

Social Studies Lesson Plan Template v. 3

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Lesson Title/#: Government Smackdown: Federalism

Grade Level: 11th/12th Grade Government

Essential Question: State Government or Federal Government: Who has the power?

Lesson Foundations

<p>Content Standards</p>	<p><u>Ohio American Government 19 Standard:</u> As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States.</p> <p><u>CCSS.ELA-Literacy.RH.11-12.7:</u> Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p>		
<p>Learning Objective(s)</p>	<ol style="list-style-type: none"> 1. Students will examine the idea of Federalism by looking at Ohio's Issue 3. 2. Students will decide which level of government has/should have the ultimate authority over the issue. 	<p>Assessment(s)</p> <p>Include LO being addressed</p>	<ol style="list-style-type: none"> 1. <i>Origins</i> Article Discussion <ul style="list-style-type: none"> • LO 1/LO 2 2. Is It Legal Activity <ul style="list-style-type: none"> • LO 1 3. Is It Legal Discussion <ul style="list-style-type: none"> • LO 1 4. What's The Point Discussion <ul style="list-style-type: none"> • LO 1 5. Potential Problems Video Discussion <ul style="list-style-type: none"> • LO 1/LO 2 6. Federalism Discussion <ul style="list-style-type: none"> • LO 1/LO 2

			7. Exit Slip • LO 1/LO 2
Materials	<p>Teacher</p> <ul style="list-style-type: none"> • Projector • PowerPoint • Paper/Pencils • Is It Legal Activity Sheet (30 copies) • Discussion Organizer (30 copies) • Exit Ticket Slips • Resources <ul style="list-style-type: none"> ○ Siff, S. (n.d.). December 13th: Celebrating Repeal with a Drink, Not a Joint. https://origins.osu.edu/milestones/december-2013-celebrating-repeal-drink-not-joint ○ Ohio Marijuana Legalization Initiative, Issue 3 (2015). https://ballotpedia.org/Ohio_Marijuana_Legalization_Initiative_Issue_3_%282015%29 ○ NORML: Working to reform marijuana laws. http://norml.org/ ○ Marijuana: State statutes contradict federal law. (2013, January 23). https://www.youtube.com/watch?v=CYCXqqSMOnI ○ Marijuana Resource Center: State Laws Related to Marijuana. https://www.whitehouse.gov/ondcp/state-laws-related-to-marijuana <p>Students</p> <ul style="list-style-type: none"> • Paper/Pencils 		

Instructional Procedures/Steps

	Teacher will...	Student will...
	Instructional procedure, questions you will ask, checks for understanding, and evidence of culturally responsive teaching practices	What will students be doing? What evidence of learning will students demonstrate? Student-centered learning/Opportunities for Practice and Apply
Opening ____16____ Minutes	<p>1) Set Up</p> <ul style="list-style-type: none"> • Make copies <ul style="list-style-type: none"> ○ Is It Legal Activity Sheet ○ Discussion Organizer ○ Exit Ticket Slip 	<p>1) Set Up</p> <ul style="list-style-type: none"> • Sit in groups of five • Grab Is It Legal Activity Sheet from table by the door • Grab Discussion Organizer from table by the door

