

12th Grade Federalism Inquiry

Who Has the Power?

Staging the Question: Watch a seven-minute clip about Brittany Maynard and discuss the issue of assisted suicide in the United States.

Social Studies Practices

🔗 **Gathering, Using, and Interpreting Evidence** 🔗 **Civic Participation**

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How are federal and state powers constitutionally delineated?	What do experts say about the balance of power between the state and federal government?	How are public attitudes toward federalism changing?	Should state government have the power to legislate what is best for its citizens?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Research and annotate a Venn diagram illustrating the unique and shared powers of the state and federal government.	Write 1-2 sentence summaries of experts' arguments on the balance of power between the state and federal government.	Conduct a class survey that mirrors the Pew and Cato public-attitude surveys and discuss the results.	Develop a claim about whether state government should have the power to decide what is best for its citizens.
Integration of Inquiry Process and Skills			
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Connect: Uses sources to acquire background information and brainstorms ideas for further inquiry about how federal and state powers are constitutionally delineated while watching a video about an assisted suicide case. Graphic Organizer: Connect#11	Connect:	Connect: Develops the question independently to arrive at a manageable topic for inquiry about how public attitudes toward federalism are changing. Graphic Organizer: Connect#22 , Connect#23 and Connect#24	Connect: Explores problems or questions for which there are multiple answers or no "best" answer about whether or not state government should have the power to legislate what is best for its citizens. Graphic Organizer: Connect#27
Wonder: Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry about how federal and state powers are constitutionally delineated. Graphic Organizer: Wonder#8	Wonder: Refines questions to provide a framework for the inquiry to determine what experts say about the balance of power between state and federal government. Graphic Organizer: Wonder#19 and Wonder#20	Wonder: Refines questions to provide a framework for the inquiry about how public attitudes toward federalism are changing. Graphic Organizer: Wonder#19 and Wonder#20	Wonder: Plans inquiry to systematically gather evidence to validate thesis about whether or not state government should have the power to legislate what is best for its citizens. Graphic Organizer: Wonder#21 and Wonder#22
Investigate: Takes notes using a two-column notetaking strategy about how federal and state powers are both unique and shared while reading selections from the United States and New York State Constitutions. Graphic Organizer: Investigate#87	Investigate: Summarizes information that answers research questions while reading a special feature of the <i>New York Times</i> , "Room for Debate." Graphic Organizer: Investigate#37	Investigate: Conducts a class survey that mirrors the Pew and Cato public-attitude surveys.	Investigate: Challenges ideas in text and makes notes of questions to pursue in additional sources while researching three case studies focusing on the national drinking-age law and environmental protection legislation. Graphic Organizer: Investigate#111 and Investigate#112 C3 Resources
Construct: Researches and annotates a Venn diagram illustrating the unique and shared powers of the state and federal government.	Construct: Writes 1-2 sentence summaries of experts' arguments on the balance of power between the state and federal government.	Construct: Draws clear and appropriate conclusions about results of the survey supported by evidence and examples. Graphic Organizer: Construct#40 and Construct#41	Construct: Analyzes different points of view and determines best supported point of view by sorting and sifting evidence.
Express:	Express:	Express:	Express: Develops a claim about whether state government should have the power to decide what is best for its citizens.
Reflect:	Reflect:	Reflect:	Reflect: Records individual experience of the inquiry process with suggestions for future improvements. Graphic Organizer: Reflect#23
Summative Performance Task: Argument: Who has the power? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from contemporary sources while acknowledging competing perspectives. Extension: To better understand the local community context, poll school and neighborhood populations on a controversial issue (e.g., same-sex marriage, legalized marijuana) and who has the power to legislate it.			