

**U.S. HISTORY LESSON
AMERICA 2000 (1991)
Federal Round Table Discussion for 8th Grade Pre-AP**

Objectives

TAKS

Social Studies: 8.16D; 8.20F; 8.22A; 8.30A, B, C, D, E, F; 8.31D

1. Students will understand the American beliefs and principles reflected in the U.S. Constitution, specifically federalism.
2. Students will be able to outline the issues of state's rights vs. federal government's rights.
3. Students will debate the issue of education and the role of the federal government.
4. Students will identify the role past national leaders (former President George Bush) have played in dealing with the issue of education (America 2000).
5. Students will be able to differentiate between primary and secondary source material and analyze information to draw inferences and make conclusions.
6. Students will create written material based on research and experiences.

ACTIVITIES AND RESOURCES

Pre-Museum Visit

1. Students should review the definition of federalism.
2. Complete the pre-museum worksheet (Education: What is it to a State?) to outline current education practices.
3. Divide class into four teams of 5-6 students each. Each team represents a different stake holder in education.
 - Team 1 – Federal Government
 - Team 2 – State Government
 - Team 3 – Parents / Property Owners
 - Team 4 – Teacher / Educators

Museum Visit

Classroom Activity

1. Each team should read the primary source material presented in their position folder. Determine what position your team will take with regard to the new America 2000 plan. Remember you are role-playing but you are also a stake holder in this specific topic, as well as a student.

2. List the specific reasons your team supports its position. You should have one person record your ideas (these will be turned in as part of your grade).
3. The teacher will serve as a moderator for this round-table discussion that engages the students in a debate-style exchange. Each team may open with a two-minute statement of their position. Then allow for question and answer time. The Docents will help to guide discussions.

Tour Activity Conducted by Docents

As students tour the Museum, they should identify those displays that best show the power of the federal government in action by completing the "Federal Government in Action" Worksheet individually.

Post-Museum Visit Activities

The teacher can lead the class in a discussion as to the outcome of the America 2000 program. Why did parts of it work and others not work?

Specific Questions:

1. *Why do you think some states were unwilling to get on board fully with the program?*
2. *What would be the positive and negative aspects of America 2000?*
3. *How does this program demonstrate the issue of federalism at work?*
4. *Based on your museum visit, which specific powers belong to the federal government?*
5. *Which powers belong to the states?*
6. *Why do you think we have shared powers?*

ASSESSMENT

Pre-Museum worksheet

Museum tour worksheet

Participation in debate, position and information sheets for each teacher

NOTES

School activities:

Pre-Museum worksheet

Library research activities

Research documents in folders per group

Position page

Museum tour worksheet

Documents:

1989 Charlottesville Education Summit

Address to the Nation on the National Education Strategy - April 28, 1991

Remarks to Students and Faculty at Alice Deal Junior High - Oct. 1, 1991

Remarks to National Governors' Association

Leigh Ann Metzger letter to introduce Act

White House – Press Secretary transmittal of bill for America 2000

Creating America 2000 Communities

America 2000 Field Report

23rd Annual Gallup / Phi Delta Kappa Poll Charts & Graphs

Choice – Yes, Among Public Schools