

CHAPTER

4

SECTION 2

READING COMPREHENSION

The National Government and the 50 States 3

A. Fill in each step in the process of the admission of States to the Union.

Step 1:



Step 2:



Step 3:



Step 4:



Step 5:



Step 6:



Step 7:

READING COMPREHENSION (continued)**The National Government and the 50 States****3**

B. Define each type of federal aid.

Type of Federal Aid	Definition
Categorical grants	
Block grants	
Project grants	
Lulu payments	

CHAPTER
4
SECTION 2

READING COMPREHENSION

The National Government and the 50 States 2

Directions: Write your answer to each question. Use complete sentences.

1. Article IV of the Constitution guarantees that the national government will provide the following for each state:

- a. _____
- b. _____
- c. _____
- d. _____

2. What steps are involved in admitting a new territory to the Union?

Step 1



Step 2



Step 3



Step 4



Step 5

READING COMPREHENSION (continued)

The National Government and the 50 States

2

3. What are grants-in-aid programs?

4. Fill in the chart with the uses for each type of grant.

Type of grant	Used for:
Categorical grants	
Block grants	
Project grants	

5. List two ways state governments help the national government.

- a. _____
- b. _____

6. List two ways the national government helps the states.

- a. _____
- b. _____

CHAPTER

4

SECTION 2

BELLINGER WORKSHEET

The National Government and the 50 States 3

The Federal Emergency Management Agency (FEMA) helps State and local governments cope with natural disasters. Study the table below about the process of disaster relief. Then answer the questions that follow.

The Major Disaster Process	
STEP 1	Local government responds. If overwhelmed, it turns to the State for assistance.
STEP 2	The State responds with State resources, such as the National Guard and State agencies.
STEP 3	Damage assessment is made by local, State, federal, and volunteer organizations.
STEP 4	A major disaster declaration is requested by the governor, based on the damage assessment.
STEP 5	FEMA evaluates the request and recommends action to the White House.
STEP 6	The President approves the request , or FEMA informs the governor it has been denied.

1. Which steps in the disaster-relief process involve only State or local governments?

2. Which steps in the disaster-relief process involve only the Federal Government?

3. Which step in the disaster-relief process involves both the State and the Federal governments?

4. How does FEMA's major disaster process illustrate federalism?

5. Which constitutional provision calls for the kind of federal aid provided by FEMA?

CHAPTER

4

SECTION 2

CORE WORKSHEET

The National Government and the 50 States 3

Read the excerpts below and then answer the questions that follow.

When President Bush signed the landmark No Child Left Behind Act five years ago Monday, he . . . promised it would put U.S. schools "on a new path of reform, and a new path of results."

. . . [C]ritics and admirers of the bill tend to agree about the reform part, but say they're still waiting for results.

Achievement levels are creeping up toward the 2014 deadline when all public school children are supposed to be "proficient" at math and reading, and the racial and economic achievement gaps have narrowed slightly in a few cases, but not at all in others.

Yet even the act's harshest critics admit it has changed the conversation about education in America, and has focused attention on poor-achieving groups of students who had been overlooked. . . .

In its five years, the law has affected nearly every elementary and high school in the country.

Testing is now conducted every year from Grades 3 through 8, and students' performance is measured against that of the rest of their state and is broken down by race and income level. If any of those groups fails to make "adequate yearly progress" two years in a row, the school is placed on an "in need of improvement" list. Schools on the list that receive federal funds are then subject to mounting sanctions and extra services. And that's just the most visible change. The ultimate goal is to have every child meeting standards by 2014.

For now, though, the results are less clear. Scores on the National Assessment of Education Progress (NAEP), called the nation's report card, have climbed slowly in reading and math for some groups, but the number of students who are "proficient" is still discouraging.

Just 41 percent of all white fourth graders meet the standard in reading, for instance. For both reading and math, only 13 percent of all black fourth graders are "proficient." Teachers complain of the stigma of being a failing school, and principals worry about the myriad [many] ways they could end up on a watch list.

One change that seems likely to get traction is a shift toward a "growth" model of assessing schools, in which schools with students who come in far below grade level get credit for helping them make big strides, even if they still fall short of proficiency—so long as, the Department of Education emphasizes, they do get students to a proficient level eventually.

Still, some critics want far more sweeping changes. . . . They include lowering the current proficiency targets, providing more assistance to failing schools, getting rid of sanctions with less record of improvement, and encouraging testing designed to measure higher-thinking skills and performance throughout the year.

—Excerpted from "Next Round Begins for No Child Left Behind,"
The Christian Science Monitor, January 28, 2007

CORE WORKSHEET (continued)

The National Government and the 50 States

3

1. What successes of the NCLB can you determine from the article?

2. Why is NCLB controversial?

3. Is the act working?

4. According to the article, what are some of the weaknesses of the NCLB?

5. On what results do the supporters of NCLB and its critics agree?

6. What are some States doing to try to achieve the 2014 target date?

7. How is the U.S. Department of Education responding to critics of NCLB?

8. Based on the information in this article, do you think the Federal Government or the States should have primary responsibility for education? Explain your position.

9. How do federal grants based on the No Child Left Behind law blur the division of power in our federal system?

CHAPTER
4
SECTION 2**CORE WORKSHEET****The National Government and the 50 States ELL**

Read the excerpts below. Then answer the questions.

[1] When President Bush signed the landmark No Child Left Behind Act five years ago Monday, he . . . promised it would put U.S. schools "on a new path of reform, and a new path of results."

