

Substitute Guide: Federalism — How the Constitution Divides Power

Course: United States Government **Grades:** 9–12 **Time:** ~50 min standard · ~90 min block Social Studies

Learning goal (plain language)

Students investigate **federalism** — how the U.S. Constitution divides government power among a **national** level (delegated powers), the **state** level (reserved powers), and powers **shared** by both (concurrent powers). They read two short summaries, study a three-column diagram, do **source analysis** on short public-domain constitutional text (the Tenth Amendment and Article I, Section 8), **classify** example powers, explain **why the framers divided power**, sort fact from interpretation and opinion, and finish by writing a short source-based argument about how a scenario reflects federalism. **You do not need a government background to run this.** Everything students need is printed in their packet, and the separate answer key gives you every answer.

Standards alignment

Framework: 19 TAC Chapter 113 (United States Government).

- **Primary — federalism / division of powers:** a provisional standard on explaining how the Constitution divides and shares power among national, state, and concurrent levels, including delegated (enumerated) and reserved powers.
- **Skills — social studies skills (source analysis):** a provisional standard on analyzing primary and secondary sources — identifying the creator, date, type, and purpose — and using evidence to support a conclusion.

Provisional — pending educator verification against the current official TAC source. No section number is asserted here.

(Standards are paraphrased here, not quoted, and this is **not** a claim of TEKS alignment. Please confirm the chapter, section, and wording against your official source. Prompts are kept non-partisan and focused on how power is structured, not on any party or current dispute.)

Setup Before class (5 min)

- Count and hand out one **student packet** per student.
- Confirm each student has a **pencil**. No calculators, computers, or textbooks are needed.
- Decide up front whether this is a **standard (~50 min)** or **block (~90 min)** class and tell students which items to do (see Timing).
- Write the date on the board and remind students to fill in the name line.
- Keep the **answer key** with you — it is a separate file and is **not** in the student packet.

Materials What's needed

- Printed student packet (5–7 pages) per student.
- Pencil per student.

- This guide and the separate answer key (teacher only).
- No technology, no calculator, no textbooks, no safety hazards.

Timing Suggested pacing — standard vs. block

Segment	Standard ~50 min	Block ~90 min	What students do
Start — Observe a source	5 min	5 min	Q1–Q2 warm-up on the Tenth Amendment
Build — Read the sources	10 min	15 min	Sources A–B (+ Source C in block), word bank, power diagram; Q3
Apply — Analyze the sources	20 min	25 min	Q4–Q9 (+ Q10 conflict scenario in block)
Explain — CER argument	10 min	25 min	Q11 claim/evidence/reasoning (block adds the national-vs-state conflict)
Close — ACE	5 min	10 min	Articulate / Connect / Extend
Continue — early finishers	optional	~10 min	"Sort three more powers"

Standard version: students skip every item marked **[BLOCK]** (Source C, Q10, and the extended-writing add-on in Q11). **Block version:** students do those items and write a longer argument.

Script Read aloud to start

"Today's assignment is a paper civics investigation called *Federalism: How the Constitution Divides Power*. It is about how the United States splits government power between a national government, the state governments, and powers they share. You will work by yourself with just a pencil — no computers or textbooks. First read the short summaries and study the three-column diagram. Then answer the questions in order; if one is tricky, skip it and come back. Write in complete sentences where it asks you to explain. Everything you need is printed in the packet — you do not need any outside facts. Keep your answers grounded in the text and examples and non-partisan: describe how power is structured, not which side you favor. [If block: Also read Source C and do the items marked BLOCK.] Put your name, class period, and date at the top now. You have about [50 / 90] minutes; raise your hand if you need help understanding a word."

Support When students ask for help

- **You may read any part aloud** to a student or the class.
- If they are stuck **classifying powers** (Q3–Q4), point them to the three-column **diagram** and to Source A, where each group of powers is listed in bold-led sentences.
- For "why the framers divided power" (Q6–Q7), point to Source A's **last paragraph**, which names the worry (one all-powerful government) and the goals of dividing power.
- For "fact / interpretation / opinion" (Q8), point to the **Word Bank**; an "opinion" ranks or judges, an "interpretation" says "probably" or "because."
- Encourage the printed **sentence stems** for the CER (Q11) and ACE sections.
- Do **not** give answers; prompt with "Which level does Source A say handles that?" or "Is that a national, state, or shared power?"
- It is fine if a student cannot finish the optional early-finisher task or the block add-ons.