	<ul style="list-style-type: none"> • Set up projector/PowerPoint • Arrange desks in groups of five <p>2) <i>Origins</i> Article Refresher (4 mins)</p> <ul style="list-style-type: none"> • Ask students to retrieve laptops from the cart and pull up the <i>Origins</i> article https://origins.osu.edu/milestones/december-2013-celebrating-repeal-drink-not-joint <ul style="list-style-type: none"> ○ Or have paper copies ready for students • Explain Directions <ul style="list-style-type: none"> ○ Students have three minutes to review the article that they were supposed to read the night before • Give students three minutes to read the article • Assist students who are struggling to pull up the article online <p>3) <i>Origins</i> Article Discussion (14 mins)</p> <ul style="list-style-type: none"> • Explain Directions <ul style="list-style-type: none"> ○ Take six minutes to discuss the following questions <ul style="list-style-type: none"> ▪ What does the author say people are really celebrating on Repeal Day? ▪ Why is this important? • Check in with groups as they are discussing questions • Extension/Clarifying Questions <ul style="list-style-type: none"> ○ Why does the author believe state 	<p>2) <i>Origins</i> Article Refresher (4 mins)</p> <ul style="list-style-type: none"> • Students will retrieve laptops from the cart and pull up the <i>Origins</i> article https://origins.osu.edu/milestones/december-2013-celebrating-repeal-drink-not-joint <ul style="list-style-type: none"> ○ Or paper copies • Listen to directions and ask questions as needed • Students will take three minutes to review the article that they read the night before <p>3) <i>Origins</i> Article Discussion</p> <ul style="list-style-type: none"> • Listen to directions and ask questions as needed • Students will take six minutes to discuss the following questions <ul style="list-style-type: none"> ○ What does the author say people are really celebrating on Repeal Day? <ul style="list-style-type: none"> ▪ Reinstated power and responsibility of state and local governments to regulate the production of alcohol and to profit from taxing it. ○ Why is this important? <ul style="list-style-type: none"> ▪ Means that there was conflict between state and federal government ▪ Federal government took too much power ▪ Similar argument over marijuana today
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	<p>governments should have this power?</p> <ul style="list-style-type: none"> ○ Is conflict between state/national government good or bad? Why or why not? <p>• Review discussion questions as a class</p>	<ul style="list-style-type: none"> • Students will respond to the teacher’s Extension/Clarifying Questions <ul style="list-style-type: none"> ○ Why does the author believe state governments should have this power? <ul style="list-style-type: none"> ▪ Reserved Power <ul style="list-style-type: none"> • Not mentioned in the Constitution so it should be a state power ○ Is conflict between state/national government good or bad? Why or why not? <ul style="list-style-type: none"> ▪ Bad <ul style="list-style-type: none"> • Leads to confusion among the people ▪ Good <ul style="list-style-type: none"> • Conflict leads to better compromises
<p>Instruction ____64____ Minutes</p> <p>Procedures and steps to the lesson.</p>	<p>1) Transition to Instruction (1 min)</p> <ul style="list-style-type: none"> • You are exactly right. The earlier battle between state and federal governments over the regulation of alcohol is very similar to the current battle over marijuana regulation, which is what we are going to be analyzing today. <p>2) Overview of Issue 3 (10 mins)</p> <ul style="list-style-type: none"> • Ask students to pull up Ohio Marijuana Legalization Initiative, Issue 3 (2015). https://ballotpedia.org/Ohio_Marijuana_Legalization_Initiative_Issue_3_%282015%29 on their laptops • Explain Main Points of Issue 3 with corresponding PowerPoint slides • Allow students to explore the website for five minutes in their groups 	<p>1) Transition to Instruction (1 min)</p> <ul style="list-style-type: none"> • Listen and ask questions as needed <p>2) Overview of Issue 3 (10 mins)</p> <ul style="list-style-type: none"> • Students will pull up Ohio Marijuana Legalization Initiative, Issue 3 (2015). https://ballotpedia.org/Ohio_Marijuana_Legalization_Initiative_Issue_3_%282015%29 on their laptops • Students will listen and take notes in their discussion organizer • Students will explore the website for five minutes in their groups <ul style="list-style-type: none"> ○ Students will find at least 3 interesting facts

