

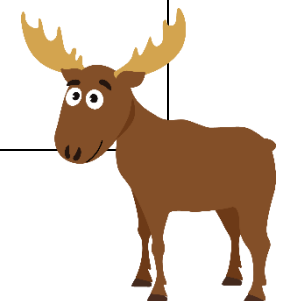
Name _____

My School and Federalism

Imagine that your school is a country. Our country has a system called **federalism**, which is government that is divided into federal (or national), state, and local governments. Each of these governments has its own roles and responsibilities.

Think about your school district and the responsibilities each group has. How do those match up to the country?

School Group & Responsibilities in School	Federal Government, State Government, or Local Government? Responsibilities in Country?
<p>District Office (Superintendent, Assistant Superintendent, Curriculum Office, Human Resources, etc.)</p> <ul style="list-style-type: none"> • Unifies all the schools in the district (high school, middle school, elementary school) • Makes calendar for district • Makes budget for schools • Makes bus schedules for schools • Doesn't get involved in day-to-day running of schools • Communicates with the state and other districts • Handles mail within the district • Gives extra support to schools as necessary • Makes health decisions for whole district • Makes snow-day and other closure decisions for the schools 	





Lesson 18.3: Federalism and the Separation of Powers

Front Office

(Principal, Counselor, Secretary, etc.)

- Make rules for the school
- Makes sure people follow the school rules and disciplines if necessary
- Unifies the school
- Settles problems among students and among teachers
- Gives extra support to teachers as necessary
- Doesn't get involved in day-to-day running of classrooms
- Handles money and supplies for the school
- Communicates with other schools in district

Classroom Teachers

- Each have their own classroom
- Listens to front and district office about schedule, days off, school policies
- Makes rules for their classroom but follows school and district rules
- Get supplies from the front office and gives to students
- Organizes learning for students throughout the year, gives grades, helps and teaches as necessary
- Marks students present, absent, tardy
- Keeps classroom clean and sets systems in place for organization
- Settles problems among students unless too big and needs to involve front office



My School and Federalism

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<p style="text-align: center;">School Group & Responsibilities in School</p>	<p style="text-align: center;">Federal Government, State Government, or Local Government? Responsibilities in Country?</p>
<p>District Office (Superintendent, Assistant Superintendent, Curriculum Office, Human Resources, etc.)</p> <ul style="list-style-type: none"> • Unifies all the schools in the district (high school, middle school, elementary school) • Makes calendar for district • Makes budget for schools • Makes bus schedules for schools • Doesn't get involved in day-to-day running of schools • Communicates with the state and other districts • Handles mail within the district • Gives extra support to schools as necessary • Makes health decisions for whole district • Makes snow-day and other closure decisions for the schools 	<p>Federal government (President, Vice-President, Congress, Supreme Court)</p> <ul style="list-style-type: none"> • Makes laws for the country • Makes sure people and states follow the laws and punishes if necessary • Unifies the country • Settles problems among states and among local governments • Doesn't usually get involved in day-to-day running of states • Handles currency and trade for the country • Organizes mail through the country • Communicates with other countries • Gives special support to states as necessary, like natural disasters • Makes decisions about national holidays



