government is outlined in the first three articles of the Constitution.
- Specific powers of states are not outlined by the Constitution — only a few limitations are listed in Article 1.
- States are free to conduct their own business as long as they:
 1. follow rules when dealing with other states
 2. preserve the liberties of individual citizens
 3. obey those limitations placed on them by the Constitution
- Expressed Powers are specific powers listed in the Constitution.
- Implied Powers are any action necessary to carry out the duties of congress.
- Inherent Powers include diplomatic relations, treaties and immigration.
- Concurrent Powers are those shared by federal and state levels such as taxation.
- The Supremacy Clause declares the U.S. Constitution the "supreme law of the land."

Vocabulary

Fast Facts

FASCISM	— totalitarian rule where all loyalty lies with the state
CONFEDERACY	— a system of government in which the central government operates solely under the direction of its members, or states
FEDERALISM	— a system of government in which decision-making powers are divided among various individuals or groups
FEDERALISTS	— a group of people, including Alexander Hamilton, James Madison, and John Jay, who proposed the Federalist system of government for the United States
BILL OF RIGHTS	— the first ten amendments to the U.S. Constitution; ratified in 1791
EXPRESSED POWERS	— specific powers of the Federal government
IMPLIED POWERS	— are any action necessary to carry out the duties of Congress
INHERENT POWERS	— are powers that are synonymous with the role of government itself and include diplomatic relations, treaties, and immigration
CONCURRENT POWERS	— powers shared by the federal and state governments such as the authority to tax income and certain products
SUPREMACY CLAUSE	— the clause in Article VI, Section 2 that declares the U.S. Constitution the “supreme law of the land”
EXTRADITION	— sending fugitives back to the state of origination to honor warrants of arrest.
INTERSTATE COMPACTS	— when disputes arise between states, these compacts are the way the states are encouraged to work things out.



Use the chart below to show what you already know about Federalism. Then use it to record some things you want to learn from the video. Finally, use it to record the answers you got from watching the video.

A

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Show What You Know!

Think for a minute about what you already know about the federal government of the United States and how it developed. Answer the questions below before viewing the video. Then come back and see how much you already knew!

1. What is federalism?

2. What led to our federalist system of government?

3. How are the powers of the federal government divided?

4. How are the branches of the government kept from becoming too powerful?

5. Are the rights of state governments guaranteed in the Constitution? If so, how are they guaranteed?



Fact or Fiction?

Carefully read each of the following statements. Then put a check mark in the box that represents what you believe about the statement. Is it fact or fiction? You be the judge! Then watch the video. After the video, come back and check the boxes on the right hand side of the sheet. How many did you get right?

Before Viewing

fact/fiction

After Viewing

fact/fiction

☐ ☐

Federalism is the form of government used in the U.S. today.

☐ ☐☐ ☐

In a federalist system, the federal government must do what the states tell them to do.

☐ ☐☐ ☐

Federalism was the original structure of the U.S. government.

☐ ☐☐ ☐

Many people did not want federalist system of government for fear of losing their hard-won freedoms gained during the Revolutionary War.

☐ ☐☐ ☐

The Bill of Rights guarantees individual liberties like freedom of speech, religion, and legal representation.

☐ ☐☐ ☐

A system of checks and balances keeps any one branch of the government from having too much power.

☐ ☐☐ ☐

The Supremacy Clause of the Constitution states that no branch of the government can be the supreme law of the land.

☐ ☐☐ ☐

No state constitution has more power than another state's constitution.

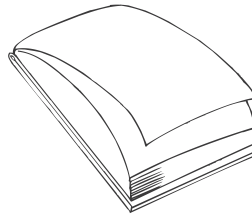
☐ ☐

Think—Pair—Share

The following activity will help you generate questions and interest in the subject of Federalism. Gather your supplies and have fun!

Supplies:

- 3x5 sticky notes
- pens/pencils
- white board or large sheet of paper on which to hang the notes



Step 1: Think — Use several minutes to quietly think about federalism and any questions that you may have about the subject.

Step 1: Pair — Work with a partner to discuss the questions you formulated. Choose the top three and record them on your sticky notes. Stack them up so your best question is on top.

Step 1: Share — One person from each partnership should now share your best question with the rest of the class. Then that question should be posted on one side of the paper or board that has been labeled, “Our Best Questions.” The other two questions should be placed under the title, “Other Questions We Have.”

Use the “best” questions to spark a discussion of facts learned and things that still need more research after viewing the video. The “other” questions could lead to group research projects or individual assignments for research and reporting back to the class with new facts.



Watch and Learn!

Fill in the blanks as you watch the video to create a picture of how Federalism works.

A system of government in which decision-making powers are divided among various groups or individuals is called:

_____.

A group known as Federalists, proposed the federalist system of government when the original structure of government known

as _____ was not working so well.

The Federalists were:

Alexander _____,

James _____, and

John _____.

The _____ guarantees individual liberties like freedoms of speech, religion and legal representation.

It was ratified in December, _____.

The structure of the federal government is outlined in the first

_____ of the U. S. Constitution.

A system of _____ and _____ keeps any one member of the federalist system from gaining too much power.

Who's Got the Power?

As you watch the video, take notes on the blanks below to keep track of the different types of powers that are outlined in the U.S. Constitution.

The Constitution provides for:

Expressed powers such as

Implied powers such as

Inherent powers such as

Concurrent powers such as

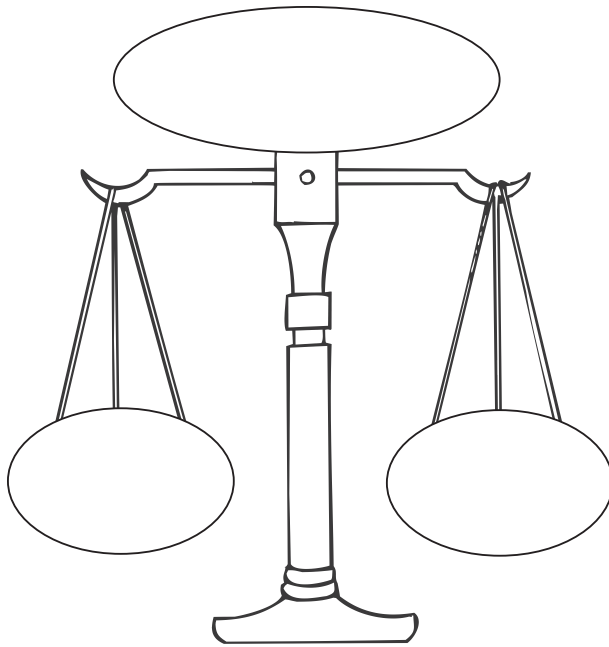
Why does the Constitution leave certain powers for the states?



