

AP[®] U.S. Government and Politics

USING POLITICS TO ADDRESS TOPICS IN FEDERALISM

Student Workbook



AP[®] with WE Service

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Getting to Know the Topic

Local and National Control: Globally

Out of necessity, it is usually the geographically larger countries that split governmental control between the national and local level. This can give communities more autonomy in deciding local matters, but that is not always the case.

Many issues are best dealt with at the local level. Getting the support of people in a community can be vital in the success or failure of these initiatives. For example, the World Health Organization (WHO) has worked to gain the support of local authorities to increase vaccination and decrease the spread of the Ebola virus in West Africa.

Fast facts

- ▶ Canada gives its provinces control over many local matters through its constitution.
- ▶ Despite its large size, the Chinese national government maintains firm control over local matters as part of their communist structure.
- ▶ India's constitution ensures that a certain percentage of seats in local government be held by women and people from different social and economic backgrounds.

Taking Action Globally

In the United States, the local, state, and federal governments all have a say in education spending, for example. Choose another country and find out how education is funded there, and whether the tasks are split among local, state/larger municipality, and the national government. The United Nations website might be a good place to start your research: www.un.org.



Connections such as ethnicity, religion, and geography often unite people in ways that conflict with a national governmental authority.

Getting to Know the Topic

Local and National Control: Locally and Nationally

There are many different types of local political structures in the United States, from state governments to town councils and local school boards. The United States Government is based on federalism, where power is distributed between national and state governments. Issues with the most immediacy are often left to local governments to address; after all, the national government doesn't know which streets need repairs or whether a sidewalk should be added to your street.

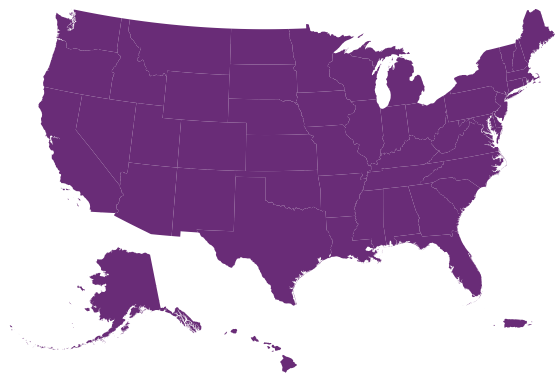
Fast facts

- ▶ The size of the city or town often affects the structure of local government.
- ▶ Counties, townships, and other municipal structures can also have governmental entities.
- ▶ State governments are often structured like the federal government, with a legislature, an executive, and a judicial branch.

Taking Action Locally

Within their local or national community, students can

- ▶ Get to know their local government structure and educate their fellow students.
- ▶ Attend a meeting of a local government authority, such as the school board or town council, and learn about the issues these groups are working on.
- ▶ Propose new local legislation or support the repeal of a piece of legislation based on an issue or policy they support.
- ▶ Contact a local department or agency to advocate for a new program, improve upon an existing one, or reduce or eliminate programming.



Getting to know your local government structure and officials is a great way to learn about local issues and civic responsibility.



NAME: _____

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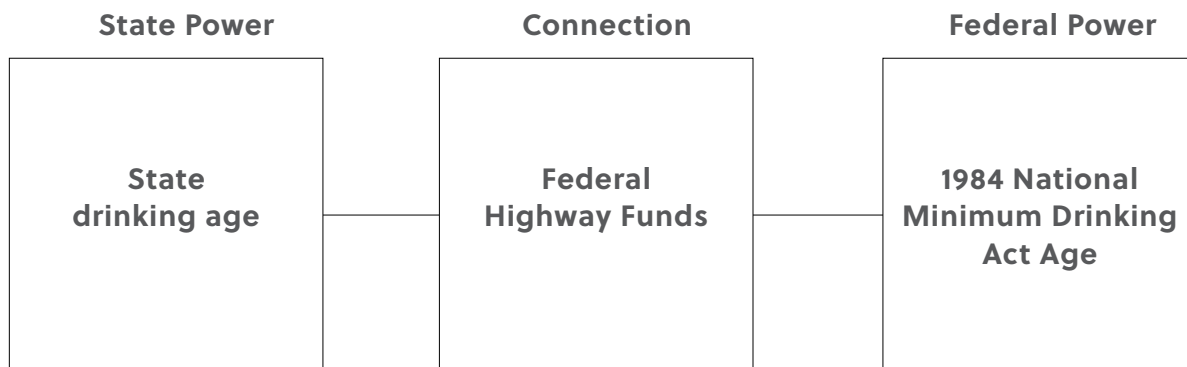
Exploring Federalism