Lesson 18.3: Federalism and the Separation of Powers

<p>Front Office (Principal, Counselor, Secretary, etc.)</p> <ul style="list-style-type: none">• Make rules for the school• Makes sure people follow the school rules and disciplines if necessary• Unifies the school• Settles problems among students and among teachers• Gives extra support to teachers as necessary• Doesn't get involved in day-to-day running of classrooms• Handles money and supplies for the school• Communicates with other schools in district	<p>State governments (Governor, state legislature, state courts)</p> <ul style="list-style-type: none">• Each has their own state to run within country• Listens to federal government about national holidays, time zones, national laws• Makes laws for their state but follows country laws• Gets supplies/help from the federal government and gives to the local governments• Organizes policies for local governments, checks on them, helps and guides as necessary• Marks people married, deceased, divorced, gives drivers' licenses, runs state elections• Is in charge of public health and the legal system and supporting education systems• Settles problems among local governments unless problems are too big and need federal government• Works with other states on matters that concern both
<p>Classroom Teachers</p> <ul style="list-style-type: none">• Each have their own classroom• Listens to front and district office about schedule, days off, school policies• Makes rules for their classroom but follows school and district rules• Get supplies from the front office and gives to students• Organizes learning for students throughout the year, gives grades, helps and teaches as necessary• Marks students present, absent, tardy• Keeps classroom clean and sets systems in place for organization• Settles problems among students unless too big and needs to involve front office	<p>Local governments (Town offices, mayor or select board or town council, police)</p> <ul style="list-style-type: none">• Point of the country is to serve the needs of the local governments and people• Each local government or town belongs to a state• Towns follow federal laws, and follow and help make state laws• They have money from the federal government and the state government• They take care of their needs and local government with help from the state• They handle their own work like schools and police and are responsible for how their people live• They have their own policies and laws and must function within budget• They follow state policies but are each independent; communicate with state about people dying or marrying in their town



Name _____

The Structure of Government Reading

1. What is **federalism**?

2. Write the name of each level of government and then make notes below on what they each do in Americans' lives.



Lesson 18.3: Federalism and the Separation of Powers

3. Draw two ways federalism has been viewed. Which makes more sense to you?
4. The federal government maintains the relationships of the United States with other countries and governs our national currency (money). Why are these best done at the national level?
5. The states set rules for businesses and issue drivers' licenses, among other things. What are the benefits of having these decisions made at the state level?
6. Who is the highest power in the country, the federal government, the state government, or the local government? Why do you think this is so?



The Structure of Government Reading

1. What is **federalism**?

Federalism is when we split the government into different levels in order to limit the power of government. We have federal, state, and local governments that all share power between them.

2. Write the name of each level of government and then make notes below on what they each do in Americans' lives.

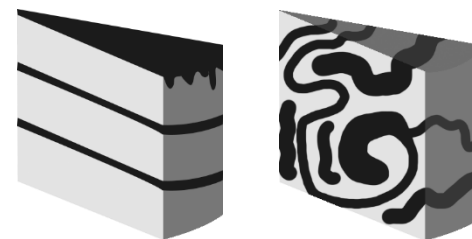
Federal	State	Local
<ul style="list-style-type: none"> • Governs whole nation • Unifies all 50 states • Runs the relationship with other countries • Organize business between states and across state lines • Creates and organizes national currency (money) • Runs the U.S. mail 	<ul style="list-style-type: none"> • Runs more of the day-to-day parts of people's lives like driver's licenses and rules for in-state businesses • Organizes most of the legal system: trying people for breaking the law and punishing the guilty • Runs elections • Marriage and birth certificates • Supports education • Makes laws for public health • Maintains state highways and bridges, lakes and rivers, and park systems 	<ul style="list-style-type: none"> • Runs schools • Runs the police and fire departments • Maintains roads in towns and cities (paving and snow removal) • Maintains public libraries • Takes care of local parks and trails • Town governments govern people the most directly and are the government with which people have the most interaction.



Lesson 18.3: Federalism and the Separation of Powers

3. Draw two ways federalism has been viewed. Which makes more sense to you?

I think a marble cake makes more sense because the different levels of government do interact and don't just do their own things.



4. The federal government maintains the relationships of the United States with other countries and governs our national currency (money). Why are these best done at the national level?

I think this is because sometimes the U.S. needs to be united. We have to act as one nation when dealing with other countries. And we can't have more than one currency—it would be silly if all the states had their own money! How would people in New Hampshire buy things in Massachusetts and Maine?

5. The states set rules for businesses and issue drivers' licenses, among other things. What are the benefits of having these decisions made at the state level?

I think that it is good to have as many decisions and policies as possible made at the state level so they are closer to people and people can interact with the government that makes that rule or license. Plus, states should have their own identity, like on license plates, so people feel like they belong to the state as well as the nation.

6. Who is the highest power in the country, the federal government, the state government, or the local government? Why do you think this is so?

