



## Principles of the Constitution through Time Federalism



**Learning Objective:** The student will understand how the principles of the Constitution have been reflected in historical events.

**TEKS:** Texas History 7.13A, USH 8.15D, Government 6D

**Materials Needed:** Copy of vocabulary graphic organizer, copy of appropriate principle handout, and access to internet to show video.

**Teacher Background:** The following lesson plan is designed to accompany the LRE video series #LiamLearns. The lesson plan that is provided is designed to be used in the following subjects: Texas History, 8<sup>th</sup> Grade US History, US History 1877 to the present, and U.S. Government. Each of the stimulus pieces attached to each principle have been selected to allow the principle to be reviewed throughout the various courses. Note: The intended course is located at the bottom of each page.

### Teaching Strategy:

1. Explain to students that they will be reviewing “Federalism” one of the principles of the Constitution and that they will be watching a short video to remind them of the concept followed by analyzing the concept in history.
2. Provide each student with a vocabulary graphic organizer, and explain that as they watch the following video, that they need to be prepared to define the principle, provide a definition, and an example.
3. Have students watch the video on Federalism at the following link:  
<http://www.texaslre.org/liamlearns/>
4. When students have finished watching the video, give them time to complete their graphic organizer and check for student understanding by having students share their learning.
5. Once students have an understanding of the term, provide them with the appropriate document for their grade level and have them analyze using the questions provided.

Note: Strategies for various types of primary sources have been included in this lesson to help students with analyzing different types of sources. They are located at the end of this lesson plan.

Each grade level is hyperlinked to a Google Document. Suggested Units to use documents:

1. [Texas History](#) – Railroads
2. [8<sup>th</sup> Grade US History](#)- New Nation Unit
3. [US History 1877 to present](#) – Civil Rights Unit
4. [Government](#) – Constitution Unit (note: this document can also be used in 8<sup>th</sup> Grade US History).

## Document Analysis Suggested Answers

Below you will find suggested answers for each of the documents. Each bullet represents the questions asked on the documents.

### 7th Grade

- Text evidence could include : “favor of the State regulating and controlling the rates of railway traffic having origin and destination within her limits”.
- Today the The Railroad Commission regulates the Oil and Gas Industry in Texas.

### 8th Grade

- Answers will vary: “if the States should make regulations for the navigation of these waters, and such regulations should be repugnant and hostile, embarrassment would necessarily happen to the general intercourse of the community” or “If there were no power in the general government, to control this extreme belligerent legislation of the States, the powers of the government were essentially deficient. . . .” or “*regulate commerce*; to rescue it from the embarrassing and destructive consequences, resulting from the legislation of so many different States, and to place it under the protection of a uniform law.”

### US History 1877 to Present

- It shows a meeting of the President of the United States and the Governor of a state representing that there are two levels of government. It references the cooperation that should be present between the two but does indicate that the courts at the federal level have ruled and it is the expectation that the states will “observe the supreme law of the land”.

### Government

- The evidence includes the fact that proposal of amendments to the U.S. Constitution take place at the federal level but that ratification must come from the states.
- This article prohibits denying states their equal suffrage in the Senate.