Checks and Balances

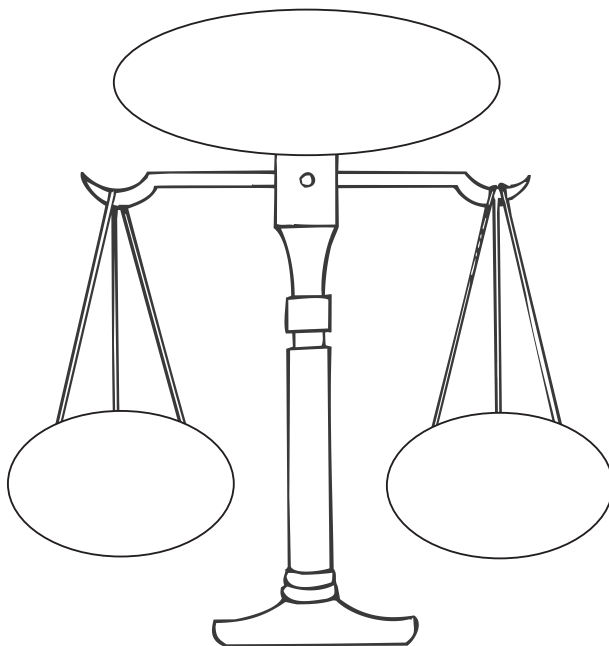
As you watch the video, fill in this graphic organizer using the words on the right to show how the system of checks and balances works at different levels.

Federal Level



Judicial branch
Executive branch
Legislative branch
State Judiciary
Governor
State Legislature

State Level



How Are They Connected?



Each of the three federal branches of government has a responsibility to _____ and _____ the other two branches to keep any one branch from gaining too much power.

Define Federalism:

What does the Supremacy Clause mean?

List the types of powers the federal government has according to the Constitution:

Who were the Federalists?



Vocabulary Match

Match each term with its correct definition. Write the correct number on the line provided.

_____ Bill of Rights	1. when disputes arise between states, they are encouraged to work things out through with these.
_____ Concurrent Powers	2. the clause in the Constitution that declares the Constitution the "supreme law of the land".
_____ Confederacy	3. a group of people including Alexander Hamilton that proposed the Federalist system of government
_____ Expressed Powers	4. specific powers of the federal government
_____ Extradition	5. system of government in which the central government operates under the direction of its members or states
_____ Federalism	6. sending fugitives back to the state of origination to honor arrest warrants
_____ Federalists	7. powers that are synonymous with the role of government itself and include diplomatic relations, treaties and immigration.
_____ Implied Powers	8. a system of government in which decision making powers are divided among various individuals or groups
_____ Inherent Powers	9. powers shared by the federal and state governments
_____ Interstate Compacts	10. the first ten amendments to the Constitution
_____ Supremacy Clause	11. any actions necessary to carry out the duties of Congress

Use the words below, which were defined or explained in the video, to “spin a yarn” or write a story to explain federalism and its role in the development of the U.S. constitution.

federalists confederacy Hamilton, Madison, Jay Bill of Rights states' rights	supremacy clause federalism powers
--	--

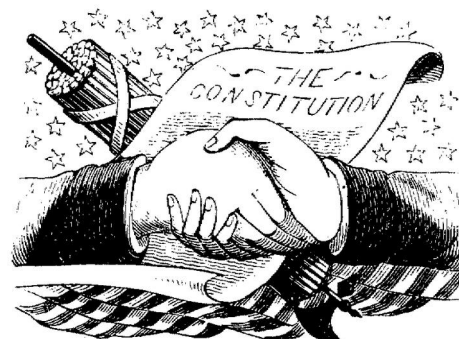
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The top corners of the paper are rounded. The paper appears to be a standard notebook or a sheet of stationery designed for writing.

Who Is in Charge?

The Constitution divides powers between the federal and state governments. Fourteen powers, or duties, are listed below. Put a checkmark for each duty under the correct category — federal or state to show which one is in charge of that duty. (Hint: One power will be used more than once.)

Federal State

☐	☐	oversees trade between states
☐	☐	diplomatic relations
☐	☐	public transportation
☐	☐	monitor and print money
☐	☐	maintenance of streets and parks
☐	☐	military
☐	☐	state commerce
☐	☐	treaties
☐	☐	taxation of income and certain products
☐	☐	education
☐	☐	declaring war
☐	☐	immigration
☐	☐	waste disposal
☐	☐	public works



Mystery Word

The words below are from the video you watched about Federalism. Unscramble each word and write it in the blanks provided. Then write the letters from the numbered blanks in the corresponding boxes at the bottom of the page to answer this question:

What was the first formal structure of the U. S. government?

1. tsteniaret ptosmcac

_____ 1 _____

2. tintxreadoi

_____ 5 _____

3. rehnenit wpores

_____ 3 _____

4. fredaceynco

_____ 4 _____

5. pldiime swerpo

_____ 6 _____ 2 _____

6. eiefrsdaml

_____ 7 _____

7. ursapmyec luceas

_____ 9 _____ 8 _____

1 2 3 4 5 6 5 7 8 1 9



Vocabulary Quiz

Fill in the blanks with the correct word from the word bank.