I think the federal government because if the levels disagree, someone has to have the last word. The U.S. Constitution created the government and the nation so the federal government should be the highest. Plus, all 50 states are supposed to be equal and towns need to be equal within a state, so the federal government needs to be in charge.



Name _____

Interacting with My Governments

Every day we have interactions with our local, state, and federal governments. Think of all the things that you have done over the past week. Which activities have involved interaction with some level of government?

Activity	What role did government play?	What level(s) of government was involved?



Interacting with My Governments

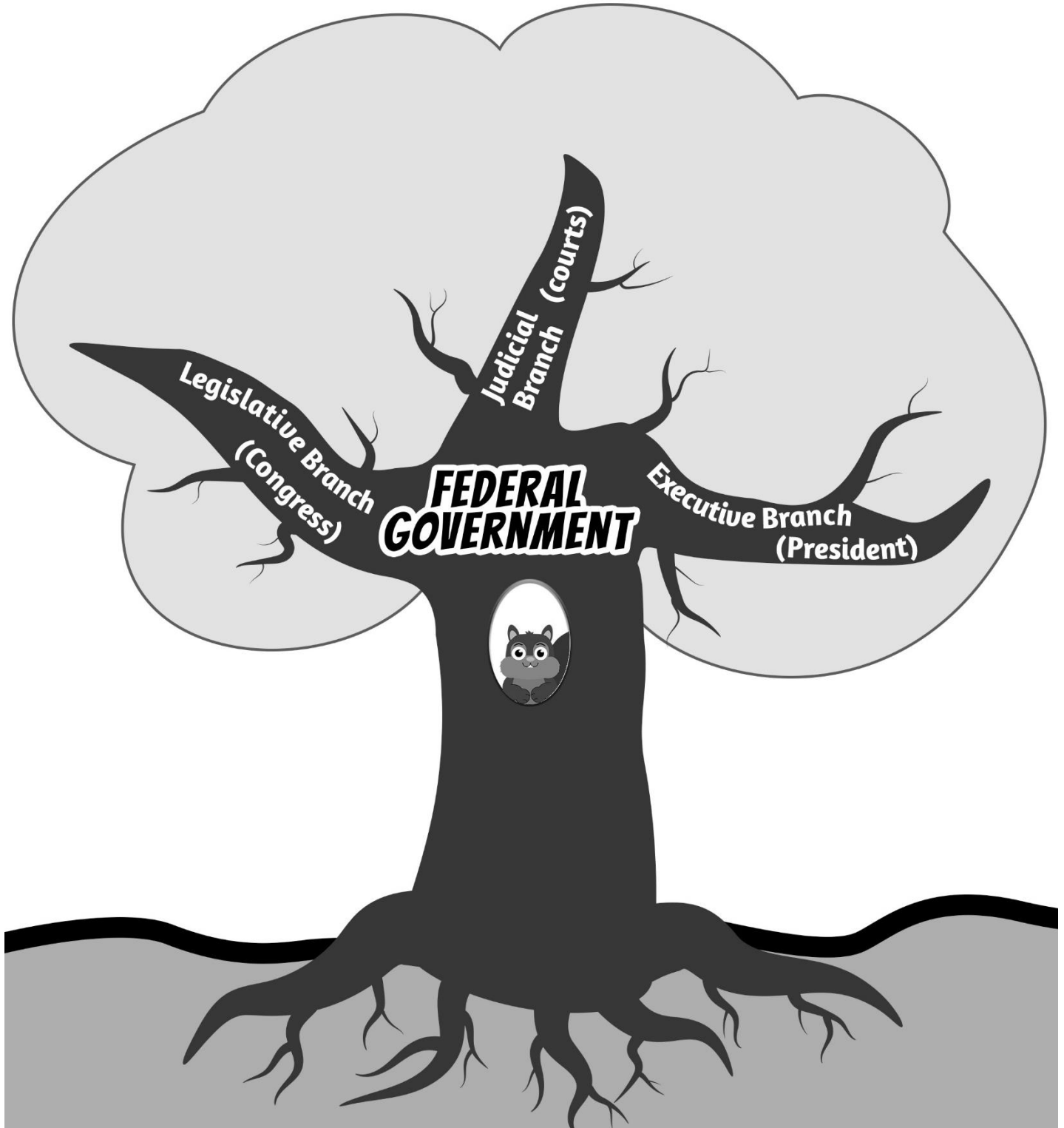
Every day we have interactions with our local, state, and federal governments. Think of five things that you have done over the past week. How was government involved in these activities?

