

Christina School District Assignment Board

Grade Level: 7th

Week 2 of April 13, 2020

			Day 1	Day 2	Day 3	Day 4
ELA			<p>Read and annotate the text, <i>The Stolen Party</i>, by Liliana Heker.</p> <p>Circle or highlight characters' names, details that describe the characters' appearances, actions, thoughts, and feelings.</p> <p>Make note of any changes the characters go through.</p>	<p>Answer the text-dependent questions, numbers 1-5.</p>	<p>Vocabulary Log. On a separate sheet of paper write the following words; pompous, offend, butterfingere, boisterous,rummage complete the following tasks for each word.</p> <ul style="list-style-type: none">- Definition- Antonym- Write a sentence using the word.- Draw a picture to aid in understanding the word.	<p>CSET In the context of the text, what is a friend? Did Luciana view Rosaura as a friend? How did Rosaura’s treatment at Luciana’s party reinforce her belief that she was there as a guest? Be sure to cite evidence from the text.</p>
Math\ (IM1 can be found in HS folder)	7		<p><i>Scaling Quantities</i></p> <p>Complete problems 7-16 and 7-17 (attached).</p>	<p>Complete problems 7-18 and 7-19 (attached).</p>	<p>Read pages 126-127 (attached). Use the examples as a guide. Complete p. 127 #1-2.</p>	<p>Complete p. 127 #3-4. (attached)</p>
	7+		<p>(Math 7+ should follow the Math 8 calendar in the 8th grade packet PLUS complete the Puzzle Investigator Problem (PIP) 2 Number Puzzles. (attached)</p>			
Science			<p>Final Push (part 1): Read article. Highlight, underline, and/or annotate for</p>	<p>Final Push (part 2): If necessary, reread article. Write down your best answers to the</p>	<p>Test Results (part 1): Read article. Highlight, underline, and/or annotate for</p>	<p>Test Results (part 2): If necessary, reread article. Write down your best answers to the</p>

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		understanding.	<p>following:</p> <p>a) What are some (at least 3) reasons why polio could be difficult to wipe out?</p> <p>b) Why would some critics say that working to end polio is not a worthwhile thing to do?</p> <p>c) Why does the author say that for supporters of eradication, “quitting now would be like running a marathon and stopping 10 feet short of the finish line”?</p> <p>d) The passage states that warfare is one of the problems that makes it difficult to vaccinate children in the areas where polio remains. How might war in an area affect the ability to vaccinate children?</p>	understanding.	<p>following:</p> <p>a) What is tuberculosis (TB)?</p> <p>b) The author contrasts the sputum test with the GeneXpert. What is one contrast between the two tests that the author draws?</p> <p>c) Based on the article, what can you conclude about whether poor countries can afford GeneXpert machines?</p> <p>d) The GeneXpert test is better than previous methods of diagnosing TB. What evidence from the text supports this statement?</p> <p>e) What makes using the GeneXpert a better way to diagnose TB than using sputum samples?</p> <p>f) The GeneXpert is very likely to help control TB throughout the world. Argue for or against this statement using evidence from the text.</p>
Social Studies		Complete Activity 1 from the document titled, “Federalism”	Complete Activity 2, number 1 from the document titled, “Federalism”	Complete Activity 2, number 2 from the document titled, “Federalism”	Complete Activity 2, number 3 from the document titled, “Federalism”

Name: _____ Class: _____

The Stolen Party

By Liliana Heker
1982

Lilian Heker (b. 1943) is an Argentine author who has been writing professionally since she was 17. In this short story, Heker explores social class differences through a story about a young girl who attends the birthday party of a friend whose family employs her mother as their housekeeper. As you read, take notes on how different characters view Rosaura's attendance at the party.

- [1] As soon as she arrived she went straight to the kitchen to see if the monkey was there. It was: what a relief. She wouldn't have liked to admit that her mother had been right. Monkeys at a birthday? Her mother had sneered. Get away with you, believing any nonsense you're told! She was cross, but not because of the monkey, the girl thought; it's just because of the party.

"I don't like you going," she told her. "It's a rich people's party."

"Rich people go to Heaven too," said the girl, who studied religion at school.



["Happy birthday wishes"](#) by Just go is licensed under CC BY-SA 2.0

"Get away with Heaven," said the mother. "The problem with you, young lady, is that you like to fart higher than your a—."¹

- [5] The girl didn't approve of the way her mother spoke. She was barely nine, and one of the best in her class.

"I'm going because I've been invited," she said. "And I've been invited because Luciana is my friend. So there."

"Ah yes, your friend," her mother grumbled. She paused. "Listen, Rosaura," she said at last. "That one's not your friend. You know what you are to them? The maid's daughter, that's what."

Rosaura blinked hard: she wasn't going to cry. Then she yelled: "Shut up! You know nothing about being friends!"

Every afternoon she used to go to Luciana's house and they would both finish their homework while Rosaura's mother did the cleaning. They had their tea in the kitchen and they told each other secrets. Rosaura loved everything in the big house, and she also loved the people who lived there.

1. Rosaura's mother uses an expression that includes a curse word.

- [10] "I'm going because it will be the most lovely party in the whole world, Luciana told me it would. There will be a magician, and he will bring a monkey and everything."

The mother swung around to take a good look at her child, and pompously² put her hands on her hips.

"Monkeys at a birthday?" she said. "Get away with you, believing any nonsense you're told!"

Rosaura was deeply offended.³ She thought it unfair of her mother to accuse other people of being liars simply because they were rich. Rosaura too wanted to be rich, of course. If one day she managed to live in a beautiful palace, would her mother stop loving her? She felt very sad. She wanted to go to that party more than anything else in the world.

"I'll die if I don't go," she whispered, almost without moving her lips.