**WORD
BANK:**

confederacy
federalism
federalists

bill of rights
extradition

supremacy clause
interstate compacts

1. States are required to send fugitives back to the state of origination to honor arrest warrants. This is called _____.
2. The _____ is the list of the first ten amendments to the U.S. Constitution which was ratified in December 1791.
3. Hamilton, Madison, and Jay were _____, or the group proposing a federalist style of government.
4. The first formal structure of government in the United States was called _____.
5. Agreements used by states to settle disputes among themselves are called _____.
6. _____ is the system of government in which decision-making powers are divided among various individual or groups.
7. Article VI, section 2 of the Constitution is called the _____.

Match each type of constitutional power to its description below.

Concurrent	specific powers of the federal government
Expressed	any action necessary to carry out the duties of Congress
Implied	powers shared by the federal and state governments
Inherent	powers that are synonymous with the role of government itself and include diplomatic relations, treaties, and immigration



Federalism Quiz

Short Answer: Answer each question below in complete sentences.

1. Explain the difference between confederacy and federalism.

2. Explain the purpose of having a system of checks and balances in government.

3. Explain why the Bill of Rights was written and ratified in 1791.

True or False: Circle the correct letter. If you think a statement is false, write it as a true statement on the back of this paper.

T F All powers of states are outlined in the U.S. Constitution.

T F Signing treaties and declaring war are two examples of expressed powers.

T F Immigration regulation is an example of a state power.

T F There are no concurrent federal and state powers.

T F The Supremacy Clause declares the Constitution as the "supreme law of the land."



Interdisciplinary Ideas

Additional
Resources

The learning does not end when the video is over. Use the ideas below to extend and expand on what your students have learned watching the Federalism video.

Art

Make a Bill of Rights Book! Print each of the first ten amendments on individual sheets of paper. Divide your class into ten groups. Allow students to roll one or two dice to obtain the number of the amendment with which they will be working. (When using two dice, they should add the two numbers to get a total.) If the number they roll has already been chosen, have them roll again. Each group is to use **ONLY** pictures and symbols to represent their amendment on a large sheet of heavy paper. Assemble all ten pages created by your groups, the typed-out amendments, and a cover page into a class-made Bill of Rights Book.

Math

Create a timeline of significant events in the development of our present-day government! Provide students a timeline spanning from the Revolutionary War to present day (or the ending date of your choice) on sentence strips or a large sheet of paper hung in the room or hallway. Next, provide students (individually or in groups) with index cards programmed with events (or dates) dealing with the development of the Constitution, Bill of Rights, amendments added to the original ten and any other events you choose. Now have the students do some research to determine the date of the event (or the event if you supplied the date) and the significance of the event. The information they discover should be recorded on the index card. Finally, students should place their cards on the timeline in the appropriate order to get an overall picture of the events which led to our present-day governmental system.

Reading/Resource Materials

Create a bulletin board where students can display newspaper and/or magazine articles they have found and they feel represent particular amendments from the Bill of Rights. Each article should have some type of label explaining which amendment it represents as well as the bibliographical information about its source.

Writing/Technology

Use the e-mail address president@whitehouse.gov to let students write a letter to the President of the United States. Be sure to discuss e-mail etiquette and review grammar mechanics, capitalization rules and how to use spell check before sending the final letters.

Classroom Discussion Prompts

Additional
Resources

Use the following questions to extend the discussions and thinking in your classroom long after the end of the video. The following prompts will spark discussion and allow students to express their beliefs about what they have learned and how it impacts their lives today.

1. Based on what you know about federalism, do you think our United States government is a true model of federalism? Why or why not?
2. Do you think states have enough control over their own business or is the federal government too involved? Explain your answer.
3. Examine the Bill of Rights. Do you feel they are a necessary part of our Constitution? Explain and support your decision.
4. Do you feel the system of check and balances works the way our Founding Fathers intended ? Explain your answer.
5. If you had the opportunity to design a new form of government, would it more closely resemble a confederacy or a federalist system? Explain the reason for your choice.



Suggested Reading List

Additional
Resources

The books listed here cover a wide range of ability levels. Some are very simple, others are thought-provoking.

Burgan, Michael. *The Bill of Rights*. Compass Point Books, 2002. This book begins with the first meeting of our nation's new government in 1789 and ends with the development and ratification of the Bill of Rights. The author does a very good job of explaining the sequence of events that led to our present system of government. A timeline and glossary of important terms is found at the end of the book.

Burns, James Macgregor and Richard B. Morris. *This Constitution — Our Enduring Legacy*. Congressional Quarterly, Inc., 1986. Definitely reading for the upper grades (9-12), this book provides thirteen essays which were written to commemorate the 200th anniversary of the writing of the U.S. Constitution. The essays were written to celebrate the Constitution and to promote critical thinking about how it works in today's society. The last several essays deal with the relationship between the Constitution and how it is interpreted by the federal court system.

Jenkins, Steve, et al. *The Bill of Rights and You*. West Publishing Co., 1990. A very clever book suited to older readers. The authors have taken each of the first ten amendments of the Bill of Rights and created stories which help the reader understand the purpose and significance of each of the amendments. A great resource for studying each amendment individually.

Ketcham, Ralph. *The Anti-Federalist Papers and the Constitutional Convention Debates*. Signet Classics, 2003. This book is the perfect companion to use with *The Federalist Papers* by Clinton Rossiter. To fully understand the viewpoints of the Federalists, the views of the anti-federalists must also be presented. That is exactly what this book does. It also contains copies of the debates from the Constitutional Convention.

Pole, J.R. *The American Constitution For and Against*. Hill and Wang, 1987. Pole offers a look at some of the speeches and essays of those that were opposed to Federalism as well as essays written by Hamilton, Madison and Jay to support Federalism. The book begins with an introduction which sets the stage for what caused this debate to begin so long ago. Pole then presents the views of the anti-Federalists using speeches and essays gathered from many sources. Finally, the essays of the Federalists are presented.