Federalism is a governmental structure in which some powers are reserved for state and local governments and some for the federal government.

What are some examples of federal powers? What are some examples of state powers?

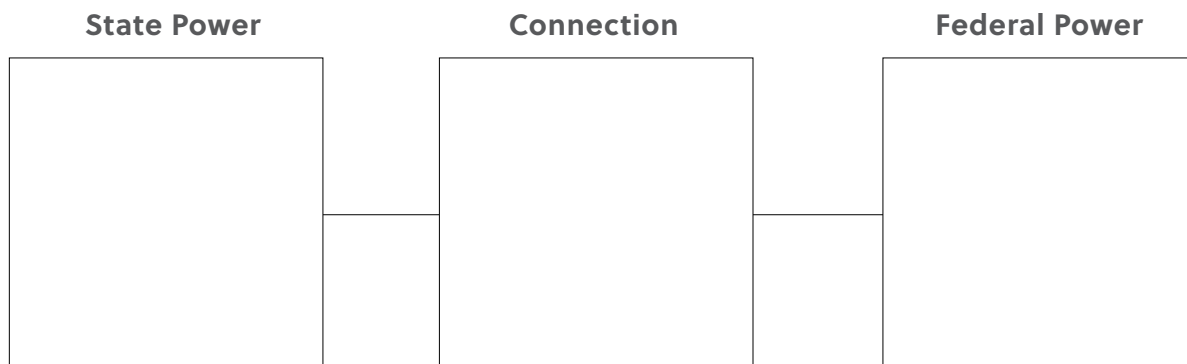
This seems like an easy breakdown, but often powers overlap: for example, states set the minimum age for alcohol consumption. But every state's age seems to be 21.

Minimum Age for Alcohol Consumption



In this case, Congress passed the National Minimum Drinking Age Act and told states that unless they raised their minimum drinking age to 21, they would not receive their share of federal highway funds. This is an example of “carrot-and-stick” federalism.

Brainstorm some other laws, policies, or issues where both states and the federal government seem to have a role. Choose one and complete the diagram below showing the relationship.





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Case Notes Worksheet

Case notes for **U.S. v. Lopez** (1995)

Facts of Case:

Court Decision:

Constitutional Issue:

Reasoning behind majority opinion:



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Issues in the News

In your groups, review several newspapers and determine what laws, policies, or issues related to federalism are making the news in your state. Because these are related to federalism, it is likely that they'll be covered in national newspapers as well, especially in covering federal government responses to these.

As you review, take notes using the format below. Leave the "Group Opinion" section blank for now.

Law/policy/issue:

In local news:

In national news:

Group opinion:

Do they seem like issues you would like to address with a service project? How do individual members of the group feel about these issues? Make sure to use best practices in political discourse, and allow each person to express their opinions.

Exit Slip: From the laws/policies/issues that your group identified in the newspapers you've reviewed, which do you feel you might address your AP® with WE Service Project?



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Issue Selection

Complete this table and checklist once issue is selected.

Checklist Table

SELECTED ISSUE	DESCRIPTION/ CONTROVERSY (how this issue is a result of federalism)	WHY WE SELECTED THIS ISSUE	TEACHER APPROVAL

Issue Selection Checklist

- Issue is associated with federalism
- Issue is relevant at state and/or local level of government
- Issue, if addressed, would improve or address an issue within federalism
- Issue is actionable, can be addressed with direct/indirect action and/or through advocacy



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Problem Tree

In your Problem Tree graphic organizer, start by writing the problem in the trunk of the tree, and then look at the causes and effects of an issue. Keep digging to go deeper on the issue to find its supporting and root causes.

