

# Understanding Federalism

**Directions:** The following narrative contains 15 underlined examples of local, state, and Federal government power. Identify each as Local, State, or Federal. If you believe that a power is concurrently held (shared between several levels of government), code that activity with a C for concurrent. Explain your choices.

The best part of getting your driver's license<sup>1</sup> is the day you finally get to drive to school<sup>2</sup>. I grabbed the car key from a basket by the front door and walked nervously out to the driveway. "Hold it," called my dad. "I had to renew my vehicle registration<sup>3</sup>. Please put it in the car for me." Driving down my street<sup>4</sup> I felt free. This was much better than riding a bike or waiting for the school bus<sup>5</sup>.

Several traffic lights<sup>6</sup> down the highway<sup>7</sup> I got stuck behind a stopped commuter bus. I had what seemed like an eternity to read all the messages painted on the back of the bus. It was a state department of transportation<sup>8</sup> bus with a U.S. DOT registration number<sup>9</sup>. I finally got on the interstate<sup>10</sup> and thought, "I can make to school on time if there are no more stops."

Right before my exit, though, I came upon a fender bender that had snarled traffic in all the lanes but one. It wasn't serious. A pickup had run into a mail truck<sup>11</sup>. Everyone seemed okay, although the pickup's air bag had inflated<sup>12</sup>. An ambulance and a fire truck<sup>13</sup> were on the scene, and a highway patrol officer<sup>14</sup> directed traffic. I finally got to school and found the very last spot in the student parking lot. I grabbed my laptop and ran for my homeroom. I ran as fast as I could and didn't even slow down and look when I got to the crosswalk<sup>15</sup>. I made it with 30 seconds to spare. It was going to be a great day.

Level of Gov	Reasoning
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