Access Accommodations & language support

- **Read-aloud** of any passage or question is allowed for all students.
- Point students to the **sentence stems** and the **Word Bank**. A quick glossary for reference: **federalism** = dividing power between a national government and state governments; **delegated power** = a power the Constitution gives the national government; **reserved power** = a power kept by the states (Tenth Amendment); **concurrent power** = a power both levels share (like taxing); **national government** = the central/federal government; **state government** = an individual state's government; **Supremacy Clause** = Article VI text making valid national law supreme where it conflicts with state law; **ratify** = to formally approve; **cause** = a reason something happens; **effect** = a result.
- Extended time is fine; the standard core can stop after Q11 if time runs short.
- Students may answer in phrases if writing full sentences is a barrier, as long as the idea is clear.
- The packet is grayscale-safe — the power diagram and table print and read clearly in black and white.

Tools Allowed & not allowed

Allowed: pencil, the printed packet, quiet self-read-aloud. **Not needed / not allowed:** calculator (no math required), phones, computers, textbooks or outside sources (everything needed is in the packet).

Collect at the end: Collect every packet, whether finished or not, with names on them. Stack them for the teacher. Note on a sticky whether the class did the standard or block version, how far most students got, and any questions that caused confusion.

Answer key: The **answer key is a separate file** (answerkey.html) and is for the teacher only. Please do not hand it to students.

Teacher follow-up (for the returning teacher)

Watch for the common mix-up between **federalism** (dividing power between national and state *levels*) and **separation of powers** (dividing power among the three *branches* within one government) — Q11 and the ACE Connect target this. Also watch for two frequent errors: thinking **states have no real power** (the Tenth Amendment reserves many powers to them — Q1, Q3, Q4, Q9), and thinking **only the national government taxes** (taxing is a concurrent power — Q9). The CER (Q11) responses show who can correctly sort a scenario's examples into delegated, reserved, and concurrent categories; block responses additionally show who can handle a national-vs-state conflict and the Supremacy Clause. A quick next-day "levels vs. branches" sort and a review of the three power categories would reinforce this well.

HS_GOV_Federalism_01 — Federalism: How the Constitution Divides Power Substitute Guide

Federalism: How the Constitution Divides Power

Course: United States Government **Grades:** 9–12 **Time:** ~50 min standard · ~90 min block **Work mode:** Independent · pencil only Social Studies

Start Here

This is a **paper civics investigation** about **federalism** — the way the U.S. Constitution divides government power among a **national** government, the **state** governments, and powers the two levels **share**. You will read short summaries written for this packet, study a diagram, examine a short public-domain constitutional excerpt, and answer questions using a pencil. You do **not** need a computer, a textbook, or the internet — **everything you need is printed in this packet**. Work by yourself and do your best thinking. Write in complete sentences where you are asked to explain. If a question is hard, skip it, keep going, and come back. Reading the passages quietly aloud to yourself is allowed and encouraged. Keep your answers **non-partisan and grounded in the text and examples** — describe how power is *structured*, not which political party or side you prefer.

Standard (~50 min): read Sources A–B and do Questions 1–10, then the CER in Question 11. **Block (~90 min):** also read **Source C** and complete the block add-ons marked **[BLOCK]**, including the extended writing in Question 11.

Start Observe a Source 5 min

In a **federal** system, power is not held by one government alone; it is **divided** and **shared** between a central government and smaller regional governments. Warm up before you read.

1 Read this short public-domain excerpt, then answer below.

Public-domain text — the Tenth Amendment to the U.S. Constitution (ratified 1791), quoted in full: "The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people."

Type: primary source, public domain (text of the U.S. Constitution) · Creator: the framers / ratified by the states · Date: 1791 · This is the complete text of the amendment.