	<ul style="list-style-type: none"> ○ Take five minutes to familiarize yourself with the website and look for any information you may find interesting <p>3) Is It Legal Activity (10 mins)</p> <ul style="list-style-type: none"> • Ask students to pull out their Is It Legal Activity Sheets • Explain Directions <ul style="list-style-type: none"> ○ Work in your groups to figure out whether the actions listed on the sheet would be legal under Issue 3 (state law) and/or federal law ○ After you have finished with the five actions, answer the short response question at the bottom of the page ○ You have 10 minutes to complete the activity • Check in with groups as they work <p>4) Is It Legal Review (15 mins)</p> <ul style="list-style-type: none"> • Explain directions <ul style="list-style-type: none"> ○ Each group will present their answer to an action and explain why they chose the answer they did • Facilitate Is It Legal review • Correct incorrect answers and explain why the correct answer is correct • Facilitate class discussion of short answer responses <ul style="list-style-type: none"> ○ Ask short answer questions: What common themes did you notice? ○ How can state law contradict federal law? <p>5) What's The Point? (8 mins)</p> <ul style="list-style-type: none"> • Transition <ul style="list-style-type: none"> ○ Exactly. In the United States, power is 	<p>they want to share in their group</p> <p>3) Is It Legal Activity (10 mins)</p> <ul style="list-style-type: none"> • Students will pull out their Is It Legal Activity Sheets • Students will listen to directions and ask questions as needed • Students will work in their groups to figure out whether the actions listed on the sheet would be legal under Issue 3 (state law) and/or federal law <ul style="list-style-type: none"> ○ After students have finished with the five actions, they will answer the short response question at the bottom of the page • Short answer question: What common themes do you notice <ul style="list-style-type: none"> ○ All actions involving marijuana are illegal under federal law <p>4) Is It Legal Review (15 mins)</p> <ul style="list-style-type: none"> • Listen to directions and ask questions as needed <ul style="list-style-type: none"> ○ Each group will present their answer to an action and explain why they chose the answer they did ○ Students will answer/discuss the following question <ul style="list-style-type: none"> ▪ How can state law contradict federal law? <ul style="list-style-type: none"> • State governments and the federal government have distinct powers <p>5) What's The Point? (8 mins)</p> <ul style="list-style-type: none"> • Transition <ul style="list-style-type: none"> ○ Listen and take notes in their discussion
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	<p>split between state governments and the federal government. This is called federalism.</p> <ul style="list-style-type: none"> • What are some potential problems with federalism? <p>6) Potential Problems Videos (20 mins)</p> <ul style="list-style-type: none"> • Transition. These are all some potential problems with federalism. Now, we are going to watch a video that shows how some of these potential problems play out in real life through the marijuana regulation example we have been discussing. • Show discussion questions for after the video <ul style="list-style-type: none"> ○ Keep these questions in mind as you watch the video. I highly suggest taking notes in your discussion organizer as you watch the video • Show video www.youtube.com/watch?v=CYCXqqSMOnI • Group Discussions <ul style="list-style-type: none"> ○ Explain Directions <ul style="list-style-type: none"> ▪ Discuss the questions in your groups and write down your answers ○ Check in with groups as they work • Class Discussion <ul style="list-style-type: none"> ○ Correct any incorrect answers for first three questions <ul style="list-style-type: none"> ▪ What is the contradiction? ▪ Which law is supreme and why? ▪ What are the consequences for 	<p>organizers</p> <ul style="list-style-type: none"> • What are some potential problems with federalism? <ul style="list-style-type: none"> ○ Contradicting laws ○ Confusion for citizens ○ Power conflicts between state governments and federal government ○ Expensive legal battles <p>6) Potential Problems Videos (20 mins)</p> <ul style="list-style-type: none"> • Listen to transition/directions • Read discussion questions • Take notes in their discussion organizers as they watch the video www.youtube.com/watch?v=CYCXqqSMOnI <ul style="list-style-type: none"> • Group Discussions <ul style="list-style-type: none"> ○ Listen to directions and ask questions as needed ○ Students will discuss the following questions in their groups <ul style="list-style-type: none"> ▪ What is the contradiction? <ul style="list-style-type: none"> • California law permits the man to sell marijuana • Federal law prohibits the sale of marijuana ▪ Which law is supreme and why? <ul style="list-style-type: none"> • Federal Law
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	<p>violating the federal law?</p> <ul style="list-style-type: none"> ○ Facilitate class discussion of the last question <ul style="list-style-type: none"> ▪ Is this fair? Why or why not? Support your answer with evidence from the Is It Legal activity and video. 	<ul style="list-style-type: none"> • Supremacy Clause <ul style="list-style-type: none"> ▪ What are the consequences for violating the federal law? <ul style="list-style-type: none"> • Federal Prison • Expensive fines • Class Discussion <ul style="list-style-type: none"> ○ Students will correct any incorrect answers for first three questions <ul style="list-style-type: none"> ▪ What is the contradiction? ▪ Which law is supreme and why? ▪ What are the consequences for violating the federal law? ○ Students will discuss the last question as a class <ul style="list-style-type: none"> ▪ Is this fair? Why or why not? Support your answer with evidence from the Is It Legal activity and video. <ul style="list-style-type: none"> • Yes <ul style="list-style-type: none"> ○ Federal law is supreme according to the Supremacy Clause. Citizens must obey the supreme law • No <ul style="list-style-type: none"> ○ Federal government should not have power over this issue, therefore state laws concerning marijuana are the only laws that matter
<p>Closure <u> 10 </u> Minutes</p>	<p>1. Federalism Discussion (6 mins)</p> <ul style="list-style-type: none"> • Explain Directions <ul style="list-style-type: none"> ○ We have learned a lot about the problems with federalism today. So in 	<p>1. Federalism Discussion (6 mins)</p> <ul style="list-style-type: none"> • Listen to directions and ask questions as needed • Students will discuss in groups whether federalism can actually work and whether it is working in the