- [15] She wasn't sure whether she had been heard, but on the morning of the party she discovered that her mother had starched⁴ her Christmas dress. And in the afternoon, after washing her hair, her mother rinsed it in apple vinegar so that it would be all nice and shiny. Before going out, Rosaura admired herself in the mirror, with her white dress and glossy hair, and thought she looked terribly pretty. Señora Ines also seemed to notice. As soon as she saw her, she said: "How lovely you look today, Rosaura."

Rosaura gave her starched skirt a slight toss with her hands and walked into the party with a firm step. She said hello to Luciana and asked about the monkey. Luciana put on a secretive look and whispered into Rosaura's ear: "He's in the kitchen. But don't tell anyone, because it's a surprise."

Rosaura wanted to make sure. Carefully she entered the kitchen and there she saw it: deep in thought, inside its cage. It looked so funny that the girl stood there for a while, watching it, and later, every so often, she would slip out of the party unseen and go and admire it. Rosaura was the only one allowed into the kitchen. Señora Ines had said: "You yes, but not the others, they're much too boisterous,⁵ they might break something." Rosaura had never broken anything. She even managed the jug of orange juice, carrying it from the kitchen into the dining room. She held it carefully and didn't spill a single drop. And Señora Ines had said: "Are you sure you can manage a jug as big as that?" Of course she could manage. She wasn't a butterfingers,⁶ like the others. Like that blonde girl with the bow in her hair. As soon as she saw Rosaura, the girl with the bow had said: "And you? Who are you?"

"I'm a friend of Luciana," said Rosaura.

"No," said the girl with the bow, "you are not a friend of Luciana because I'm her cousin and I know all her friends. And I don't know you."

- [20] "So what," said Rosaura. "I come here every afternoon with my mother and we do our homework together."

"You and your mother do your homework together?" asked the girl, laughing.

-
2. **Pompous (adjective):** having a high opinion of one's own importance
 3. **Offend (verb):** to cause someone to feel angry, hurt, or upset
 4. to make a piece of clothing stiff by dipping it in starch
 5. **Boisterous (adjective):** noisy, energetic, or wild
 6. Someone who is "butterfingers" is careless and often drops objects.

"I and Luciana do our homework together," said Rosaura, very seriously.

The girl with the bow shrugged her shoulders.

"That's not being friends," she said. "Do you go to school together?"

[25] "No."

"So where do you know her from?" said the girl, getting impatient.

Rosaura remembered her mother's words perfectly. She took a deep breath.

"I'm the daughter of the employee," she said.

Her mother had said very clearly: "If someone asks, you say you're the daughter of the employee; that's all." She also told her to add: "And proud of it." But Rosaura thought that never in her life would she dare say something of the sort.

[30] "What employee?" said the girl with the bow. "Employee in a shop?"

"No," said Rosaura angrily. "My mother doesn't sell anything in any shop, so there."

"So how come she's an employee?" said the girl with the bow.

Just then Señora Ines arrived saying *shh shh*, and asked Rosaura if she wouldn't mind helping serve out the hot dogs, as she knew the house so much better than the others.

"See?" said Rosaura to the girl with the bow, and when no one was looking she kicked her in the shin.

[35] Apart from the girl with the bow, all the others were delightful. The one she liked best was Luciana, with her golden birthday crown; and then the boys. Rosaura won the sack race, and nobody managed to catch her when they played tag. When they split into two teams to play charades, all the boys wanted her for their side. Rosaura felt she had never been so happy in all her life.

But the best was still to come. The best came after Luciana blew out the candles. First the cake. Señora Ines had asked her to help pass the cake around, and Rosaura had enjoyed the task immensely,⁷ because everyone called out to her, shouting "Me, me!" Rosaura remembered a story in which there was a queen who had the power of life or death over her subjects. She had always loved that, having the power of life or death. To Luciana and the boys she gave the largest pieces, and to the girl with the bow she gave a slice so thin one could see through it.

After the cake came the magician, tall and bony, with a fine red cape. A true magician: he could untie handkerchiefs by blowing on them and make a chain with links that had no openings. He could guess what cards were pulled out from a pack, and the monkey was his assistant. He called the monkey "partner." "Let's see here, partner," he would say, "turn over a card." And, "Don't run away, partner: time to work now."

7. very much or to a great degree

The final trick was wonderful. One of the children had to hold the monkey in his arms and the magician said he would make him disappear.

"What, the boy?" they all shouted.

[40] "No, the monkey!" shouted back the magician.

Rosaura thought that this was truly the most amusing party in the whole world.

The magician asked a small fat boy to come and help, but the small fat boy got frightened almost at once and dropped the monkey on the floor. The magician picked him up carefully, whispered something in his ear, and the monkey nodded almost as if he understood.

"You mustn't be so unmanly, my friend," the magician said to the fat boy.

The magician turned around as if to look for spies.

[45] "A sissy,"⁸ said the magician. "Go sit down."

Then he stared at all the faces, one by one. Rosaura felt her heart tremble.

"You with the Spanish eyes," said the magician. And everyone saw that he was pointing at her.

She wasn't afraid, neither holding the monkey, nor when the magician made him vanish; not even when, at the end, the magician flung his red cape over Rosaura's head and uttered a few magic words... and the monkey reappeared, chattering happily, in her arms. The children clapped furiously. And before Rosaura returned to her seat, the magician said: "Thank you very much, my little countess."⁹

She was so pleased with the compliment that a while later, when her mother came to fetch her, that was the first thing she told her.

[50] "I helped the magician and he said to me, 'Thank you very much, my little countess.'"

It was strange because up to then Rosaura had thought that she was angry with her mother. All along Rosaura had imagined that she would say to her: "See that the monkey wasn't a lie?" But instead she was so thrilled that she told her mother all about the wonderful magician.

Her mother tapped her on the head and said: "So now we're a countess!"