Activity	What role did government play?	What level(s) of government was involved?
Went to school	Government runs the school.	Mostly local government, but federal and state too
Rode my bike to my friend's house	Government built and maintains the road.	Mostly local government since I was on back roads
Played soccer	Community recreation department makes the teams and keeps the fields ready to play on.	Local government
Bought groceries at the store	Government made sure the food was safe to sell. Government made the money we used.	Federal government regulated the food and made the money.
Read a book from the library	Government operates the library.	Local town government



The Three Branches of the Tree of Liberty

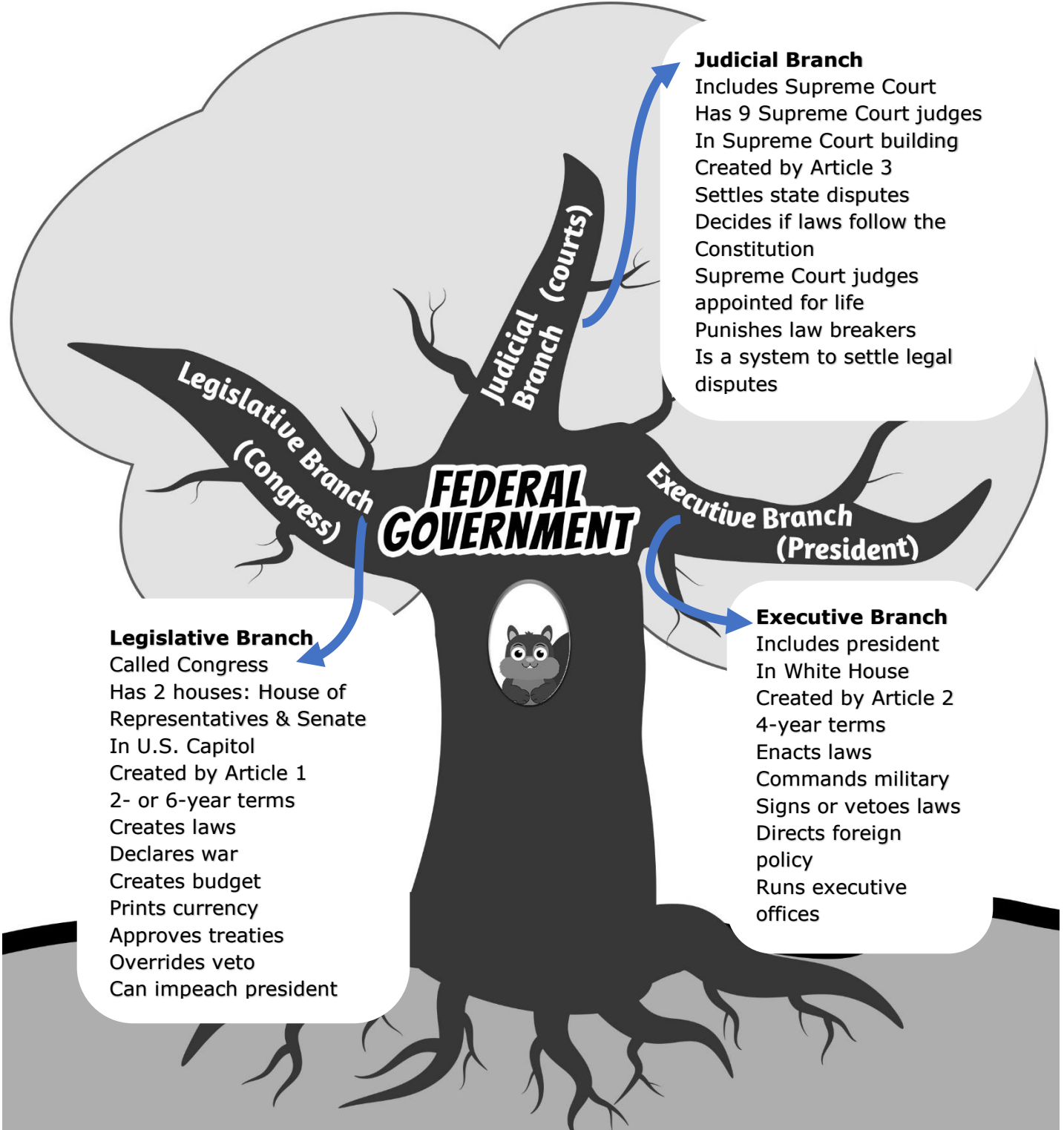
The U.S. Constitution divides the federal government into three branches: the legislative, the executive, and the judicial. Take notes on the three branches below.





