

WHO WILL WIN? States Rights vs. Strong Federal Government

Learning Objectives: The students will

1. Describe historical conflict over the issue of states rights
2. Analyze the impact of tariffs and slavery on sections of the U.S.
3. Create an editorial page about a controversial issue from the early 1800's
4. Express a point of view

TEKS: 8.5B,F,&G; 8.7A &C; 8.15D

Materials: Editorial Page Templates, Map pencils and Markers

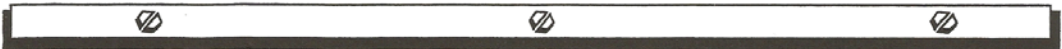
Vocabulary: nullification, states rights

Teaching Strategy

1. Hold a class discussion about the states rights vs. strong federal government. Use an example from current events. (i.e. Iraq war, immigration, energy)
2. Divide the class into 6 groups -teacher assigned
3. Each group will choose an issue and point of view card.
4. Groups will research their issue using text and supplemental material and prepare an editorial page (attached) from the point of view on the card. Students then transfer the information to a piece of construction paper or butcher paper for presentation to the class.
5. Students present their editorial poster for the class and the editor (teacher) with class assistance, chooses the strongest argument on each issue. Each class becomes either a states rights or strong federal government class for future discussions and activities.
6. Debrief with the students, discussing the reality of the strong opinions on the issues of the day and how they eventually led to the Civil War.

Tag/GT- Students prepare both points of view on each issue. The class then holds a whole class debate on the three issues (or other issues of your choice)

Sped/ESOL-Students make a window pane poster showing the issues, the position, the reasoning and a visual.



Editorial Page		
<p>BACKGROUND INFORMATION</p> <p>This area should be a summary of the history of the issue.</p> <p>It should be an informative paragraph.</p> <p>Procedure:</p> <ol style="list-style-type: none">1. Read all the information and research topic.2. Each member of the group needs to do research.3. Group will organize data from their notes.4. One will write paragraph and others will peer evaluate.	<p>CARTOON</p> <p>The cartoon can reflect either side of the issue.</p> <hr/> <p>Guest Columnist Editorial</p> <p>This area should contain an editorial with the major points for the PRO side of the issue.</p> <p>This should be a persuasive paragraph.</p>	<p>AN OPPOSING VIEW EDITORIAL</p> <p>This area should contain an editorial with the major points for the CON side of the issue</p> <p>This should be a persuasive paragraph.</p>
<p>Publisher's Information</p> <p>Names of students who completed page.</p>	<p>Voices</p> <p>Public opinion poll regarding the decision goes here.</p>	<p>Quote Lines</p> <p>From research find five quotes for either side of the issue.</p>