But one could see that she was beaming.

And now they both stood in the entrance, because a moment ago Señora Ines, smiling, had said: "Please wait here a second." Her mother suddenly seemed worried.

[55] "What is it?" she asked Rosaura.

8. a person regarded as a coward

9. a woman of noble status

"What is what?" said Rosaura. "It's nothing; she just wants to get the presents for those who are leaving, see?"

She pointed at the fat boy and at a girl with pigtails who were also waiting there, next to their mothers. And she explained about the presents. She knew, because she had been watching those who left before her. When one of the girls was about to leave, Señora Ines would give her a bracelet. When a boy left, Señora Ines gave him a yo-yo. Rosaura preferred the yo-yo because it sparkled, but she didn't mention that to her mother. Her mother might have said: "So why don't you ask for one, you blockhead?"¹⁰ That's what her mother was like. Rosaura didn't feel like explaining that she'd be horribly ashamed to be the odd one out. Instead she said: "I was the best-behaved at the party."

And she said no more because Señora Ines came out into the hall with two bags, one pink and one blue.

First she went up to the fat boy, gave him a yo-yo out of the blue bag, and the fat boy left with his mother. Then she went up to the girl and gave her a bracelet out of the pink bag, and the girl with the pigtails left as well.

- [60] Finally she came up to Rosaura and her mother. She had a big smile on her face and Rosaura liked that. Señora Ines looked down at her, then looked up at her mother, and then said something that made Rosaura proud:

"What a marvelous daughter you have, Herminia."

For an instant, Rosaura thought that she'd give her two presents: the bracelet and the yo-yo. Señora Ines bent down as if about to look for something. Rosaura also leaned forward, stretching out her arm. But she never completed the movement.

Señora Ines didn't look in the pink bag. Nor did she look in the blue bag. Instead she rummaged¹¹ in her purse. In her hand appeared two bills.

"You really and truly earned this," she said handing them over. "Thank you for all your help, my pet."

- [65] Rosaura felt her arms stiffen, stick close to her body, and then she noticed her mother's hand on her shoulder. Instinctively she pressed herself against her mother's body. That was all. Except her eyes. Rosaura's eyes had a cold, clear look that fixed itself on Señora Ines's face.

Señora Ines, motionless, stood there with her hand outstretched. As if she didn't dare draw it back. As if the slightest change might shatter an infinitely delicate balance.

"The Stolen Party" by Liliana Heker, © 1982, which appeared in Other Fires: Short Fiction by Latin American Women, edited and translated by Alberto Manguel, © 1985. Reprinted by permission of Westwood Creative Artists Ltd. and Schavelzon Graham Agencia Literaria (www.schavelzongraham.com).

10. a stupid person

11. **Rummage (verb):** to search by moving, turning, or looking through the contents of a container

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement identifies a theme of the text?
 - A. Class differences are insignificant and people are usually able to look beyond them.
 - B. Children are clueless to how cruel other people can be.
 - C. Class differences can negatively impact the way people are treated.
 - D. Adults are sometimes inexplicably cruel to children.

2. PART B: Which passage from the text best supports the answer to Part A?
 - A. "That one's not your friend. You know what you are to them? The maid's daughter, that's what." (Paragraph 7)
 - B. "They had their tea in the kitchen and they told each other secrets. Rosaura loved everything in the big house, and she also loved the people who lived there." (Paragraph 9)
 - C. "Rosaura remembered a story in which there was a queen who had the power of life or death over her subjects." (Paragraph 36)
 - D. "Rosaura didn't feel like explaining that she'd be horribly ashamed to be the odd one out. Instead she said: 'I was the best-behaved at the party.'" (Paragraph 57)

3. PART A: What is the meaning of "boisterous" in paragraph 17?
 - A. overactive
 - B. untrustworthy
 - C. uncoordinated
 - D. weak

4. PART B: Which detail from paragraph 17 best supports the answer to Part A?
 - A. "Rosaura was the only one allowed into the kitchen."
 - B. "they might break something."
 - C. "She even managed the jug of orange juice,"
 - D. "She wasn't a butterfingers, like the others."

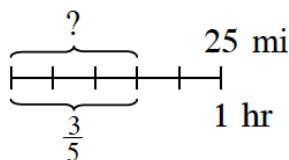
5. PART A: How would you describe Rosaura's mother?
 - A. She is hateful towards people with money because she is jealous that she doesn't have money.
 - B. She is not trusting of people with money because she knows they spend it on unnecessary things.
 - C. She is not trusting of people with money because she knows how they treat people without money.
 - D. She is uncaring towards her daughter because she thinks her desires to be rich are silly.

Math 7 – Week of April 13th

Scaling Quantities

In Chapter 5, you learned how to find the percent of a number by making a diagram to relate the part to the whole and find the desired portion. This calculation is fairly straightforward if the percent is a multiple of 10, like 40%, or can be thought of as a fraction, like $14 = 25\%$. However, it can be more challenging if the percent is something like 6.3% or 84.5%. You will learn how connect what you learned about distance, rate, and time, to scale factor to find the corresponding lengths of similar figures

7-16 Dan is training for a bicycle race. He can ride his bike 25 miles per hour. One day, when he had been riding for $\frac{3}{5}$ of an hour, he had to stop and fix a flat tire. The diagram below may be useful. How many miles had he ridden when he stopped?



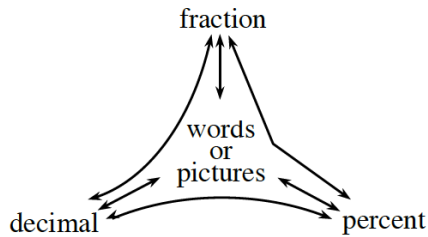
7-17 Matt thought about problem 7-16 and drew the diagram below. Look at Matt's drawing and decide how he is thinking about this problem.