Notice: Write **one thing you notice** about who gets the powers that are *not* given to the national government ("the United States").

Predict: Based only on this sentence, **predict one kind of decision** you think a *state* might get to make instead of the national government.

2 Before reading the sources, why do you think a country might choose to **divide** power between a national government and state governments instead of giving it all to one? Give **one reason** in your own words.

Build Read the Sources 10–15 min

Source A — How federalism divides power (written for this packet)

The United States uses **federalism**: a system in which a single country contains two levels of government — one **national** (also called federal) government and many **state** governments — and the Constitution decides which

level may do what. Powers fall into three groups.

Delegated (national) powers. These are powers the Constitution gives to the national government. Examples include coining money, declaring war, raising and maintaining armed forces, running the postal system, and regulating trade between the states and with other nations. Because these jobs affect the whole country, the framers assigned them to one central government so the states would act as one nation.

Reserved (state) powers. These are powers kept by the states. The **Tenth Amendment** says that powers not given to the national government, and not forbidden to the states, are "reserved to the States." Examples commonly include running public schools, issuing driver's and marriage licenses, conducting elections, and setting up local governments. States handle many day-to-day matters closest to residents.

Concurrent (shared) powers. Some powers are held by **both** levels at the same time. Examples include the power to **tax**, to build roads, to borrow money, to make and enforce laws, and to set up courts. Both a state and the national government can, for instance, collect taxes.

Why it is set up this way. The framers had recently broken away from a distant central power and worried that one all-powerful government could threaten liberty. By **dividing power** between national and state levels — and by **sharing** some of it — they aimed to keep any single government from becoming too strong, to let states meet local needs, and still to keep the country unified on national matters.

Type: original explanatory summary · Focus: delegated, reserved, and concurrent powers under U.S. federalism

Source B — A short constitutional excerpt (public domain)

This excerpt is **genuine public-domain text** from the U.S. Constitution. It is the opening of the list of powers given to Congress (the national legislature):

"The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States..." —U.S. Constitution, Article I, Section 8

Type: primary source, public domain (U.S. Constitution, Article I, Section 8) · Creator: the framers, ratified by the states · Only the opening portion is shown (...).

Source C — A federal-vs-state scenario [BLOCK]

Read Source C only if you are doing the ~90-minute **block** version. This is an **original scenario** written for this packet using neutral, well-established civics ideas. It is not about any real current dispute.

Suppose a national law sets a single, uniform safety rule for a product sold across the whole country, while a particular state has passed its own, stricter rule for that same product sold inside that state. A store owner is unsure which rule to follow. In the U.S. system, the Constitution's **Supremacy Clause** (Article VI) makes valid national law the "supreme Law of the Land," so where a valid national law and a state law genuinely conflict on a matter the national government is empowered to regulate, the national law generally controls — but many everyday matters are left to the states, and states keep their reserved powers.

Type: original scenario (illustrative, neutral) · Focus: how shared and divided power can create a national-vs-state question · Not a real case.

Word Bank

federalism

a system dividing power between a national government and state governments.

delegated power

- a power the Constitution gives to the national government (also called an enumerated power).
- reserved power
 - a power kept by the states, per the Tenth Amendment.
- concurrent power
 - a power held by both the national and state governments at the same time.
- national government
 - the central (federal) government of the whole United States.
- state government
 - the government of an individual state.
- Supremacy Clause
 - Article VI text making valid national law the supreme law where it conflicts with state law.
- ratify
 - to formally approve, as the states approved the Constitution and its amendments.
- cause
 - a reason something happens; it comes before an effect.
- effect
 - a result or consequence of a cause.
- fact
 - a statement that can be checked and shown true or false.
- interpretation
 - an explanation of what evidence means; reasoned from facts.
- opinion
 - a personal belief or preference; not proven by evidence.