Leaves/branches: Effects

These are the results created by the problem. At first, this part of the issue appears easy to tackle, but when leaves and branches are trimmed, they grow back quickly. Consider the multi-layered effects, or “effects of effects,” that can arise when a problem goes unaddressed. Always ask: “Then what happens?”

Trunk: Problem

This is the key issue that is being studied. Because it is not as apparent as the leaves, the core problem itself sometimes takes a little longer to identify.

Roots: Causes

These are the situations or factors that have led to the problem. When exploring the root causes of a problem, ask yourself “Why does this problem exist?” Dig deeper to consider the “causes of causes”—the multiple layers of factors that contribute to a problem.



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Needs Assessment

The following series of questions helps you to analyze and identify ongoing areas of need within organizations addressing your issue.

1. Identify 3-5 organizations working on issues related to the issue your team is working on.

2. What does each organization do well in response to the issue and/or related issues?

3. What could each organization do better in its response?

4. What areas of need related to access to your issue have you learned about that each organization is NOT addressing?

5. Considering all 3-5 organizations, where are there ongoing needs that are not being adequately addressed?

6. Considering all 3-5 organizations, where are there ongoing needs that are being addressed successfully, and to which you can add further efforts to support the issue?



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Exploring Solutions

Complete the organizer below to gather a robust list of potential solutions to your chosen issue.

Be on the lookout for solutions like:

- ▶ a state law or city ordinance that mandates something related to the issue or a law or ordinance that could be repealed
- ▶ a government program or department that oversees something related to the issue
- ▶ perhaps there isn't one and there should be!
- ▶ or, perhaps there is one but it's running inefficiently and needs to be eliminated or needs more funding
- ▶ a budget measure to allocate funding for something related to the issue

Try searching online for the issue plus solutions and/or plus your state or local area, like

- ▶ school-funding solutions
- ▶ school funding in your state

SOLUTION	EXISTING (already in effect) OR PROPOSED	WHERE — LOCAL, STATE, OR OTHER STATE?	WHICH ROOT CAUSE MIGHT IT ADDRESS?



NAME: _____

TEAM MEMBERS: _____

Solution Tree

In your Solution Tree graphic organizer, start by rewriting the problem from your Problem Tree, and reframing it as a goal at the trunk of the tree. Then consider the different solutions (the roots) and possible outcomes of the solutions (the branches).

Leaves/branches: Outcomes

These are the results created by the solution. Results may appear as straightforward as having achieved goals, but when you consider the ripple effects and outcomes of sustainable results, the impact is far-reaching and long-lasting. Always ask: "Then what happens?"

Trunk: Problem

Trunk: Goal

Roots: Solutions

These are the actions needed to solve the problem and achieve the goal stated at the center of the Solution Tree. When exploring solutions, ask yourself "How will this solve the problem?" Dig deeper to think holistically, so that you are looking beyond the short-term and addressing not only the symptoms of the problem but the root causes as well.

Solution Tree Worksheet: Copyright © 2018 WE. All rights reserved.



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Setting a Goal

Revisit your Exploring Solutions research table and consider the following questions.

1. Which existing (already in effect) solutions from other states did you like and why?

2. Which proposed solutions from your local area and/or state or another state did you like and why?

3. Which solutions best address root causes of your issue?

4. What do you hope will be the immediate and eventual outcomes of your project when you're finished?

5. Based on what you've learned and your hopes for outcomes, which solution would you like to take on for your project goal? Which one will most help you bring about substantive change?

6. Once you've agreed upon a goal, create a goal statement.

Here is an optional sentence stem for crafting your project goal statement:

In order to create substantive change to address _____
_____(focus issue)
_____ in _____(location)
we will advocate for _____(solution)
to accomplish _____(desired outcome).



NAME: _____

TEAM MEMBERS: _____

Identifying Targets: Decision-Makers & Influencers

Now that you have an in-depth understanding of your issue and have chosen a goal, it is time to identify who can help influence and/or make substantive change in order to improve participation in elections for our city/state. You're going to need to research different targets—both decision-makers and influencers. These could be elected officials, community members, and/or fellow advocates.