The Three Branches of the Tree of Liberty

The U.S. Constitution divides the federal government into three branches: the legislative, the executive, and the judicial. Take notes on the three branches below.





Which Branch?

Created by Article 1	Is a system to settle legal disputes	In U.S. Capitol	Creates laws
Includes Supreme Court	Created by Article 3	Has 9 Supreme Court judges	Supreme Court judges appointed for life
Settles state disputes	Called Congress	Decides if laws follow the Constitution	In Supreme Court building
4-year term	Enacts laws	Commands military	Signs or vetoes laws
Punishes law breakers	Has 2 houses: House of Representatives & Senate	2- or 6-year terms	Declares war



Lesson 18.3: Federalism and the Separation of Powers

Creates budget	Prints currency	Approves treaties	Overrides veto
Can impeach president	Includes president	In White House	Created by Article 2
Runs executive offices	Directs foreign policy		



Name _____

Balancing Powers

In federalism, sometimes there are clear boundaries between the roles and responsibilities of the different levels of government, but often these levels become mixed with the governments working together to provide services. Complete the chart below for how you feel decisions should be made in your household.

Decisions My Parents or Guardians Should Make	Decisions We Should Make Together	Decisions I Should Make Alone





Balancing Powers

In federalism, sometimes there are clear boundaries between the roles and responsibilities of the different levels of government, but often these levels become mixed in different ways with the governments working together to provide services. Complete the chart below for how you feel decisions should be made in your household.

Decisions My Parents or Guardians Should Make	Decisions We Should Make Together	Decisions I Should Make Alone
What to have for dinner	When to do my homework	What to wear in the morning
What chores I need to do	How much screen time to have and when	How to spend allowance or gift money
How to spend money for groceries and on gas	When to go to bed and get up	When to clean my room and make my bed



Name _____

N.H. State Government

The U.S. federal government and the N.H. state government have the same basic three-branch structure because the people who created them shared the same ideas about American government and democracy. However, there are important differences. Use the Unit 18 student content reading "The Structure of Government" in the "State and Local Government" tab to read about the ways in which N.H. government is different from U.S. government.

1. What is the legislative branch called in New Hampshire? Why is this special?	
2. What is the N.H. General Court known as? Why? Why is this special?	
3. How is the New Hampshire executive branch different? How does it work?	
4. In New Hampshire, judges do not serve for life. How long do they serve? Do you think this is a good idea?	
5. Where is the state government based? What buildings?	



New Hampshire State Government

The United States federal government and the New Hampshire state government have the same basic three-branch structure because the people who created them shared the same ideas about American government and democracy. However, there are important differences. Use the Unit 18 student content reading "The Structure of Government" in the "State and Local Government" tab to read about the ways in which N.H. government is different from U.S. government.