Rossiter, Clinton, editor. *The Federalist Papers*. A Mentor Book, 1999. A wonderful resource for those serious about examining the true connection between the Federalist papers and the final form of the U.S. Constitution. Charles R. Kelser provides an introduction



Suggested Reading List

Additional
Resources

to the book. Also included is a copy of the Constitution with cross references to The Federalist Papers and copies of the Declaration of Independence and the Articles of Confederation.

Sobel, Syl. *The U.S. Constitution and You*. Barron's Educational Series, Inc., 2001. A wonderful overview of the constitution and what it means to the country, states and individuals can be found in this book. It begins with the thirteen colonies and the Articles of Confederation. It then proceeds to explain the three branches of government, the system of checks and balances the powers and rights of people and the states, and finally how the Constitution has changed. A glossary and bibliography are also included.

Taylor, Quentin P. *The Essential Federalist: A New Reading of the Federalist Papers*. Madison House, 1998. Written by a teacher of American government classes, this book strives to put The Federalist Papers into a new light for readers. Taylor first provides a short biography of Alexander Hamilton, James Madison, and John Jay. He then proceeds to divide up the essays of The Federalist Papers into groups of essays that have a common theme such as "The Science of Politics," "Separation of Powers and Checks and Balances," and "Political Economy."



Internet Sites

Additional
Resources

Below are a list of sites that you may use to find more information about the federalism. Due to routine web maintenance, not all of the links will be accurate at the time of access. If the link is not available, try to conduct a search on that topic from the main site or from a search engine.

Exploring American Federalism

This site was created in an effort to use technology to help students and teachers more effectively learn about the 10 hardest concepts on the Ohio Proficiency Test. The site includes explanations about each branch of government, a vocabulary section and good graphics to explain checks and balances. It also includes worksheets and lesson plans for teachers to download and use in the classroom.

www.cmsdnet/federalism/Default.htm

Our Documents

Sponsored by the History Channel and others, this site provides a multitude of resources for teachers and students. It contains high resolution images of the 100 milestone documents in American history including The Federalist Papers essays 10 and 51. It also had a section called Tools for Educators and Ideas for Librarians. A downloadable Teacher Sourcebook with an annotated timeline, detailed lesson plans and guidelines to primary sources is available.

www.ourdocuments.gov

Ben's Guide to U.S. Government for Kids

What a fun and versatile site! The information is divided into grade levels and also contains a Parents/Teacher section. For Federalism, go to the 9-12 grade level, click on Federalist Papers, and you will get a great explanation of federalism. The Parents/Teacher section gives you curriculum links, U.S. government websites for kids, and a section called How to Use Ben's Guide as a Learning Tool.

bensguide.gpo.gov

The White House Homepage for Kids

For those wanting more information about those living in the White House and helping to run our country, this is the site to visit! It contains links such as News for Kids, Math Challenges, Quizzes and Games, Photos, Videos and a Parent/Teacher link. Try the Constitution Quiz under the Quizzes and Games link!

www.whitehousekids.gov

America's Story from America's Library

This is a government sponsored site. It contains several categories of information including Jump Back in Time, Meet Amazing Americans Explore the States, and more. It provides good



information about our rapidly changing nation.
www.americaslibrary.gov

The Close-up Foundation

A site sponsored by the Close-up Foundation which contains some great information. A timeline of Federalism in the United States is found here as well as Media, Federalism Hot Links, and links to important documents. At the bottom of the page you will also find a Civics Quiz that gives you five new questions each time you click on it.
www.closeup.org/federal.htm

The Founder's Constitution

This site is divided into major themes taken from the Constitution such as "We the people," "...in order to form a more perfect Union..." and more. Under each theme is a list of the original arguments the Founding Fathers made in regard to that theme. Clicking on a link will take you to that original document for further investigation. Definitely a site for much older students.
press-pubs.uchicago.edu/founders/tocs/toc.html

American Federalism, 1776 to 1997, Significant Events

Written by an analyst in American National Government, this site contains a great deal of information. It is not a site for casual browsing. It is meant to give specific information and dates about the information that relate to the state of federalism in our nation's history. It also contains a list of suggested reading.
usinfo.state.gov/usa/infousa/facts/crsrepor/federal.htm



Use the chart below to show what you already know about Federalism. Then use it to record some things you want to learn from the video. Finally, use it to record the answers you got from watching the video.

A

Federalism

Show What You Know!

Think for a minute about what you already know about the federal government of the United States and how it developed. Answer the questions below before viewing the video. Then come back and see how much you already knew!

1. What is federalism?

Federalism is the division of the decision-making powers between various groups or individuals.

2. What led to our federalist system of government?

The lack of success under the system of confederacy led to the development of our system of Federalism.

3. How are the powers of the federal government divided?

The powers of government are divided among the three branches of government: executive, legislative and judicial at the federal level.

4. How are the branches of the government kept from becoming too powerful?

A system of checks and balances is used to help maintain a balance of power among the three branches of government.

5. Are the rights of state governments guaranteed in the Constitution? If so, how are they guaranteed?

Specific powers of states are not outlined by the Constitution. It lists only a few limitations of state powers in Article One.



Fact or Fiction?

Carefully read each of the following statements. Then put a check mark in the box that represents what you believe about the statement. Is it fact or fiction? You be the judge! Then watch the video. After the video, come back and check the boxes on the right hand side of the sheet. How many did you get right?

Before Viewing

fact/fiction

After Viewing

fact/fiction

☐	☐	Federalism is the form of government used in the U.S. today.	☐	☐
☐	☐	In a federalist system, the federal government must do what the states tell them to do.	☐	☒
☐	☐	Federalism was the original structure of the U.S. government.	☐	☒
☐	☐	Many people did not want federalist system of government for fear of losing their hard-won freedoms gained during the Revolutionary War.	☒	☐
☐	☐	The Bill of Rights guarantees individual liberties like freedom of speech, religion, and legal representation.	☒	☐
☐	☐	A system of checks and balances keeps any one branch of the government from having too much power.	☒	☐
☐	☐	The Supremacy Clause of the Constitution states that no branch of the government can be the supreme law of the land.	☐	☒
☐	☐	No state constitution has more power than another state's constitution.	☒	☐



ANSWER KEY

Watch and Learn!