- Write an equation that uses the scale factor to find x .
- What connection is Matt making between finding a distance using the rate and time (as you did in problem 7-16) and using a scale factor with similar figures? How are the situations alike, and how are they different?



7-18 In the two previous problems, $\frac{3}{5}$ is used in two ways: first, as *time* in the rate

problem $\frac{25 \text{ miles}}{1 \text{ hour}} \cdot \frac{3}{5} \text{ hrs}$, and second, as the *scale factor* in the similar triangle problem used to find three fifths of 25 miles. Both of these situations resulted in an equivalent calculation: $25 \cdot \frac{3}{5} = 15$. How else could this be written?



Representations of a Portion

- a. Using the portions web above, work with your team to find two other ways to write the equation $25 \cdot \frac{3}{5} = 15$. For example, one way might be $25 \cdot \frac{6}{10} = 15$.
- b. If you did not already find it, what percent would be equivalent to $\frac{3}{5}$? Use this percent to write a statement in words and symbols that is equivalent to $25 \cdot \frac{3}{5} = 15$.
- c. Use the idea of scaling to find the following values. Write an expression using either a fraction or a decimal, and then find the result.
 - i. 90% of 25 miles
 - ii. 8% of \$75
 - iii. 25% of 144

7-19 Josie went out to dinner at an Indian restaurant. The total bill was \$38. She wanted to leave a 15% tip.

- a. If you use the idea of scaling to find the tip amount, what would she need to multiply by?
 - How could you represent this multiplier as a fraction?
 - How could you represent it as a decimal?
 - Does it make a difference which representation, fraction or decimal, you use to solve this problem?
 - Which do you think will be easier?
- b. How much should Josie leave for the tip? Show your calculations.
- c. If Josie changes her mind and wants to leave a 20% tip instead, how much will this be?

SCALING TO SOLVE PERCENT AND OTHER PROBLEMS

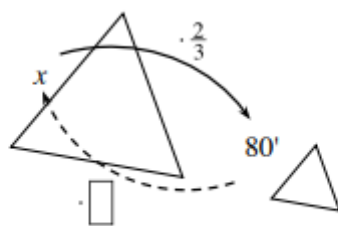
Students used scale factors (multipliers) to enlarge and reduce figures as well as increase and decrease quantities. All of the original quantities or lengths were multiplied by the scale factor to get the new quantities or lengths. To reverse this process and scale from the new situation back to the original, we divide by the scale factor. Division by a scale factor is the same as multiplying by a reciprocal. This same concept is useful in solving equations with fractional coefficients. To remove a fractional coefficient you may divide each term in the equation by the coefficient or multiply each term by the reciprocal of the coefficient. Recall that a reciprocal is the multiplicative inverse of a number, that is, the product of the two numbers is 1. For example, the reciprocal of $\frac{2}{3}$ is $\frac{3}{2}$, $\frac{1}{2}$ is $\frac{2}{1}$, and 5 is $\frac{1}{5}$.

Scaling may also be used with percentage problems where a quantity is increased or decreased by a certain percent. Scaling by a factor of 1 does not change the quantity. Increasing by a certain percent may be found by multiplying by $(1 + \text{the percent})$ and decreasing by a certain percent may be found by multiplying by $(1 - \text{the percent})$.

For additional information, see the Math Notes boxes in Lesson 7.1.4 of the *Core Connections, Course 2* text.

Example 1

The large triangle at right was reduced by a scale factor of $\frac{2}{5}$ to create a similar triangle. If the side labeled x now has a length of 80' in the new figure, what was the original length?



To undo the reduction, multiply 80' by the reciprocal of $\frac{2}{5}$, namely $\frac{5}{2}$, or divide 80' by $\frac{2}{5}$.

$$80' \div \frac{2}{5} \text{ is the same as } 80' \cdot \frac{5}{2}, \text{ so } x = 200'.$$

Example 2

Solve: $\frac{2}{3}x = 12$

Method 1: Use division and a Giant One

$$\begin{aligned} \frac{2}{3}x &= 12 \\ \frac{\frac{3}{2}}{\frac{3}{2}} \cdot \frac{2}{3}x &= \frac{12}{\frac{3}{2}} \\ x &= \frac{12}{\frac{3}{2}} = 12 \div \frac{3}{2} = \frac{36}{3} \div \frac{2}{3} = \frac{36}{2} = 18 \end{aligned}$$

Method 2: Use reciprocals

$$\begin{aligned} \frac{2}{3}x &= 12 \\ \frac{3}{2} \left(\frac{2}{3}x \right) &= \frac{3}{2}(12) \\ x &= 18 \end{aligned}$$

Example 3

Samantha wants to leave a 15% tip on her lunch bill of \$12.50. What scale factor should be used and how much money should she leave?

Since tipping increases the total, the scale factor is $(1 + 15\%) = 1.15$.
She should leave $(1.15)(12.50) = \$14.38$ or about \$14.50.

Example 4

Carlos sees that all DVDs are on sales at 40% off. If the regular price of a DVD is \$24.95, what is the scale factor and how much is the sale price?

If items are reduced 40%, the scale factor is $(1 - 40\%) = 0.60$.
The sale price is $(0.60)(24.95) = \$14.97$.

