McCulloch v. Maryland / Who Should Decide?—Answer Key

Directions: Work with a partner to complete the following.

1. Think independently about these questions:
   - What decisions do you believe your parents or guardians should make for you?
   - What decisions should you be able to make yourself?
   - What decisions should be made cooperatively (together)?

2. Once you have thought through your answers, fill in the Venn Diagram below:

   - Parents
     - Answers will vary, but could include:
       - If I can get allowance
       - Where I will live
       - What school I attend
       - What time I have to be home on the weekends
     - Of course the answers students give will take into consideration their culture and their own family dynamics.

   - Together
     - Answers will vary, but could include:
       - How I decorate my bedroom
       - If I can have a job
       - Which colleges or trade schools I will apply to

   - You
     - Answers will vary, but could include:
       - What I wear to school
       - Who I am friends with
       - What activities I do after school
     - Of course, the answers students give will take into consideration their culture and their own family dynamics.

3. Discuss your answers with a partner. How did you and your partner decide which decisions should be shared?

4. With your partner brainstorm what decisions should be made by local governments, state governments and the federal (national) government. This division of powers and duties is
referred to as federalism. What powers and duties should each level of government have in our system of federalism? Complete the table on the next page.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers will vary, but could include:</td>
<td>Answers will vary, but could include:</td>
<td>Answers will vary, but could include:</td>
</tr>
<tr>
<td>• The budget and curriculum for local public schools</td>
<td>• School attendance and graduation requirements for public school students</td>
<td>• Setting national standards for education, including laws to protect students from discrimination and to make sure that schools meet various standards, regardless of the state.</td>
</tr>
<tr>
<td>• Speed limits and other (local) traffic rules</td>
<td>• Drivers’ license procedures</td>
<td>• How the money collected from federal taxes will be spent</td>
</tr>
<tr>
<td>• How local taxes are collected and spent</td>
<td>• How state taxes are collected and spent</td>
<td>• The national currency and how much of it is made and circulated</td>
</tr>
<tr>
<td>• Rules about where new buildings can be built and other ordinances</td>
<td>• If and how national guard troops will be used in cases of emergency</td>
<td>• Matters of national security and the command of the armed services</td>
</tr>
<tr>
<td>• What kinds of public services will be available, such as parks, libraries, etc.</td>
<td>• How state roads, parks, and other public state lands are protected</td>
<td>• Laws and processes for immigration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How national parks and public lands will be used and maintained</td>
</tr>
</tbody>
</table>

5. Are there powers and duties the levels of government should share? Explain.

Student answers will vary but may include taxing, courts, or making laws.