# Who Handles It?

Read how the Constitution divides and shares government powers.

**5.C.6.3.C** "Examine the system of shared powers (federalism) between the federal and state levels of governments, explaining why the Framers assigned specific powers to each level."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline two federal powers, circle a state power, and write 1 beside a shared power. Use your marks to compare why each level of government has its jobs.

### A School, a Truck, and Two Governments

1. A delivery truck stops at a new public school. The state sets rules for its public schools, while the local school board chooses many daily details. The Framers of the Constitution left powers like school decisions with the states. People in different places have different needs, so state leaders can make choices closer to the people they serve.

2. The truck carried notebooks across a state border. Congress can make laws about trade between states, so one state cannot set all the rules for goods traveling through many states. The Framers gave this power to the federal government because trade between states affects the whole country. They also gave the federal government power over national defense, which no single state can handle alone.

3. Both the federal and state governments can collect taxes. Each needs money to carry out its duties, such as paying workers and providing services. This is a shared power, but the two levels do not have the same jobs. The Constitution lists powers for the federal government. Powers it does not give the federal government or forbid states to use stay with the states or the people.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. Why did the Framers leave many school decisions to states instead of giving them to the federal government?

2. Why does the federal government make laws about trade between states, such as the trip the notebooks took?

3. Why did the Framers give national defense to the federal government rather than to one state?

4. How does the shared power to collect taxes help both levels of government do their different jobs?

## 3 YOUR TURN

Your own words

A flood closes a town's public school and blocks a road used by trucks traveling between states. In four sentences, describe one state action, one federal action, and one way both governments could use taxes. Explain why each level fits its action.

ANSWER KEY

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GRADE 5 · 5.C.6.3.C

## PART 1 · READ AND MARK

Underline two federal powers, circle a state power, and write 1 beside a shared power. Use your marks to compare why each level of government has its jobs. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | Why did the Framers leave many school decisions to states instead of giving them to the federal government? | **States can respond to the different needs of the people they serve.** |
| 2 | Why does the federal government make laws about trade between states, such as the trip the notebooks took? | **Trade between states affects the whole country, so one state should not set all the rules for it.** |
| 3 | Why did the Framers give national defense to the federal government rather than to one state? | **No single state can handle the defense of the whole country alone.** |
| 4 | How does the shared power to collect taxes help both levels of government do their different jobs? | **Both levels need money to pay workers and provide services for their duties.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

The state could set rules for when the town's public school reopens because it can respond to local needs. The federal government could help pay to repair the road because trucks use it to carry goods between states. Both governments could use tax money to pay workers during the recovery. These roles make sense because the school serves a local community, while the road affects travel between states.

Accept other reasonable state actions tied to local needs and federal actions tied to effects across states. Students should identify tax collection as a shared power and explain their choices.