Problems

1. A rectangle was enlarged by a scale factor of $\frac{5}{2}$ and the new width is 40 cm. What was the original width?
2. A side of a triangle was reduced by a scale factor of $\frac{2}{3}$. If the new side is now 18 inches, what was the original side?
3. The scale factor used to create the design for a backyard is 2 inches for every 75 feet ($\frac{2}{75}$). If on the design, the fire pit is 0.5 inches away from the house, how far from the house, in feet, should the fire pit be dug?
4. After a very successful year, Cheap-Rentals raised salaries by a scale factor of $\frac{11}{10}$. If Luan now makes \$14.30 per hour, what did she earn before?
5. Solve: $\frac{3}{4}x = 60$
6. Solve: $\frac{2}{5}x = 42$
7. Solve: $\frac{3}{5}y = 40$
8. Solve: $-\frac{8}{3}m = 6$
9. What is the total cost of a \$39.50 family dinner after you add a 20% tip?
10. If the current cost to attend Magicland Park is now \$29.50 per person, what will be the cost after a 8% increase?
11. Winter coats are on clearance at 60% off. If the regular price is \$79, what is the sale price?
12. The company president has offered to reduce her salary 10% to cut expenses. If she now earns \$175,000, what will be her new salary?

MATH 7+ - PUZZLE INVESTIGATOR PROBLEM (PIP) 2 – NUMBER PUZZLES

For this challenge, you will solve multiple number puzzles. For each puzzle, show all of your work (even that which leads to a “dead end”). For each part below, describe in a paragraph what strategy worked and any observations you made that made the puzzle easier.

- Figure out which number from 0 through 9 each letter at right stands for so that the addition works. Assume $T \neq 0$ and $F \neq 0$. If $U = 0$, what are the values of the other letters?
- Is there a value of U for which you can find two different solutions? Is there any value of U that will not work, that is, for which you cannot find a solution?
- This time, figure out which numbers 0 through 7 each letter stands for in the puzzle at right so that the multiplication is true.

$$\begin{array}{r} TWO \\ +TWO \\ \hline FOUR \end{array}$$

$$\begin{array}{r} AAA \\ \times BC \\ \hline DDDE \\ \hline FFF \\ \hline GGGE \end{array}$$

FINAL PUSH:

Can doctors succeed in an effort to wipe out a deadly disease?

If you were the richest person in the world, how would you spend your money? Bill Gates, the hyper-wealthy founder of Microsoft, has donated more than a billion dollars to the fight against polio. Gates doesn't just want to treat people suffering from the crippling illness. He intends to *eradicate* it—to wipe it off the face of the planet forever.



AP Images *Bill Gates*

Recently, though, some critics have spoken out against Gates's efforts. They argue that he would do more good by focusing his energy—and his checkbook—on other causes, such as the effort to control *malaria*, a deadly parasitic disease that kills an estimated 1 million people every year.

Gates isn't backing down. Polio eradication is within reach, he argues. To be sure, ridding the world of polio is a huge challenge. But Gates and others say there are good reasons to hold out hope.

Last Strongholds

Polio was once a global disease. At its peak in 1952, nearly 58,000 Americans were stricken. More than 3,000 died, and 21,000 were left paralyzed.

Then, in 1955, scientists developed the first successful *vaccine* for polio. A vaccine is a drug that stimulates the body's immune system to recognize and attack a particular pathogen. Within two years of the vaccine's introduction, polio cases in the United States fell 85 to 90 percent. By 1979, the virus had been completely eliminated from the country.



Ahmad Masood/Landov/Reuters

A polio patient wearing a leg brace

Elsewhere, polio raged on. In 1988, the World Health Organization (WHO) launched an international project, the Global Polio Eradication Initiative (GPEI), to wipe out the virus by vaccinating children around the globe. The WHO has many partners in the project, including the Bill and Melinda Gates Foundation. When the project started, outbreaks were occurring in more than 125 countries and paralyzing more than 350,000 kids each year.

The vaccination effort has paid off. Today, polio remains *endemic* (native) to just four countries: India, Pakistan, Afghanistan, and Nigeria. Wiping out the disease in those final strongholds has been tough, says Carol Pandak, the manager of polio eradication at Rotary International, another GPEI partner. Huge populations, unsanitary conditions, reluctant governments, and warfare make it difficult to vaccinate children in the areas where polio remains. "The challenges we're facing are complex," she says.

Heroic Measures

Initially, the eradication project aimed to abolish polio by 2000. Eleven years and \$8 billion later, the virus stubbornly hangs on. Critics argue that health organizations have already spent too much on a losing battle. Many say that money being used on polio would be better spent fighting more widespread diseases. The editor of *The Lancet*, a top medical journal, recently tweeted: “Global health does not depend on polio eradication.”

Gates is a determined, persuasive man, however. At least one of his prominent critics has had a change of heart. In the 1970s, Donald Henderson led the WHO’s program to eradicate *smallpox*, a deadly viral disease that has been called history’s greatest mass murderer. Thanks to a global vaccination campaign, smallpox was eradicated in 1979. It’s the only disease ever to be wiped out by humans. Despite that success, Henderson long believed polio couldn’t be eradicated, partly because of the nature of the vaccine.

Two kinds of polio vaccine exist. One is injected; the other is given as liquid drops on the tongue. Vaccination campaigns use the oral vaccine because it’s cheaper and easier to administer. Unlike the injected vaccine, it also prevents person-to-person spread of the virus. But the oral vaccine must be refrigerated and requires multiple doses. The rural or war-torn places where polio still thrives often lack the electricity needed to keep vaccines chilled. In addition, health workers have a hard time reaching and revaccinating the affected children because their families are often very mobile.

Because of those challenges, Henderson was once a vocal critic of polio eradication. Last spring, however, he sat down with Gates and other global health experts. The meeting changed his mind. Henderson now believes Gates’s enthusiasm and commitment are powerful enough to overcome the remaining challenges. “It’s going to take heroic measures to be able to stop [polio],” he admits. “But they have the motivation, the people, and the resources. With enough of a push, they might just make it.”