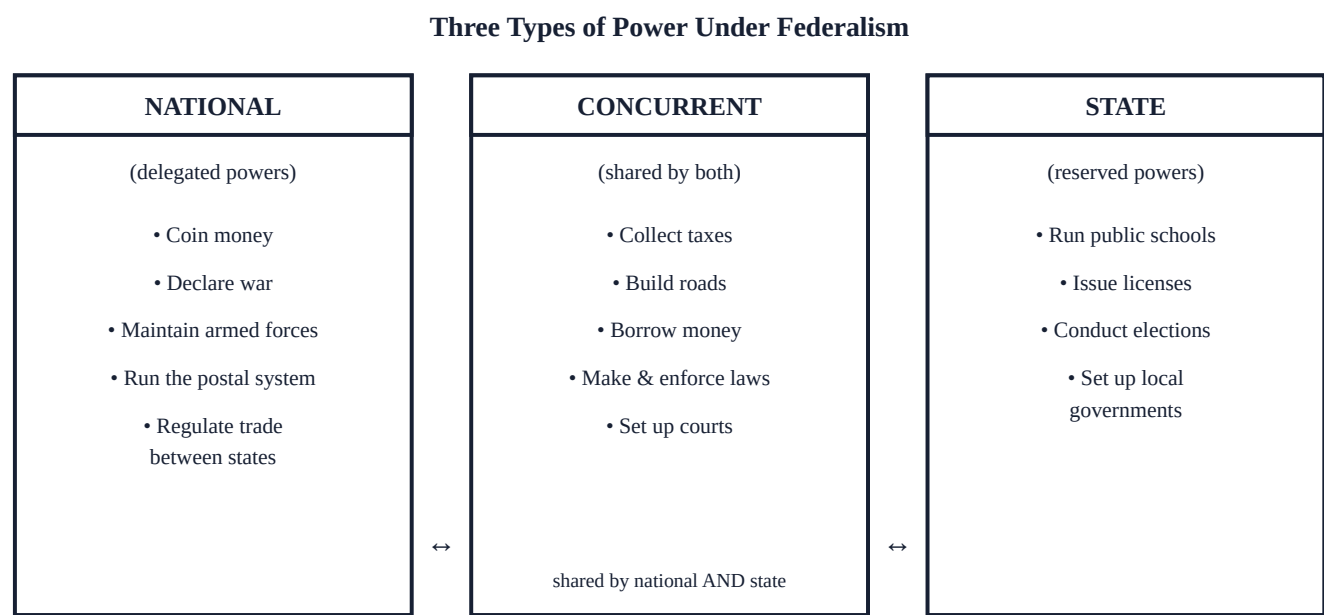


Figure 1. A three-column diagram of federalism: national (delegated) powers on the left, state (reserved) powers on the right, and concurrent (shared) powers in the center held by both levels. All boxes, borders, and labels are black on white so the figure reads clearly in grayscale.

3Using the diagram, list **one power** from each column.

National: _____

Concurrent (shared): _____

State: _____

Apply Analyze the Sources 20–25 min

4Classify the powers. Write **N** (national), **S** (state), or **C** (concurrent/shared) next to each example power. Use Source A and the diagram.

- ____ a) Coin (print) money
- ____ b) Run public schools
- ____ c) Collect taxes
- ____ d) Declare war
- ____ e) Issue driver's and marriage licenses

5Source analysis. Look back at the **Article I, Section 8 excerpt in Source B** and answer.

What does it establish? Which branch of the national government does this text give powers to?

Purpose: Name **one** specific power this excerpt says Congress "shall have."

Type of source (primary or secondary? public domain?): _____

6Why the framers divided power (cause and effect). Use Source A to complete the chain. Write one item on each blank so it reads from *cause* to *dividing power* to *effects*.

Cause (a framer worry)	→ Divide power	→ Effects (name two)
a) _____	Power is split between national and state levels, and some is shared	b) _____
		c) _____

Hint: Source A's last paragraph names a worry (one all-powerful government) and the goals of dividing power (limit any one government, meet local needs, stay unified).

7Explain a cause-and-effect chain. In 2–3 sentences, use Source A to explain **why the framers divided power**: name one cause (a worry or goal) and one effect that dividing power was meant to produce.

8Fact, interpretation, or opinion? Write **F** (fact you can check in the sources), **I** (interpretation reasoned from facts), or **O** (opinion / personal belief).