Fill in the blanks as you watch the video to create a picture of how Federalism works.

A system of government in which decision-making powers are divided among various groups or individuals is called:

Federalism.

A group known as Federalists, proposed the federalist system of government when the original structure of government known

as confederacy was not working so well.

The Federalists were:

Alexander Hamilton,

James Madison, and

John Jay.

The Constitution guarantees individual liberties like freedoms of speech, religion and legal representation.

It was ratified in December, 1791.

The structure of the federal government is outlined in the first

3 articles of the U. S. Constitution.

A system of checks

and balances keeps any one member of the federalist system from gaining too much power.



Who's Got the Power?

As you watch the video, take notes on the blanks below to keep track of the different types of powers that are outlined in the U.S. Constitution.

The Constitution provides for: *Answers may vary but could include:*

Expressed powers such as

having one unified monetary system, a strong military, overseeing trade between the states, overseeing international trade, signing treaties and declaring war.

Implied powers such as

any action necessary to carry out the duties of congress.

Inherent powers such as

any power seen as synonymous with the role of government itself such as dealing with issues of diplomatic relations, treaties and immigration.

Concurrent powers such as

taxation of income and certain products.

Why does the Constitution leave certain powers for the states?

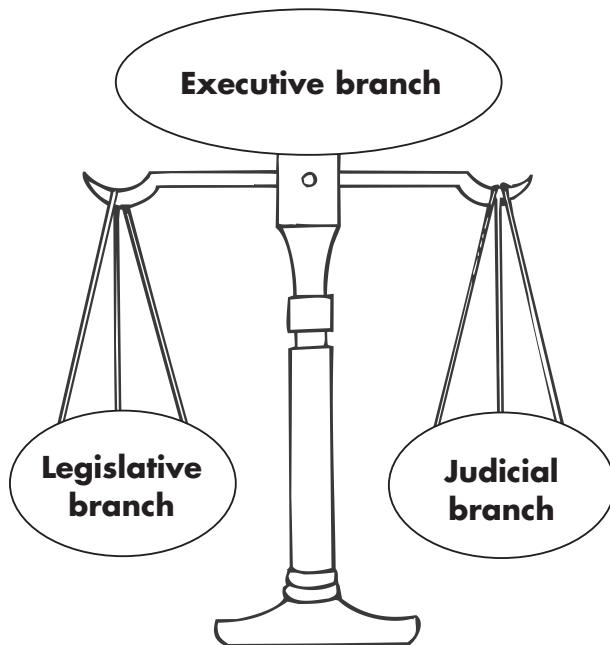
Certain powers are left to states because individual states will always have issues that are unique to their geographic location, environment, culture, and economics.



Checks and Balances

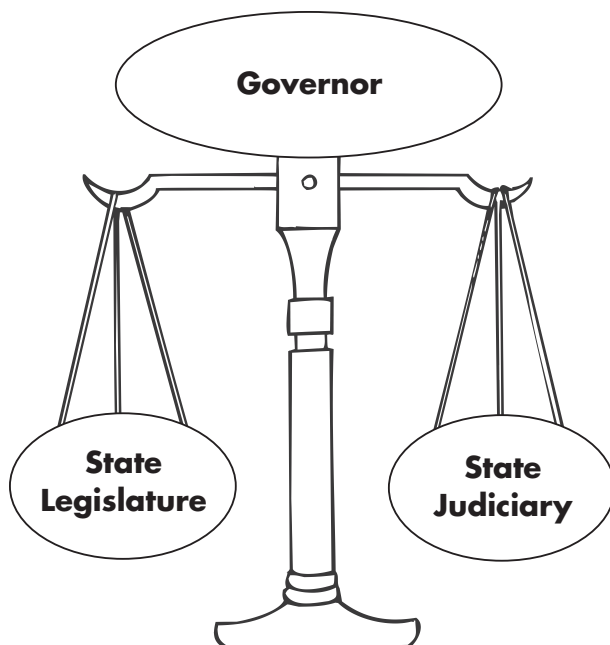
As you watch the video, fill in this graphic organizer using the words on the right to show how the system of checks and balances works at different levels.