	<p>your groups I want you to discuss whether federalism can actually work and whether it is working in the United States today. Use examples from the Is It Legal Activity and video.</p> <ul style="list-style-type: none"> • Check in with groups and ensure they are staying on task • Ask clarifying questions <ul style="list-style-type: none"> ○ Why do you think Federalism can work? ○ Can you provide me with an example to support your opinion? <p>2. Exit Slip (4 mins)</p> <ul style="list-style-type: none"> • Explain Directions <ul style="list-style-type: none"> ○ Now that you have had time to discuss the question in your groups, I want you to write down what you personally believe about Federalism by answering the following question. <ul style="list-style-type: none"> ▪ Does Federalism work or does the United States need a new system of government? Why or why not? Defend your answer with evidence from the Origins article and video. • Collect Exit Ticket slips on students' way out of the classroom 	<p>United States today. The will use examples from the Is It Legal Activity and video.</p> <ul style="list-style-type: none"> ○ Federalism Can Work <ul style="list-style-type: none"> ▪ With clear separation of powers Federalism can work ▪ Courts need to recognize/protect power of the states ○ Federalism Can't Work <ul style="list-style-type: none"> ▪ Federal government will always be power hungry and try to intrude on state powers ▪ Courts do not do enough to protect the powers of the states against federal government <p>2. Exit Slip (4 mins)</p> <ul style="list-style-type: none"> • Listen to directions/ask questions as needed • Students will write down what they personally believe about Federalism by answering the following question. <ul style="list-style-type: none"> ○ Does Federalism work or does the United States need a new system of government? Why or why not? Defend your answer with evidence from the Origins article and video. <ul style="list-style-type: none"> ▪ Federalism works <ul style="list-style-type: none"> • Needs improvement, but overall the system works • Has been working for over 200 years • Conflict between state and federal governments are bound to happen, but great compromises can be made • States need the ability to create laws that cater to the unique needs of their people/region
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		<ul style="list-style-type: none">▪ Federalism does not work<ul style="list-style-type: none">• Too confusing• Federal government too powerful for state governments to work effectively• Federal government is better than state governments• Students will turn in Exit Ticket slips on their way out of the classroom
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