- ____ a) The Tenth Amendment says powers not given to the national government are reserved to the states.
- ____ b) The framers probably divided power partly because they feared one government becoming too strong.
- ____ c) State governments are more important than the national government.
- ____ d) Both the national and state governments can collect taxes.

9Evaluate a claim using the sources. A student claims: "*Only the national government is allowed to tax; states cannot tax at all.*" Do the sources support this claim?

- Yes — Source A lists taxing as a national-only (delegated) power.
- No — Source A lists taxing as a **concurrent** power, held by **both** the national and state governments.
- The sources never mention taxes.

Explain your choice using one detail from Source A or Source B:

10[BLOCK] Read the scenario. Skip this if you are doing the standard version. Using **Source C**, explain in one or two sentences what happens when a valid **national** law and a **state** law genuinely **conflict** on a matter the national government may regulate — and name the clause that settles it.

Explain Claim–Evidence–Reasoning 10–20 min

Question 11 — Build a source-based argument.

Scenario: A state government sets the rules for its public schools and issues driver's licenses, while the national government coins the money everyone uses and both governments collect taxes. **How does this scenario reflect federalism?** Write a **claim** that states how the scenario shows federalism, support it with **two pieces of evidence** from the sources or diagram, then explain your **reasoning**. Ground your answer in the text and examples, not in opinion.

Sentence stems you may use: "This scenario reflects federalism because power is divided into _____. " "One piece of evidence is... (from Source A / B or the diagram)." "A second piece of evidence is..." "This evidence supports my claim because..."

Claim

Evidence (two pieces)

Reasoning

[BLOCK] Extended writing — add the conflict scenario:

If you are doing the ~90-minute block, extend your argument on the lines below using **Source C**. (1) Describe a situation where a valid **national** law and a **state** law **conflict** on a matter the national government may regulate. (2) Explain which level's law generally controls in that conflict, name the clause that settles it, and explain how this still fits a federal system in which states keep their reserved powers.

Close ACE Wrap-Up 5 min

Articulate

In your own words, explain what **federalism** is, as if teaching a friend who missed today.

Connect

Point to one **national** power and one **state** power from the diagram or Source A, and name a power that is **shared** by both.

Extend

Name one everyday thing in your life (for example a license, a school, or money) and say whether a **national** or **state** government mainly handles it, and why.

Continue Early Finisher optional • ~15 min

If you finish early (no new materials needed):

Sort three more powers. On the back of this page, decide whether each of these belongs to the **national**, **state**, or **concurrent** column, and give a one-line reason for each using Source A: (1) running the postal system, (2) conducting elections, and (3) borrowing money. Use only the sources and the diagram.

Turn in: Hand in this whole packet with your name, class period, and date filled in. Make sure questions 1–11 and the ACE box are answered (skip the items marked [BLOCK] if you did the standard ~50-minute version). The early-finisher task is optional but turn it in too if you did it.

HS_GOV_Federalism_01 — Federalism: How the Constitution Divides Power Student Packet



TEACHER ANSWER KEY FOLLOWS

Do not copy the pages after this divider for students.

Answer Key: Federalism — How the Constitution Divides Power

Course: United States Government **Grades:** 9–12 **For teacher use only** Social Studies

How to use this key

Answers are grouped by section and question number. Many items are open-ended; accept any response that shows correct reasoning even if the wording differs. Notes flag where more than one answer is defensible and list common misconceptions to watch for. Everything students need is in the packet, so answers should draw on the sources and diagram only. Items marked **[BLOCK]** apply only to the ~90-minute version. Estimated grading time: ~6–8 min per packet.

Start Observe a Source grade for effort · ~2 min

1 Notice + predict from the Tenth Amendment.

Full credit for any reasonable notice + prediction. **Notice** examples: "powers not given to the national government go to the states or the people," "the states keep whatever is not delegated." **Predict** examples: schools, licenses, elections, local rules — any power a state plausibly handles. Accept any on-topic prediction; warm-up graded for effort.