Federal Level

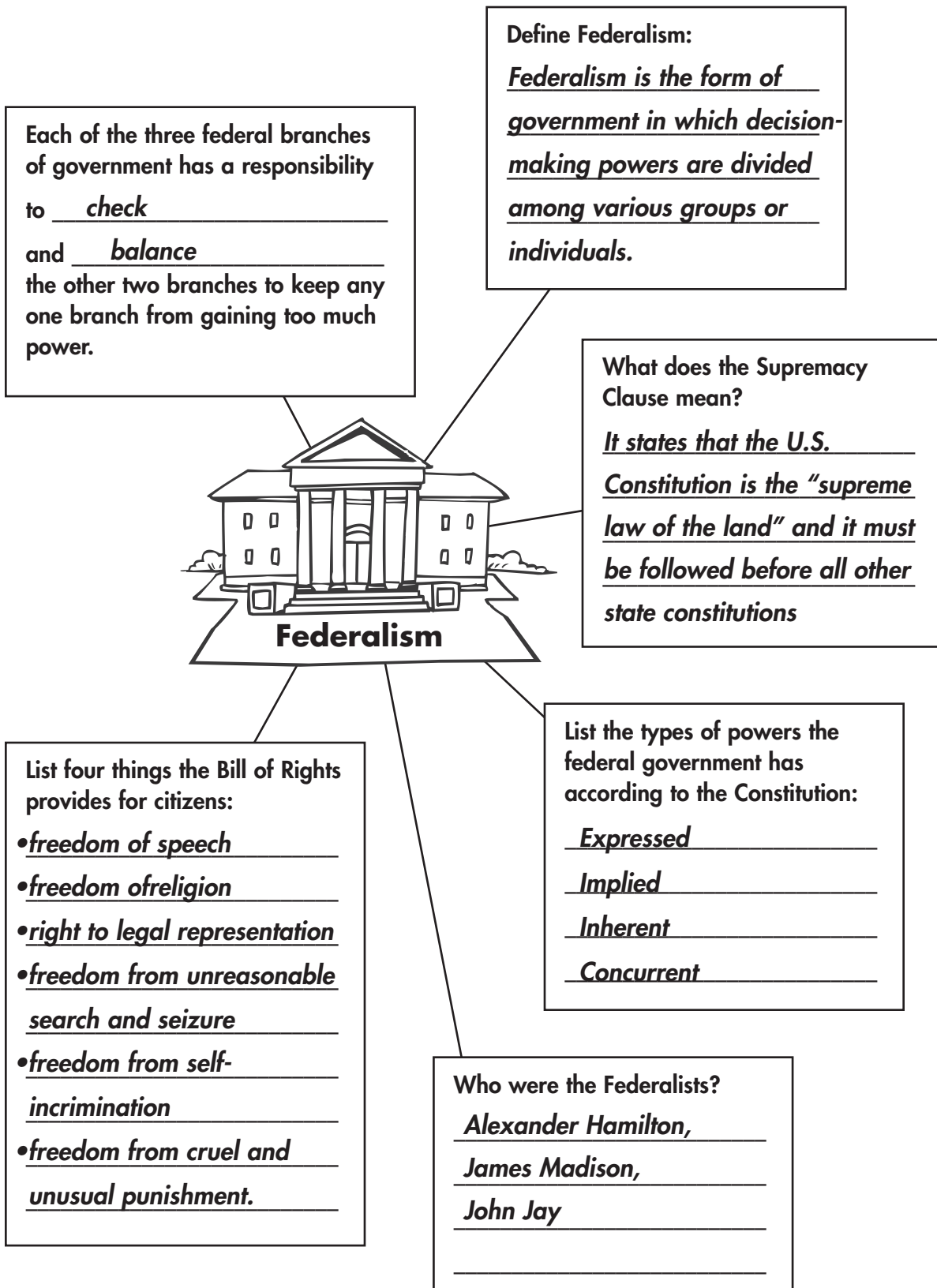


Judicial branch
Executive branch
Legislative branch
State Judiciary
Governor
State Legislature

State Level



How Are They Connected?



Vocabulary Match

Match each term with its correct definition. Write the correct number on the line provided.

<u>10</u> Bill of Rights	1. when disputes arise between states, they are encouraged to work things out through with these.
<u>9</u> Concurrent Powers	2. the clause in the Constitution that declares the Constitution the "supreme law of the land".
<u>5</u> Confederacy	3. a group of people including Alexander Hamilton that proposed the Federalist system of government
<u>4</u> Expressed Powers	4. specific powers of the federal government
<u>6</u> Extradition	5. system of government in which the central government operates under the direction of its members or states
<u>8</u> Federalism	6. sending fugitives back to the state of origination to honor arrest warrants
<u>3</u> Federalists	7. powers that are synonymous with the role of government itself and include diplomatic relations, treaties and immigration.
<u>11</u> Implied Powers	8. a system of government in which decision making powers are divided among various individuals or groups
<u>7</u> Inherent Powers	9. powers shared by the federal and state governments
<u>1</u> Interstate Compacts	10. the first ten amendments to the Constitution
<u>2</u> Supremacy Clause	11. any actions necessary to carry out the duties of Congress

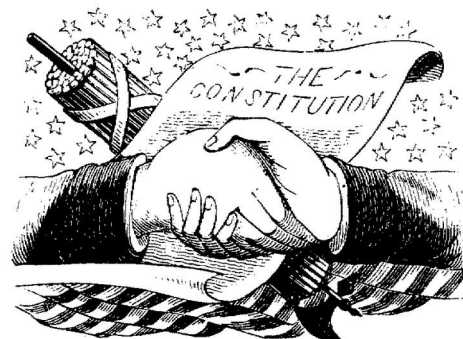


Who Is in Charge?

The Constitution divides powers between the federal and state governments. Fourteen powers, or duties, are listed below. Put a checkmark for each duty under the correct category — federal or state to show which one is in charge of that duty. (Hint: One power will be used more than once.)

Federal State

☒	☐	oversees trade between states
☒	☐	diplomatic relations
☐	☒	public transportation
☒	☐	monitor and print money
☐	☒	maintenance of streets and parks
☒	☐	military
☐	☒	state commerce
☒	☐	treaties
☒	☐	taxation of income and certain products
☐	☒	education
☒	☐	declaring war
☒	☐	immigration
☐	☒	waste disposal
☐	☒	public works



Mystery Word

The words below are from the video you watched about Federalism. Unscramble each word and write it in the blanks provided. Then write the letters from the numbered blanks in the corresponding boxes at the bottom of the page to answer this question:

What was the first formal structure of the U. S. government?

1. tsteniaretp tosmcac

i n t e r s t a t e c o m p a c t s
1

2. tintxreadoi

e x t r a d i t i o n
5

3. rehnenit wpores

i n h e r e n t p o w e r s
3

4. fredaceynco

c o n f e d e r a c y
4

5. pldiime swerpo

i m p l i e d p o w e r s
6 2

6. eiefrsdaml

f e d e r a l i s m
7

7. ursapmyec luceas

s u p r e m a c y c l a u s e
9 8

C O N F E D E R A C Y
1 2 3 4 5 6 5 7 8 1 9



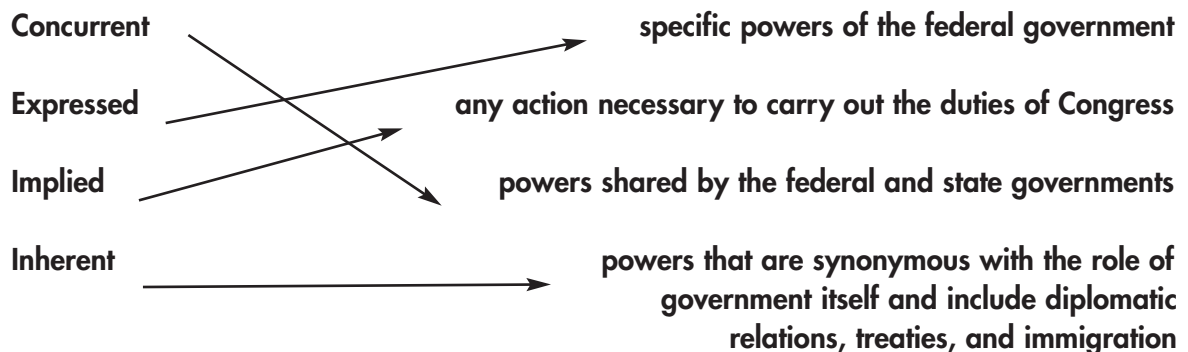
Vocabulary Quiz

Fill in the blanks with the correct word from the word bank.

