



## POWER, POWER, WHO HAS THE POWER?

**Learning Objectives:** The students will...

1. Understand three ways to organize governmental power.
2. Understand the types of power in our federal system.
3. Analyze scenarios to determine the type of power being described.

**TEKS:** Govt. 6D, Govt. 8B, Govt. 8D

**Materials Needed:** Power, Power, Who has the Power PowerPoint of key vocabulary terms dealing with federalism, sets of the Power Cards for each group, copies of the Student Handout for each group, access to or copies of the Constitution for each student.

### Teaching Strategy:

1. Ask the students to recall the major concern when the Founding Fathers met at Philadelphia to write a new constitution.

Answer—The Founding Fathers were deeply concerned about abuse of power by the central or national government.

2. Explain to the students that this fear led the Founding Fathers to develop a system of government to deal with this concern in several ways. One of the ways was to separate the power between three branches and place checks on each branch. Another of these ways was to create a federal system as opposed to a unitary system which Great Britain had, or a confederation which had been tried with the Articles of Confederation.
3. Use the first slides of the PowerPoint presentation on the systems of organizing power. As each organizational system (unitary, confederation, and federal) is described, have the students develop their own definition from the discussion and the visual for each in their notes.

Examples:

Unitary—power of the government is all in the hands of the central government. The state governments are created by, get their powers from, and can be destroyed by the central government.

Confederation—power of the central government is given to it by the states that make up the union.

Federal—power of the government is divided between the central and state governments.

4. Discuss the advantages and disadvantages of each organizational system as well as the role of the citizen in each.
5. After the student understand the three organizational systems, use the remaining slides of the PowerPoint that describe the definitions of the types of power (enumerated/delegated, reserved, concurrent, and powers denied) in the federal system used in the United States. With each type, have the students refer to the Constitutional citation for examples of each for clarification before developing their own definition for each.

6. Divide the class into groups of three and give each group a copy of the student handout to fill out together. After the groups have completed the handout, give each group a set of the power cards. The teacher should then read the scenario. At the direction of the teacher, the group is to hold up the power sign (enumerated/delegated, reserved, concurrent, power denied) for the answer they have on their worksheet. NOTE—Be sure they know to wait to hold up the sign until the teacher directs. Discuss the correct answer for each. Have each group keep track of their score of correct answers. This portion of the activity can be graded with five points given for each correct answer or a small prize can be awarded to the group(s) that accumulate the most points.
7. Debrief the activity by having the students individually respond to the following question: How does the federal system of government protect the individual citizens from abuse of power?

**Extension for GT/AP:**

Have students research current examples of a unitary and federal system of organization of governmental power. NOTE—They will have difficulty finding examples of a confederation in existence today. After looking at the list of current countries, debate how the U.S. would change if we adopted one of the other two types of organization.

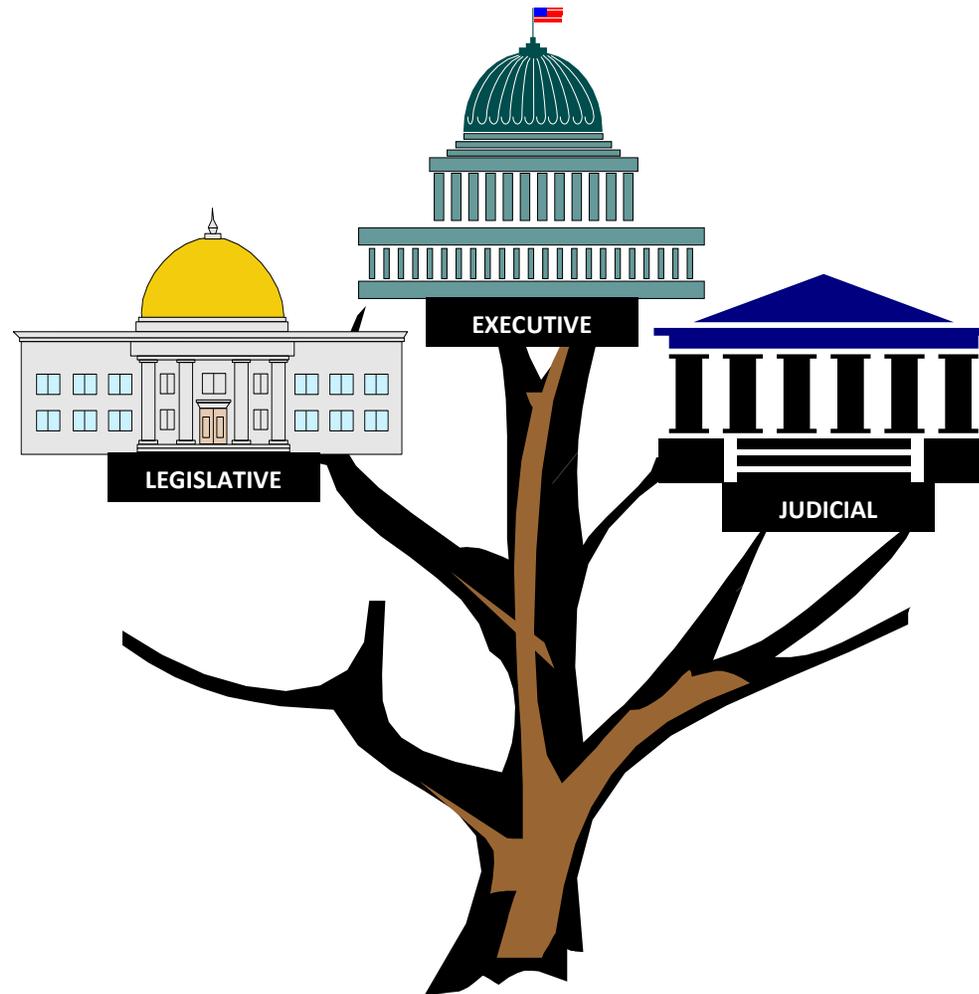
**Power, Power, Who Has The Power?  
Teacher Key**