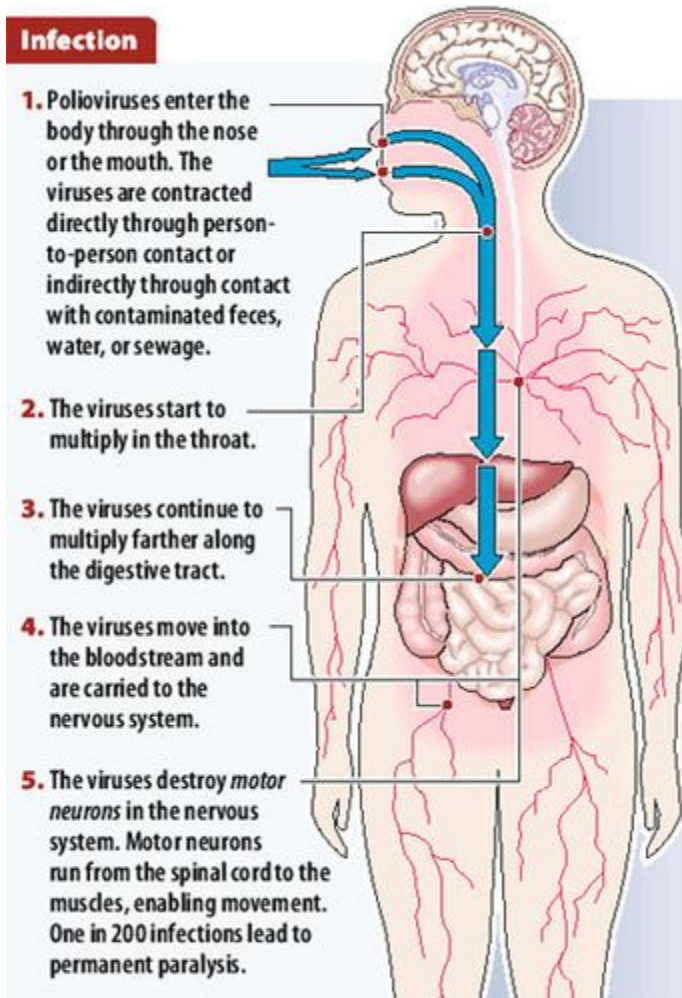
There are reasons to be optimistic. Between 2009 and 2010, cases fell by 95 percent in Nigeria and 98 percent in India. Much of that success is due to political support in those countries, says Pandak. But Gates may deserve some credit. Well respected around the world, he traveled to Nigeria to meet with government leaders and promote vaccination.

For supporters of eradication, quitting now would be like running a marathon and stopping 10 feet short of the finish line. If vaccination programs were scaled back, outbreaks could quickly flare up in countries around the world, Pandak says. “It would be a tragedy of hundreds of thousands of children every year being paralyzed again.”

Gates and his partners have no intention of quitting. “We are so close,” he wrote in a public letter released by his foundation in 2011, “but we have to finish the last leg of the journey.”

Stop Motion

Polio is a highly infectious disease caused by a virus that can destroy part of the nervous system, resulting in paralysis in a matter of hours.



AFP/Newscom

Symptoms

Nonparalytic polio:

Most patients contract this form of polio, which may last for one to two weeks.

- moderate fever
- diarrhea
- excessive tiredness
- vomiting
- muscle tenderness and spasms

Paralytic polio:

This form of polio is deadly when it immobilizes the breathing muscles.

- headache
- stiff neck and back
- difficulty urinating, swallowing, and breathing
- abnormal sensations in an area
- rapid onset of muscle weakness that may lead to paralysis

TEST RESULTS:

Could a new diagnostic machine help end one of the world's deadliest diseases?

The United States passed a medical milestone in 2011. In March of that year, the U.S. Centers for Disease Control and Prevention announced that the country's tuberculosis (TB) rate was at an all-time low.



Courtesy of Cepheid

Despite the good news, medical researchers have a long way to go in controlling the disease. In many developing countries, the infection rages. Doctors there can't screen people for TB quickly and accurately. Could a remarkable new machine made by a U.S. company change that situation?

'Forgotten Disease'

TB is a contagious bacterial infection. It usually attacks the lungs, but it can spread to other organs as well. Untreated, it can become deadly. TB sickens 9.4 million people and kills 1.7 million each year, according to the World Health Organization (WHO).

Believe it or not, one out of three people on the planet have been infected with TB. So why haven't you heard more about the disease? For one thing, not everyone who carries the TB bacterium becomes ill. People with *latent infections* have TB bacteria in their bodies, but their immune systems keep the germs at bay. They don't get sick, and they can't infect others. Most TB infections are latent, says Madhukar Pai, a TB researcher at McGill University in Montreal. Only about 10 percent of people with TB ever get sick.

There's another reason TB isn't discussed much in the United States. "TB is a forgotten disease of poor people," Pai explains. The infection thrives in poverty-stricken regions, especially where people live closely in unsanitary conditions. About 80 percent of all TB cases occur in 22 "high-burden" countries, including Brazil, China, Nigeria, Russia, and Afghanistan.



Abid Bhat/Photoshot/Newscom; Inset: AP Images

A nurse gives a shot to Asha Devi, 19, a tuberculosis patient in Gauhati, India. Left: A woman who has tuberculosis wears a surgical mask to keep her from infecting other people.

Despite efforts by groups such as the WHO, TB rates in high-burden countries are falling "painfully slowly," Pai says. Doctors are fighting the disease with old tools. A vaccine to prevent TB does exist, but it was designed in the 1920s and isn't very effective.

Drugs to treat people who are sick with the disease are available, too, but TB is a stubborn infection. Patients must take medications for six months to clear the bacteria from their systems. Worse, some strains of the bacterium are *drug resistant*. The drugs normally used to treat TB are powerless against them. Patients with drug-resistant strains of TB must take other, more expensive drugs, and the course of treatment can last for a year or more.