WORD BANK:	confederacy federalism federalists	bill of rights extradition	supremacy clause interstate compacts
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1. States are required to send fugitives back to the state of origination to honor arrest warrants. This is called extradition.
2. The Bill of Rights is the list of the first ten amendments to the U.S. Constitution which was ratified in December 1791.
3. Hamilton, Madison, and Jay were Federalists, or the group proposing a federalist style of government.
4. The first formal structure of government in the United States was called confederacy.
5. Agreements used by states to settle disputes among themselves are called interstate compacts.
6. Federalism is the system of government in which decision-making powers are divided among various individual or groups.
7. Article VI, section 2 of the Constitution is called the Supremacy Clause.

Match each type of constitutional power to its description below.



Federalism Quiz

Short Answer: Answer each question below in complete sentences.

1. Explain the difference between confederacy and federalism.

Confederacy is a form of government in which the central government must do as the member states tell it. In a federalist style of government, the decision-making powers are divided among various groups so that no one group gets too much power.

2. Explain the purpose of having a system of checks and balances in government.

The system of checks and balances is necessary to keep any one branch of the government from getting too much power or control in the decision-making processes.

3. Explain why the Bill of Rights was written and ratified in 1791.

The Bill of Rights was written to appease those states that were still fearful of losing the rights they had just attained in the Revolutionary war to a new system of government.

True or False: Circle the correct letter. If you think a statement is false, write it as a true statement on the back of this paper.

- T ☒ F All powers of states are outlined in the U.S. Constitution.
- ☒ T F Signing treaties and declaring war are two examples of expressed powers.
- T ☒ F Immigration regulation is an example of a state power.
- T ☒ F There are no concurrent federal and state powers.
- ☒ T F The Supremacy Clause declares the Constitution as the "supreme law of the land."



Script

CAST

Kirsten SchaeferHost

SCENE ONE

Kirsten Schaefer

How many days are there in your school year? Which textbooks do you use? How will the Spanish Club spend its money? What are your school colors?

Every day, decisions are made that affect your school experience. Who makes all of these decisions? The school board? Principal? Department of Education? The federal government? Students? Teachers?

In a well-run system, decision-making powers are divided among various individuals or groups. This is the idea behind a system of government known as **Federalism**.

The national governing body of the United States is often referred to as the “federal government.” Canada, Mexico, Germany, India, and Australia operate under a similar federal system. America’s Founding Fathers designed this federalist system in 1787. But it wasn’t the original structure. The first formal structure of U.S. government was a Confederacy. It was authorized through the Articles of Confederation, which were ratified in 1781.

In a confederacy, the central government operates solely under the direction of its members, or states. So, its authority is weak. Imagine your principal having to make every decision based on what each class told him to do. It might be fun for a day, but you wouldn’t have much respect for his position.

Under the confederacy, the U.S. national government couldn’t negotiate treaties with other countries, supervise foreign or domestic trade, or even coin money. Without a court system or an executive branch, the government couldn’t even enforce its own laws. State leaders knew the confederacy left the nation vulnerable and unproductive. In fact, George Washington called government under the Articles of Confederation, “little more than the shadow without the substance.”



Script

But many still feared a powerful centralized government. They wanted to preserve the freedoms they had fought so hard to win in the Revolution. America's early leaders knew they had to search for a way to balance power and freedom.

A group known as Federalists, including Alexander Hamilton, James Madison, and John Jay, proposed a new system. Their plan was to give certain powers to a central government. They published the Federalist Papers to persuade others of the importance of a strong central government.

It seemed like a wise solution. But the idea wasn't accepted that easily. Anti-Federalists, led by Thomas Jefferson, opposed an overbearing centralized government. They were strong supporters of states' rights. As a Confederacy, each state was free to manage its own economy and collect its own taxes. But even the Anti-Federalists knew the current system wasn't working.

After a lot of compromise, the drafters took all of these concerns into consideration and devised a new charter. This new **federalist** system separated powers between federal and state governments, retaining independent state governments. It also limited any one member from gaining too much power through a system of checks and balances.

SCENE TWO

Kirsten Schaefer

In 1788, the first nine states ratified the U.S. Constitution. To appease the other states, the **Bill of Rights** was added as the first ten amendments to the Constitution. It was ratified in December 1791.

The Bill of Rights guarantees individual liberties, like freedoms of speech, religion, and legal representation. It also protects citizens against unreasonable search and seizure, self-incrimination, and cruel and unusual punishment.

The idea behind the design of the Constitution itself was to assign responsibilities to the level of government that would be most effective in carrying them out.

Naturally, certain powers, like national defense and a unified monetary system, are better left to a central government. States should retain control of things like a court system, public works, and law enforcement within their territory. And states should allow local city and county governments to manage their own matters, like zoning and street maintenance.



Script

To ensure each level of government doesn't exceed its authority, a number of checks and balances were established.

Each of the three federal branches has a responsibility to check and balance the other two branches. This keeps any one branch from gaining too much power. Checks and balances also exist between state and federal levels, individual and state levels, and individual and federal levels.

The Constitution requires both the state and federal governments to acknowledge and protect the specific individual freedoms drawn out in the Bill of Rights. By the same token, individuals must respect the rights of each other. Judicial bodies at the local, state, and federal levels have the right to enforce them with police protection and courts.