[2] Testing is now conducted every year from Grades 3 through 8, and students' performance is measured against that of the rest of their state and is broken down by race and income level. If any of those groups fails to make "adequate yearly progress" two years in a row, the school is placed on an "in need of improvement" list. Schools on the list that receive federal funds are then subject to mounting sanctions . . .

[3] One change that seems likely to get traction is a shift toward a "growth" model of assessing schools, in which schools with students who come in far below grade level get credit for helping them make big strides, even if they still fall short of proficiency . . .

Excerpted from "Next Round Begins for No Child Left Behind,"
The Christian Science Monitor, January 28, 2007

1. Match each underlined word in the article to one of the definitions below

- _____ improvement
- _____ penalties
- _____ skill
- _____ historic
- _____ measuring
- _____ accomplishment
- _____ progress
- _____ growing
- _____ grip
- _____ acceptable

2. Which paragraph states the goals of the NCLB law?

CORE WORKSHEET (continued)

The National Government and the 50 States

ELL

3. What will happen if States do not test their students and show the test results?

4. What is the greatest success of the NCLB law, according to this article?

CHAPTER

4

SECTION 2

EXTEND WORKSHEET

The National Government and the 50 States 3, 4

Read the excerpt below and then answer the questions that follow.

The United States was founded on republicanism—the idea that local self-rule promotes flexible responses to regional problems, encourages innovation from the grassroots level, enables diverse communities to participate in government, and constrains central power through division of government labor. But the promise of the Founders' federalist system of government has been fundamentally challenged by recent centralizing trends. . . .

Pressures to centralize rather than share federal power with state and local governments are intensifying. As the competitive playing fields between developed and emerging market countries flatten, the need to nationalize and streamline certain regulations and standards is growing. In response to the increasing flow of goods, services, labor and capital across national borders, the federal government has adopted a "for-the-good-of-the-country" attitude. . . . making national decisions with little analysis of the costs to states and localities.

Corporate and advocacy group lobbying serves as another catalyst for government centralization. Corporations lobby for streamlined, national regulations in areas such as environmental standards, insurance and banking laws, and tax structures to avoid navigating 50 state variations. Similarly, advocacy groups lobby for uniform standards so that all Americans will have equality in areas such as environmental justice, child safety and criminal law. As lobbying power in Washington continues to increase, more and more centralization will occur.

Rapid technological growth in a variety of business sectors is also increasing centralization. As each new technology is launched, new technical, environmental, privacy and safety standards are introduced. These standards often vary by state or city, creating difficulties for U.S. businesses that have activities in more than one location. Streamlining regulations through standardization allows American firms to maintain a competitive edge in the global economy, but this streamlining has a tendency to centralize government regulation and oversight. If technology continues to evolve rapidly, this trend is likely to continue in the future.

Uniform standards and streamlined regulations are not inherently bad for states, and are sometimes supported by state and local governments, as is the case with civil rights protections and clean air and water regulations. Problems arise, however, when state and local governments are lost in the lobbying fray and labeled as special interest groups. . . .

Domestic spending ebbs and flows are also expanding the federal role and centralizing government. Government constraint promised by the balance of power in federalist theory does not really exist in practice; in fact, many experts contend that the republican system actually expands government over time. And though the idea of states as laboratories of democracy has largely been praised, the end result of successful state programs is often growth at the federal level. When the federal government enters a period of domestic spending cutbacks, states enter periods of innovative policymaking. Programs are then picked up from the states and applied to the nation when the federal government increases domestic spending, thereby centralizing power and expanding the federal government. . . .

EXTEND WORKSHEET (continued)**The National Government and the 50 States****3, 4**

The number of pre-emption statutes . . . is likely to increase over the next decade. The National Academy of Public Administration (NAPA) defines pre-emption as 'actions of the national government—by Congress or federal agencies—which would either (i) substitute nationwide policies and programs for those of states and localities; or (ii) prohibit states and localities from exercising certain powers that have previously been their responsibility.' Pre-emptions prohibit state and local governments from exercising certain powers, replace state or local laws, or require states or local governments to adhere to certain standards. Since the 1960s, federal pre-emption statutes have increased in frequency. In fact, two-thirds of all pre-emption statutes passed since 1790 have been enacted in the past 40 years. . . .

Some federal pre-emptions have been good for the national economy but not for individual states. For example, the federal prohibition against state and local governments collecting taxes on items sold over the Internet has allowed e-commerce to flourish and expand into a major part of the U.S. economy. However, this prohibition is costing states billions of dollars in forgone revenue. In this fight, state and local taxing authorities are losing to the borderless nature of e-commerce and the national and international interest in encouraging online economic growth.

Federal grants-in-aid are increasingly conditional or specifically earmarked, making them pre-emptions in disguise. Federal grants-in-aid have become lifelines for some states and localities. Many states would have a difficult time providing clean water, homeland security upgrades, social services, education or Medicaid coverage without help from revolving loan funds and federal grant programs. Increasingly, however, Congress and federal agencies are establishing new conditions of aid after the aid programs become institutionalized. Because the grants are optional, the new conditions are not considered to be pre-emptive. However, by this point, states and localities are usually so dependent on the funding that participation has ceased to be voluntary. . . .

—Excerpted from "Balance of Power," *Trends in America*, June 2007

1. According to this article, why are pressures to centralize, rather than share federal power with State and local governments, intensifying?