Difficult Diagnosis

Before TB can be treated, it has to be diagnosed. To do that, doctors in poor countries usually rely on microscope exams of *sputum* samples. Sputum is a mixture of saliva and *phlegm* (mucus secreted in the airways). A medical worker examines the patient's sputum under a microscope to look for evidence of TB bacteria.

The sputum test is more than 100 years old and not very reliable. "It picks up maybe 50 to 60 percent of TB cases," says David Persing, the chief medical officer of Cepheid, a diagnostics company in Sunnyvale, Calif. "There are a lot of TB cases that go undetected."

Together with a Swiss organization, Cepheid has created a machine that can diagnose TB quickly and easily. It's called GeneXpert. A patient spits sputum into a small cartridge. The cartridge is then plugged into the GeneXpert machine, which scans the sample for bits of DNA that are unique to *Mycobacterium tuberculosis*, the bacterium that causes TB.



Alexander Khudoteply/AFP/Getty Images/Newscom

In the country of Ukraine, convicted criminals who have TB are treated in a special prison hospital while they serve time.

The GeneXpert test can accurately identify a case of TB in less than two hours. And it doesn't require special training; practically anyone can pop a cartridge into the machine and press the start button.

What's more, the test identifies whether a patient has a drug-resistant strain of TB. Previously, it took costly lab tests weeks to confirm drug-resistant infections. "Knowing it's drug resistant right off the bat is a huge advantage," Persing says. Patients can start taking the right drugs immediately, so they get better faster and infect fewer people.

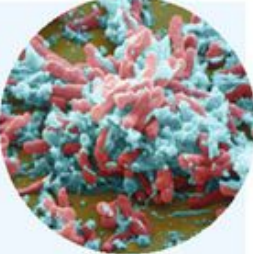
Cost Control

The GeneXpert is one of the most exciting things to happen in the TB world in years, Pai says. There's a catch, though: it's expensive. In India, where TB kills 280,000 people a year, two-thirds of the population live on less than \$2 a day. The WHO has worked with Cepheid to negotiate a special lower price for the countries that need the machines most. Even then, a GeneXpert machine costs about \$17,000, and every single-use test cartridge costs \$17. In a poor country, that's a lot. Persing hopes that the price will drop even further as more countries order the machines.

Improving the diagnosis of TB is a critical step toward controlling the disease, but better drugs and an effective vaccine are also necessary, says Pai. "We need new technologies, and we need a lot more countries pitching in," he says. "We need to be more ambitious than we've ever been."

States of Infection

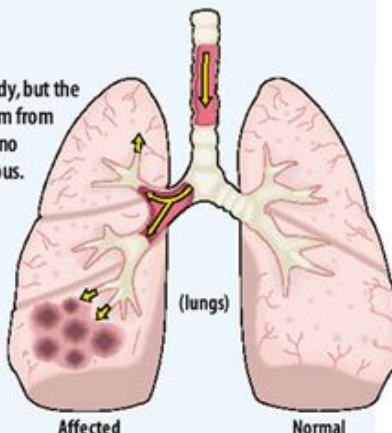
Tuberculosis (TB) is a disease caused by bacteria (pictured at right) that spread through the air and are breathed into the lungs. The infection progresses through several stages. Most infected people remain at the first stage. Drugs to treat the later stages are available.



A cluster of *Mycobacterium tuberculosis*

STAGES

- Latent infection**
TB bacteria are alive in the body, but the immune system prevents them from spreading. The person shows no symptoms and is not contagious.
- Active infection**
If the infected person's immune system is weak, the TB bacteria may become active and multiply, damaging lung tissues. Symptoms may appear, and the person may be contagious.
- Extrapulmonary infection** The bacteria spread through the body, affecting the brain, the eyes, the lymph nodes, the throat, the spine, the kidneys, the bones, and the skin.



(lungs)

Affected

Normal

Sources: WHO/CDC; Graphic: AFP/Newscom; Inset: Eye of Science/Photo Researchers, Inc.

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Federalism

Social Studies Home Learning Activities

Standard Benchmark	Civics 1b: Students will analyze the different functions of federal, state, and local governments in the United States and examine the reasons for the different organizational structures each level of government employs.
Grade Band	6-8
Vocabulary/Key Concepts	Functions, Federal Government, Structures of Government

ACTIVITY 1:

Directions:

Listen to (or read the Transcript, starting on page 2 in this document) Civics 101: What is Federalism podcast and complete the graphic organizer. Podcast - <https://www.civics101podcast.org/civics-101-episodes/federalism>



Civics 101: Starter Kit- Federalism

Directions: As you listen to (or read the transcript of) the podcast take notes in the appropriate box.

Name _____

Brown v Board of Edu

Little Rock Nine

Gov. Faubus' Response

President Eisenhower's Response

Three Principles of Federalism:

1.

2.

3.

-----POWER STRUGGLE-----

Federation

10th Amendment

Hamilton v Jefferson & Madison

Civil War

Progressive Movement

"States rule most of our lives"

Money, Money, Money

ACTIVITY 2:

After completing the Graphic Organizer on Federalism, on a separate sheet of paper, answer the following questions:

1. Is federalism good or bad for American Democracy? Explain why or why not.
2. Predict what would happen if the supremacy clause was not included in the Constitution. What would be different? What would be the same? Would the United States be able to stay united?
3. Research a current event that is related to federalism. Provide a brief summary of the current event and explain how this event is an example of federalism at work.

Transcript from *Federalism from Civics 101: a Podcast* - <https://www.civics101podcast.org/civics-101-episodes/federalism>

CPB: [00:00:00] Civics 101 is supported in part by the Corporation for Public Broadcasting.

Archival: [00:00:09] It is my opinion that the south will be law abiding and will comply with the decision of the court and a step.

Hannah McCarthy: [00:00:17] In 1954, the Supreme Court handed down a landmark decision.

Archival: [00:00:22] People in the south are just as law abiding as anybody else. And other decisions have come down which they said they wouldn't like. And there's never been any trouble as a result of any of these decisions.