The Constitution is very specific about the powers of the federal branches. The structure of the federal government is outlined in the first three articles of the Constitution. Each article carefully describes the organization, specific powers, and limitations of each branch.

If states or individual citizens believe the federal government has acted outside of its Constitutional authority, they can bring suit to the Supreme Court. States and individuals also participate in decision-making at the federal level by electing and writing to legislative representatives.

The fourth article mandates state relations and guarantees each state its own republican form of government. But the specific powers of states are not outlined by the Constitution. It lists only a few limitations of state powers in Article one. Therefore, states are free to conduct their own business as long as they (1) follow rules when dealing with other states, (2) preserve the liberties of individual citizens, and (3) obey those limitations placed on them by the Constitution.

So, every level of government has responsibilities, and every level has to answer to another level if it steps out of line...even the top level. That's what's so ingenious about the Federalist system...no one level or person has free reign over anyone else.



Script

SCENE THREE

Kirsten Schaefer

Certain specific responsibilities are most effectively handled at the national level. The Constitution outlines some specific, or **Expressed Powers** of the federal government. It makes sense to have one unified monetary system. So, the Federal Reserve Bank and the Federal Mint monitor and print money that is used in all fifty states.

A military strong enough to protect a whole nation against threats of outside aggression should be handled collectively. The Department of Defense operates the Army, Navy, Air Force, Marines, and Coast Guards.

The federal government oversees trade between the states, called interstate commerce. It also regulates trade between states and foreign nations, which is known as international trade.

Other Expressed Powers at the national level include international relations, like signing treaties and declaring war.

The national government also has **Implied Powers**, based on the necessary and proper clause under Article 1. The Legislative branch, which is made up representatives of each state (VO) *"...has the power to make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all powers vested... in the government of the United States."*

The founding fathers anticipated a future need for additional laws not specifically mentioned in the original Constitution. The checks and balances of the executive and judicial branches ensure that all new legislation falls within the scope of federal responsibility and is legal according to the Constitution.

The last type of power that lies with the national ruling body is referred to as **Inherent**. Primarily in the area of foreign affairs, these powers are seen as synonymous with the role of government itself, dealing with issues such as diplomatic relations, treaties, or immigration.

The Constitution reserves for the states those powers not specifically assigned to the federal government. However, the federal government has actually extended its influence in a lot of these areas. Included in the expressed powers is the task of *"collecting taxes...and providing for the common defense and general welfare of the United States."*



Script

Money is power, and while the national government can't constitutionally interfere with certain state functions, it does exercise tremendous influence through funding.

Over the past fifty years, many federal agencies have been designed to promote things like the conservation of farmland and air and water quality standards. If certain requirements or standards are not met, the federal agency can cut funding. The federal government can't require compliance, but the funding strongly encourages it.

SCENE FOUR

Kirsten Schaefer

Although the federal government has a lot of influence in state matters, the authority over things like education, public works, and state commerce still lies with each state government. Designed much like the federal government, each state has an executive office, or governor, a legislative body, and a court system.

Allowing states to control their own territories has advantages. While we all share many of the same problems, needs and values, individual states will always have issues that are unique to their geographical location, environment, culture, and economics.

For example, a law regulating ice fishing in Minnesota may not be necessary in sunny California. Under Amendment 10 in the Bill of Rights, states may exercise any power *"not delegated to the United States by the Constitution, nor prohibited by it."*

However, occasionally the boundaries of authority between national and state levels overlap. Some powers are shared, or **concurrent**, including the authority to tax income and certain products. Both federal and state governments assess and collect taxes.

Where this overlap in authority causes a conflict, the Supremacy Clause in Article VI, Section 2 declares the U.S. Constitution the "supreme law of the land." States must honor the federal constitution before their own constitutions. States can impose a tax as long as it does not burden interstate commerce or interfere with a function of the national government.

States also have a responsibility to each other. Three clauses within the Constitution help maintain harmony between states.



Script

First, states are expected to honor each other's public acts, official records, and judicial proceedings.

Second, states are expected to extend to citizens from other states the same rights and privileges granted to their own residents.

And third, states are expected to honor warrants of arrest from other states, and to deliver a captured fugitive back to the state of origination. This is called "extradition."

No state constitution has more power than another. When disputes arise between states, they are encouraged to work it out through peaceful "interstate compacts." If states can't settle their dispute, the federal government has jurisdiction to make a ruling.

In many cases, two or more states depend on the same source for water. When the states can't work out a fair agreement for water rights, the dispute is worked out to the federal level.

SCENE FIVE

Kirsten Schaefer

Each state government divides their territory into districts and counties. Local governments and individuals alleviate some of the states' responsibility by handling their own matters. Public transportation, waste disposal, and maintenance of streets and parks are often handled by city governments.

Having a multi-level governing system is more efficient. Smaller, localized groups shouldn't have to rely on politicians in Washington DC to solve all of their problems.

Keeping the control of local issues close to home also encourages citizens to get involved in matters that directly affect them. Say you have a great idea for solving a littering problem in your community. Your first step would be to present it to your city council.

You have a voice. Your opinion counts at every level. You can address your school board or propose changes to an organization's constitution. You can volunteer to work on a state or national political campaign. You can even contact your state representatives in Washington or e-mail the President!



Script

Federalism, or the division of power between a central government and its member states, truly represents government “of the people, by the people, and for the people.”

Those with power have a tremendous responsibility to use it wisely. The division of powers provided for in the U.S. Constitution is complicated. New problems constantly test government officials, and sometimes require the Supreme Court to interpret who has the jurisdiction to handle them.

The Framers’ original intent is a continuous source of political debate. “Centralists” and “de-centralists” argue for more or less government control over public concerns.

It is this continuous debate that keeps the U.S. Constitution alive. This living, breathing document preserves the welfare of its 285 million citizens. As the world keeps changing, the federalist structure of government remains strong and consistent, but flexible enough to meet new demands.