Decision-Maker(s): Someone who holds decision-making power over the issue—for example, a city council/member, mayor, senator, head of a department/agency, etc.

Influencer(s): Individuals who can influence the decision-maker—it can literally be almost anyone, depending on the focus issue—community members, business owners, elected officials, bureaucrats, nonprofit staff, etc.

Complete the chart below with your possible targets:

TARGET (NAME)	DECISION-MAKER OR INFLUENCER	CONTACT INFO (phone & emails)	ROLE & RESPONSIBILITY (Why would they be concerned/interested with your goal?)



NAME: _____

TEAM MEMBERS: _____

Summarizing Your Investigation

Summarize what you have learned from your investigation. Your work may be supported by multimedia or print materials that synthesize and analyze the topic and issue on state, local, and national levels.

When summarizing your investigation, keep the following in mind:

- ▶ What are the key takeaways from your investigation of the federalism-related issue you chose?
- ▶ How are the problems you investigated similar at state, local, and national levels? How are they different?
- ▶ How are the solutions you investigated similar at state, local, and national levels? How are they different?
- ▶ Why may your investigation be important to other AP[®] Government & Politics students?



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Working Independently

2019 AP® U.S. GOVERNMENT AND POLITICS FREE-RESPONSE QUESTIONS

Free Response Question #4. The United States Constitution establishes a federal system of government. Under federalism, policy making is shared between national and state governments. Over time, the powers of the national government have increased relative to those of the state governments.

Develop an argument about whether the expanded powers of the national government benefits or hinders policy making.

Use at least one piece of evidence from one of the following foundational documents:

- ▶ The Articles of Confederation
- ▶ Brutus 1
- ▶ The Federalist 10

In your essay, you must:

- ▶ Articulate a defensible claim or thesis that responds to the prompt and establishes a line of reasoning.
- ▶ Support your claim or thesis with at least TWO pieces of accurate and relevant evidence.
 - One piece of evidence must come from one of the foundational documents listed above.
 - A second piece of evidence can come from any other foundational document not used as your first piece of evidence, or it may be from your knowledge of course concepts.
- ▶ Use reasoning to explain why your evidence supports your claim or thesis.
- ▶ Respond to an opposing or alternative perspective using refutation, concession, or rebuttal.



Approaches to Taking Action Information Sheet

DIRECT SERVICE

WHAT IS IT?	Personally engaging with and providing hands-on service to those in need (usually in conjunction with an organization).	
EXAMPLE GOAL	By the end of the semester, we will support a local food bank and shelter by packing and serving food to people in the community. We will also visit our neighboring elementary school and teach a lesson on food insecurity in our community.	
ACTIONS	<ul style="list-style-type: none"> Reach out to local shelters and food banks to arrange a day for the class to visit and provide hands-on support Once a date has been decided, make sure students all have permission to travel to the food bank (if during school hours) 	<ul style="list-style-type: none"> Connect with teachers/administration at local elementary school and arrange to visit a classroom to teach a lesson to young students on food insecurity Create and print worksheets to use with younger students

INDIRECT SERVICE

WHAT IS IT?	Channeling resources to the needs of a community—locally, nationally, or internationally.	
EXAMPLE GOAL	By the end of the year, we will create a storage and donation system for local families in need, where they can access furniture and other household items. We will develop a system for donations, pick-ups, and inventory.	
ACTIONS	<ul style="list-style-type: none"> Conduct research into which items are most needed by community members (e.g., bed frames, dining tables, household goods, etc.) Reach out to local businesses to try to get a storage space donated Connect with school social workers/administration to gain their support Put up flyers around school and in the community, asking for donations (list specific items needed), including instructions on how/where to donate 	<ul style="list-style-type: none"> Develop an online database for tracking donations and pick-ups, and maintaining inventory Share pick-up information with local shelters, churches, community centers, etc. Share the donation system with school social workers, so that they can maintain the project in future years

