

## Chapter 4

### Section 2: The National Government and the 50 States

**Guiding Question:** According to the Constitution, what must the federal government guarantee to each state?

#### GET STARTED

##### Lesson Goals:

- ☐ Students will identify types of federal aid to the states.
- ☐ Students will analyze the process of admission to the Union.
- ☐ Students will understand what is meant by cooperative federalism.

**Bellringer** Distribute the Bellringer Worksheet (Unit 1 All-in-One, p. 195), which examines one aspect of the cooperative relationship between the national government and the states. Have students study the table and answer Questions 1–3.

**Vocabulary** Have students write a paragraph describing *block*, *categorical*, and *project grants*.

#### TEACH

Tell students that an important goal of the national government is to keep the states unified. In this section, they will learn about this carefully planned relationship, as well as the responsibilities that each level of government has to the other level. Read the section aloud, calling on students to identify the main idea of each paragraph. When you reach the section on cooperative federalism, review student responses to the Bellringer activity and discuss how this scenario illustrates the concept of cooperative federalism.

##### Ask:

- In the early years of our nation, why would individual states have feared giving up their war-making powers? (*It was not certain that the original 13 states would protect one another in the event that one was attacked.*)
- Which level of government has the primary responsibility for maintaining order within a state? (*the state itself*)
- Articles I and V require that each state must have representatives in which two bodies of the national government? (*the House of Representatives and the Senate*)

##### Learning Styles: Body/Kinesthetic

Tell students that during the Great Depression, President Franklin D. Roosevelt used federal funding to establish the Civilian Conservation Corps. Have small groups of students conduct research to discover the purpose of the CCC and what these workers accomplished. Next, have them create a skit demonstrating the types of work that CCC participants performed.

**Ask: Is it better for people to work for federal money, or to receive a lump sum in the mail to promote spending?** (*Possible response: People would rather earn their money.*)  
**What effect would the CCC have had on participants?** (*They must have felt proud of their accomplishments.*)

##### Other Strategies

Learning Styles: Logical/Mathematical (2)  
Learning Styles: Visual/Spatial  
ELL/ESL Strategy

#### ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

##### Chapter Resources

**Essential Questions Journal**

**Chapter 4 Outline** (All-in-One, p. 181–183)

##### Other Resources

**Reading Comprehension Worksheet**  
(All-in-One, pp. 193–194)

**Bellringer Worksheet** (All-in-One, p. 195)

**Section Quiz B** (All-in-One, p. 204)

**Audio support is available for this section.**

**Additional features for Differentiated Instruction can be found throughout the Teacher's Edition.**