Scenario	Type of Power
Levying taxes to pay for government services	Concurrent
Setting a uniform starting date for the beginning of school	Reserved
Ratifying a constitutional amendment	Reserved
Conducting the election of the president	Reserved
Establishing the naturalization process for new immigrant citizens	Enumerated/Delegated
Summoning citizens to sit on a jury panel	Concurrent
Punishing a ring of counterfeiters of U.S. currency	Enumerated/Delegated
Proposing a Constitutional Amendment	Enumerated/Delegated
Conducting an election for members of the House of Representatives	Reserved
Appointing a senator to fill a vacancy	Reserved
Issuing a new presidential dollar	Enumerated/Delegated
Granting a title of "Sir" to a retiring Supreme Court Justice	Power Denied
Borrowing money to pay for a government project	Concurrent
Appropriating the money for a new interstate highway between Texas and Mexico	Enumerated/Delegated
Establishing graduation requirements for high school students	Reserved
Taxing exports from one state to another	Power Denied
Setting air pollution standards for industry	Enumerated/Delegated
Setting regulations regarding marriage	Reserved
Deciding to suspend postal services on Saturday	Enumerated/Delegated
Denying the right to vote to a certain racial group	Power Denied

**Power, Power, Who Has The Power?  
Student Handout**

Scenario	Type of Power
Levying taxes to pay for government services	
Setting a uniform starting date for the beginning of school	
Ratifying a constitutional amendment	
Conducting the election of the president	
Establishing the naturalization process for new immigrant citizens	
Summoning citizens to sit on a jury panel	
Punishing a ring of counterfeiters of U.S. currency	
Proposing a Constitutional Amendment	
Conducting an election for members of the House of Representatives	
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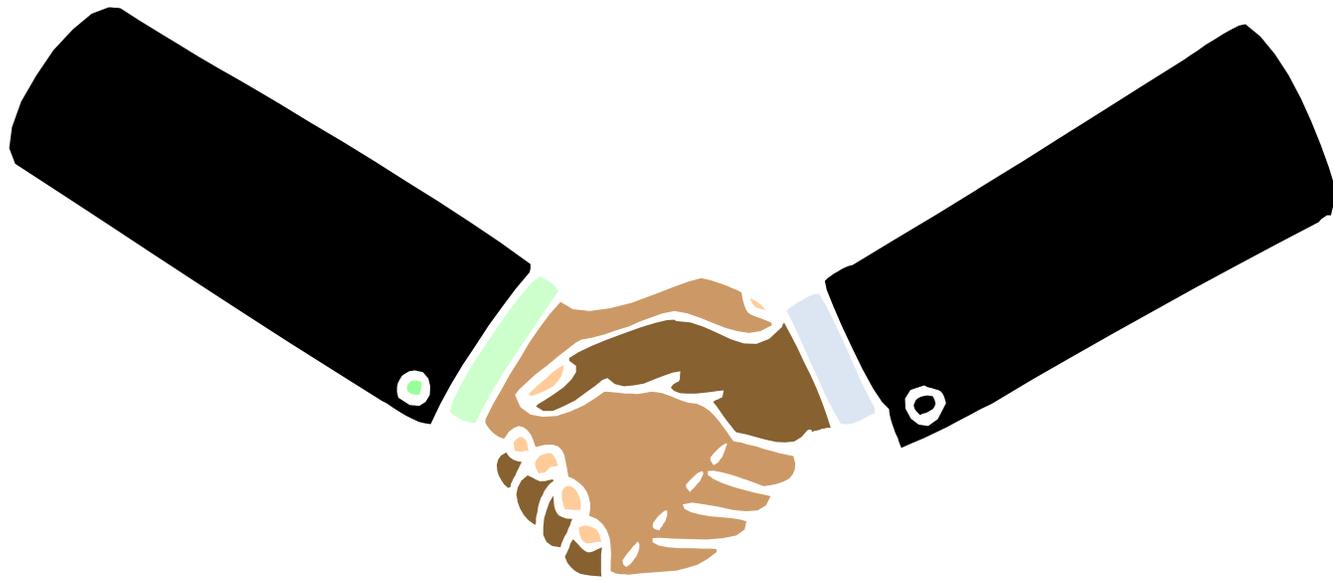
# Delegated/Enumerated Powers of the Central Government



# Reserved Powers of the States



# Concurrent Powers of Both Central and State Governments



# **Powers Denied to Both Central and State Governments**