ADVOCACY

WHAT IS IT?	Educating others about an issue to increase visibility and following up with an action that focuses on enacting change. Actions around advocacy often look like raising awareness, but without a strong call to action within the initiative as a whole. Educating others is not considered service in and of itself.	
EXAMPLE GOAL	Through an informative art piece, we will educate our school community about the waste created by single-use plastic water bottles, and the impact they have on the environment. Then, we will sell reusable water bottles at school, and the proceeds from the sale will go toward clean water projects in developing countries.	
ACTIONS	<ul style="list-style-type: none"> Research the impact of single-use plastic water bottles around the school and in the local community Plan out and create a 3D sculpture that incorporates informative text on the issue of single-use plastics Seek permission from school administration to display the piece in a common area of the school 	<ul style="list-style-type: none"> Design and order water bottles to sell at school Research and select an international organization that focuses on clean water projects Organize a selling schedule for the water bottles, donate profits



NAME: _____

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Creating the Action Plan

This outline serves as a basic template for your action plan. Use additional space and resources to help you build out each part with the right amount of detail and flow to ensure you have the strongest action plan that you and your team can implement with ease. Remember, this is your road map for your service project!

Team Goal:

Measures of Success:

Required Network and Resources

In order to complete this goal, our team will need to develop the following network and access the following resources:

Network:

Resources:

Roles and Responsibilities

Each team member will take on the following roles and associated responsibilities:

Timeline

Our team will use the following timeline to complete tasks and successfully carry out the action to meet our goal(s):



NAME: _____

TEAM MEMBERS: _____

Five Action Planning Pitfalls Tip Sheet

Once your team has completed the major components of your action plan (creating your teams and setting goals, timeline, and network), review the five action planning pitfalls provided below to ensure these have been avoided. Review your plans—individually first, then together as a team. After the review, rework your action plans, if necessary.

1. **Setting an unclear goal**

The first and most important part of any action plan is defining the goal, or what you want to achieve. It should be clear and easy to understand, for example, “we want to collect 500 cans of food,” or “we want 200 people to learn about WE Villages.” If the goal is not clearly defined, proper planning will be difficult if not impossible. As a best practice, have a peer from another team review your goal to ensure it is as clear as you hope.

2. **Planning unrealistic actions**

After the goal is set, begin planning the actions necessary to achieve it. It is important that the steps make sense and are achievable. Do not plan unrealistic actions, such as working at times that will interfere with schoolwork, overestimating how many people can help out, or planning to go to places that would be difficult for you to reach. Consider each team member’s school and community schedule, such as work and extracurricular activities. Before planning an action, ask yourself, “Is this action realistic?”

3. **Rushing the process**

Do not be too hasty in planning actions. While you may be excited to start, proper planning takes time. The better the planning and organization, the more success you will achieve. Even if it means slowing down to figure out details, do not rush and leave out important steps.

4. **Not asking for help**

Do not be afraid to ask for help. When a network is created, bigger goals can be achieved faster. Reach out to friends, parents, and mentors. People generally enjoy helping, especially if it is for a worthy cause.

5. **Not learning from mistakes and giving up too quickly**

We all make mistakes—it is normal and healthy. Mistakes allow us an opportunity to learn and grow. So, learn from the mistakes. Ask, “Why did this happen?” and “How can I avoid this problem next time?” Actively think about the mistakes and how it will be better the second time around. If something does not go as planned, do not stop!



NAME: _____

TEAM MEMBERS: _____

Reflect: Action Plan

Your team now has a plan for taking action globally and locally. Think back over what you have learned: What problems associated with access to education does your team’s action plan address? How does your individual role in the plan support your team’s action?

Record your thoughts on the lines below. If you run out of room on this page, use additional paper to write a lengthier response. As you write, think about the questions on the previous page to help shape your reflection.



NAME: _____

TEAM MEMBERS: _____

Student Log Sheet

DATE / TIME SPENT	ACTIVITY, DESCRIPTION, AND REFLECTION	VERIFIED BY (NAME, ORGANIZATION)

Notes

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