2 Why divide power between national and state governments.

Accept any reasonable idea in the student's own words: to keep one government from getting too strong, to protect liberty, to let states meet local needs, to balance a unified nation with local control. More than one answer is defensible.

Build Read the Sources ~1 min

3 One power from each diagram column.

National (delegated): coin money / declare war / maintain armed forces / run the postal system / regulate trade between states.

Concurrent (shared): collect taxes / build roads / borrow money / make and enforce laws / set up courts.

State (reserved): run public schools / issue licenses / conduct elections / set up local governments.

Any one correct item per column earns full credit.

Apply Analyze the Sources ~3–4 min

4 Classify the powers (N / S / C).

a) Coin money — **N** (national/delegated).

b) Run public schools — **S** (state/reserved).

c) Collect taxes — **C** (concurrent/shared).

d) Declare war — **N** (national/delegated).

e) Issue driver's and marriage licenses — **S** (state/reserved).

These map directly to Source A and the diagram. No partial-credit alternates: these five are established, neutral textbook examples.

5 Source analysis of the Article I, Section 8 excerpt.

What it establishes / which branch: it gives powers to **Congress** (the legislative branch, the national legislature). Accept "Congress" or "the legislative branch."

Purpose / one power named: to "lay and collect Taxes, Duties, Imposts and Excises," to pay debts, or to provide for the common defense and general welfare — any one power quoted or paraphrased from the excerpt is fine.

Type of source: a **primary source** that is **public domain** (the text of the U.S. Constitution). Full credit if identified as primary.

6 Why the framers divided power (cause → divide → effects).

Cause (any one): fear that one all-powerful/central government could threaten liberty; having just broken from a distant central power.

Effects (any two): keep any single government from becoming too strong; let states meet local needs; keep the country unified on national matters. Any valid cause plus two valid effects earn full credit.

7 Explain the cause-and-effect chain (why divide power).

Model: "The framers worried that one all-powerful government could threaten liberty (cause), so they divided power between national and state levels; the intended effect was that no single government could become too strong, while states could still handle local matters." Award credit for a valid cause (a worry or goal) and a plausible effect that dividing power was meant to produce. See rubric below.

8 Fact (F) / Interpretation (I) / Opinion (O).

a) **F** — checkable in the Tenth Amendment / Source A (reserved to the states).

b) **I** — a reasoned "probably" conclusion about the framers' motives.

c) **O** — a personal value judgment ("more important"); cannot be proven.

d) **F** — checkable in Source A (taxing is a concurrent power).

Fact = checkable; interpretation = reasoned from facts (often "probably/because"); opinion = personal belief or ranking.

9 Evaluate the claim "only the national government can tax."

Correct: B (No). Source A lists taxing as a **concurrent** power held by **both** the national and state governments. Source B also shows Congress's taxing power, but that does not make it exclusive. Reject A (taxing is not delegated/ national-only) and C (taxes are named in both A and B). Explanation must cite the concurrent-power detail from Source A.

10 **[BLOCK]** Read the scenario (Source C).

When a **valid national law** and a **state law** genuinely conflict on a matter the national government is empowered to regulate, the **national law generally controls** because of the **Supremacy Clause** (Article VI), which makes valid national law the "supreme Law of the Land." Accept any clear one- or two-sentence answer that names the Supremacy Clause (or Article VI) and says national law generally prevails in a genuine conflict. Note: it is fine — and correct — for students to add that states still keep their reserved powers over the many matters left to them.

Explain CER (Q11) ~2–3 min

11 How does the scenario reflect federalism? (source-based argument)

Strong response: claims that the scenario shows **federalism** because power is **divided** among national, state, and shared levels; supports it with two accurate pieces of evidence; and reasons clearly.

Sample: "This scenario reflects federalism because power is divided by level. Evidence 1: the state sets school rules and issues licenses — these are **reserved (state) powers** (Source A / diagram). Evidence 2: the national government coins the money, a **delegated (national) power**, while **both** collect taxes, a **concurrent** power. Reasoning: because each level does the jobs the Constitution assigns it — and some jobs are shared — the scenario matches the national/state/concurrent structure of federalism."