<p>1. What is the legislative branch called in New Hampshire? Why is this special?</p>	<p>It is called the General Court. This is special because when we see "court" we usually think of it as the legal system where people are put on trial for crimes. But in our state it means the legislative branch too.</p>
<p>2. What is the N.H. General Court known as? Why? Why is this special?</p>	<p>It is known as a citizen legislature because all the people who serve in it make only \$100 a year. This means they have to have other, real jobs to make money, and it means that really the citizens rather than politicians run the state.</p>
<p>3. How is the New Hampshire executive branch different? How does it work?</p>	<p>It is different because although we have a governor as the head of the executive branch, we also have an executive council who advise the governor. There are five people on the council elected from all around the state and a majority of them have to agree in order for the governor to do anything.</p>
<p>4. In New Hampshire, judges do not serve for life. How long do they serve? Do you think this is a good idea?</p>	<p>Judges serve from the time they are appointed until they are 70. In the Supreme Court, they serve "for life" or until they retire. I like that New Hampshire has an age limit because I think someone may not always want to leave their job even though it might be time because they are getting old. This makes it so that they will enjoy their retirement.</p>
<p>5. Where is the state government based? What buildings?</p>	<p>It is based in the state capital, Concord. The executive and legislative branch work in the N.H. Sate House, while the N.H. Supreme Court is in The Heights.</p>



Checks & Balances Simulation

Our federal and state governments not only divide the powers between three branches of government, but they also establish a system through which branches can check and balance each other. In this simulation, your group will represent the federal government and must decide how to spend \$20 to purchase supplies for your classroom.

Legislative Branch (3+ Students): Decides how money will be spent.

Executive Branch (2 Students): Controls and spends the money on programs.

Judicial Branch (3 Students): Rules on any challenges.

1. Each group of students should select a spokesperson.
2. The "Legislative Branch" meets to decide how to spend the \$20 (use the "Cost of Simulation Supplies" worksheet to present your proposal to the Executive Branch).
3. The "Executive Branch" meets to discuss whether to approve or veto the proposal presented. If changes are desired, the group spokesperson writes "VETO" across the proposal and returns it to the Legislative Branch. The Executive Branch can make recommendations on the back of the proposal. If the Executive Branch approves of the proposal, the group spokesperson signs the bottom of the proposal.
4. If the original proposal was vetoed by the "Executive Branch," the "Legislative Branch" meets again to rewrite the proposal using a clean proposal sheet and presents it to the "Executive Branch" to be signed by their spokesperson OR can override the veto with a two-thirds majority.
5. Ask your teacher or another student (the "public") to challenge one element of the proposal. The "Judicial Branch" meets to rule on the challenge. If the "Judicial Branch" agrees with the challenge, the proposal is sent back to the "Legislative Branch" for one final change and is then signed by the "Executive Branch." If the "Judicial Branch" disagrees with the challenge, the proposal becomes a law.



Name _____

Costs of Supplies Simulation – Each Item is \$1.00

You have \$20 to spend on classroom supplies. How will you spend it?

Item	Quantity	Total Price
Set of 24 Crayons		
Set of 12 Markers		
Set of 6 Erasable Colored Pencils		
1 Clipboard		
Set of 4 Dry Erase Markers		
50 Pieces of Colored Paper		
100 Stickers		
3 Glue Sticks		
1 Pair of Scissors		
2 Mini Dry Erase Boards		
4 Granola Bars		
1 Deck of Playing Cards		
1 Tennis Ball		
1 Whistle		
Total (Must Equal \$20):		

Signature _____



Costs of Supplies Simulation – Each Item is \$1.00

You have \$20 to spend on classroom supplies. How will you spend it?

Item	Quantity	Total Price
Set of 24 Crayons	1	\$1
Set of 12 Markers	2	\$2
Set of 6 Erasable Colored Pencils	4	\$4
1 Clipboard	3	\$3
Set of 4 Dry Erase Markers		
50 Pieces of Colored Paper		
100 Stickers	1	\$1
3 Glue Sticks		
1 Pair of Scissors		
2 Mini Dry Erase Boards	2	\$2
4 Granola Bars	5	\$5
1 Deck of Playing Cards	1	\$1
1 Tennis Ball	1	\$1
1 Whistle		
Total (Must Equal \$20):		\$20

Signature _____ *Mason the Moose*