Defensible alternates: any accurate mapping of the scenario's examples to delegated, reserved, and concurrent categories, with two supported pieces of evidence and sound reasoning, earns full credit. Do *not* reward answers that confuse federalism with **separation of powers** (branches within one government) or that use no packet evidence.

[BLOCK] extended writing: full block credit requires (1) a described situation where a valid national law and a state law **conflict** on a matter the national government may regulate, and (2) a correct statement that national law generally controls via the **Supremacy Clause / Article VI**, framed so it still fits a federal system where states keep reserved powers.

CER scoring rubric (3 points)

Score	Claim	Evidence	Reasoning
3	States that the scenario shows federalism — power divided among national, state, and shared levels — clearly stated.	Two accurate, relevant pieces from the sources or diagram (correctly categorized).	Explains why the evidence fits the federal structure; accurate and on-topic. (Block: adds a national-vs-state conflict resolved by the Supremacy Clause.)
2	Names federalism / divided power, mostly clear.	One solid piece, or two with a minor mis-categorization.	Some correct linkage but incomplete or a small misconception.
1	Vague, or confuses federalism with separation of powers.	Evidence weak, off-topic, or not from the packet.	Little or flawed reasoning; no clear tie between evidence and claim.
0	No/incorrect claim.	No evidence.	No reasoning.

Close ACE ~1 min

ACE Articulate / Connect / Extend.

Articulate: accept any accurate plain-language definition (e.g., "federalism is a system that divides government power between a national government and state governments, with some powers shared").

Connect: the cited items must be correctly categorized — e.g., *national*: coin money / declare war; *state*: run schools / issue licenses; *shared*: taxing / building roads. Grade whether each is placed in the right column.

Extend: any reasonable everyday example placed at the right level with a sensible reason (e.g., "a driver's license — my state issues it, a reserved power"). More than one answer is defensible; grade the reasoning.

Continue Early finisher (optional)

EF Sort three more powers, with a reason each.

(1) Running the postal system — **national** (delegated; Source A lists it). (2) Conducting elections — **state** (reserved; states run elections). (3) Borrowing money — **concurrent** (both levels may borrow; Source A lists it as shared). Grade the categorization and the one-line reason drawn from Source A.

Watch Common misconceptions

- **Federalism vs. separation of powers.** *Federalism* divides power between **levels** of government (national and state). *Separation of powers* divides power among the three **branches** (legislative, executive, judicial) *within* a single government. Q11 and the ACE Connect target this; watch for students describing branches when the item asks about levels.
- **"States have no power."** Not true — the Tenth Amendment reserves powers to the states, and they run many day-to-day matters (schools, licenses, elections, local government). Q1, Q3, Q4, and Q9 reinforce that states hold real reserved powers.
- **"Only the national government taxes."** Taxing is a **concurrent** power held by *both* levels (Q9). Source B's Article I taxing power does not make it exclusive to Congress.
- **Delegated vs. reserved vs. concurrent.** Coining money and declaring war are *delegated* (national); schools and licenses are *reserved* (state); taxing and roads are *concurrent* (shared). Q4 and Q3 target correct sorting.
- **Fact vs. interpretation vs. opinion (Q8).** A "probably...because" motive statement is an interpretation; a value ranking ("states are more important") is an opinion.
- **Non-partisan framing.** Keep discussion on how power is *structured* and shared; avoid tying examples to any party or current political dispute. Source C is a neutral, invented scenario, not a real case.

Teacher follow-up based on likely errors

If many students confuse **federalism** with **separation of powers** (Q11), do a quick "levels vs. branches" contrast on the board. If Q4 shows sorting trouble, re-anchor with the three-column diagram and a few extra example powers. If Q8 reveals fact/interpretation/opinion confusion, revisit the Word Bank definitions with examples. If the CER (Q11) evidence is thin, model naming a specific example power and labeling it delegated, reserved, or concurrent. The highest-value idea to revisit is that federalism *divides* power among national, state, and *shared* levels — and that states hold real reserved powers, while some powers (like taxing) belong to both.

HS_GOV_Federalism_01 — Federalism: How the Constitution Divides Power Teacher Answer Key