Hannah McCarthy: [00:00:34] Brown vs. Board of Education. Segregation in schools is unconstitutional, a violation of the Equal Protection Clause in the 14th Amendment. Separate but equal is not equal at all.

[00:00:46] Nine thousand negroes met together with no problem at all and discussed segregation and the ending of segregation. And that was in Mississippi.

Hannah McCarthy: [00:00:56] Three years later, a group of nine black students formally enrolled in an all white school in Little Rock, Arkansas.

Nick Capodice: [00:01:02] The Little Rock Nine.

Hannah McCarthy: [00:01:03] The Little Rock Nine.

Archival: [00:01:04] Units of the National Guard have been and are now being mobilized.

Hannah McCarthy: [00:01:12] And Governor Orval Faubus responded with military force.

Archival: [00:01:16] Advance units are already on duty on the grounds of Central High School.

Hannah McCarthy: [00:01:23] A mob of screaming white protesters lined the path as the nine students approached Central High School. [00:01:28] They never did make it inside. The Arkansas National Guard, under orders from the governor, barred their entry.

Archival: [00:01:38] Then you see it as a state-federal conflict of authority. [00:01:43] Oh, I don't think there's a question about that.

Lisa Mannheim: [00:01:44] This was clearly unconstitutional based on the Supreme Court's decision. But the states nevertheless argued that they did not need to be, in a sense, bound by the U.S. Supreme Court's decision. They disagreed with it. They said we don't we don't need to follow it.

Hannah McCarthy: [00:01:59] This is Lisa Mannheim. She's an associate professor of law at the University of Washington School of Law. So back in Arkansas in 1957, the governor tries to forcibly prevent enforcement of federal law.

Lisa Mannheim: [00:02:11] In response, the president, who at the time was President Eisenhower, sent in federal troops to escort these students into the state run school. So that would be an example of state government refusing to comply with federal law. And in response, the federal government here, both the court which concluded that the Arkansas was incorrect to think it had the power to do this, as well as the executive branch, the president here pushing back against the state in the sense forcing the state to comply with federal law.

Hannah McCarthy: [00:02:42] Eisenhower deputized as the National Guard to take it out of the governor's hands. And for the rest of the year, there is a military presence at the school enforcing the federal integration law.

Nick Capodice: [00:02:54] So Arkansas is forced to comply with desegregation.

Hannah McCarthy: [00:02:58] Actually, the events at Central High School were just the beginning before desegregation was going to happen in Arkansas. [00:03:05] There was going to be a dance.

Nick Capodice: [00:03:06] What kind of dance?

Hannah McCarthy: [00:03:07] A dance of state and federal government in a constant swirl of conflict, negotiation and defiance. A dance otherwise known as federalism. And that is the subject of our show today. One big government and the 50 little governments that comprise it. I'm Hannah McCarthy.

Nick Capodice: [00:03:28] And I'm the Nick Capodice. [00:03:29] And this is the Civics 101 starter kit on the delicate balance that keeps -- or tries to keep -- American democracy in order.

Lisa Mannheim: [00:03:37] The United States is a federation. And what that means is that we don't only have a national government. We also have a number of governments that operate, in a sense, underneath the federal government or alongside the federal government in. In the United States, this refers to the 50 separate state governments that exist along with the federal government. And it's important to understand that these state governments are their own independent governments. They are not just subsections of the federal government.

Hannah McCarthy: [00:04:11] Back in Arkansas in the 50s, Eisenhower sends the troops in and says, "waltz."

[00:04:18] But Governor Faubus is like, no way. You can't make me. Tango.

[00:04:27] Arkansas requests a delay on desegregation from the federal court system and they get it. But then the NAACP petitions the Supreme Court for an emergency overturn, Arkansas's case goes back to the federal courts. Governor Faubus won't budge. He calls an emergency session of the Arkansas General Assembly to consider 16 bills to forestall desegregation. The Supreme Court meets and orders immediate integration of Central High. Arkansas passes the segregation bills and closes the Little Rock High School system. For the next year, there is no integration in Little Rock high schools because there are no Little Rock high schools.

Nick Capodice: [00:05:32] Hannah, correct me if I'm wrong, but this is totally illegal, isn't it?

Hannah McCarthy: [00:05:36] Oh, yeah, it's totally illegal.

Nick Capodice: [00:05:38] But it happened.

Hannah McCarthy: [00:05:39] But it happened.

Nick Capodice: [00:05:40] How is it possible that it happened?

Lisa Mannheim: [00:05:42] If you think about a government as having its own independence, as working on its own.

[00:05:49] But at the same time, having to share a space, in a sense with a separate government, you are.

[00:05:58] Trying to work out a system whereby two sovereigns are somehow coexisting.

Nick Capodice: [00:06:11] Two sovereigns at once. It just seems impossible. It's hard for me to wrap my mind around the idea that two governments are in charge. We look at Arkansas. It doesn't seem like it could possibly work.

Lisa Mannheim: [00:06:22] It's very complicated. And there are three overarching principles that are helpful to keep in mind when it comes to this complicated idea of federalism.

Hannah McCarthy: [00:06:31] Principle number one.

Lisa Mannheim: [00:06:32] The first is that in the United States, the Constitution makes clear that the federal law wins if there's a conflict between the federal law and some sort of state law. If, for example, you think about a simple illustration, something like imagine there's a federal law that says if you package a certain product, the packaging needs to be blue. By contrast, you have a state law that purports to regulate the same product. And it says, no, if you package this sort of product. The packaging has to be red. In that case, it is impossible for a company to comply with both federal law and state law. There's a conflict. And as a result, the federal law controls. And the state law is no longer valid.

Hannah McCarthy: [00:07:13] Federal beats state. This is called the supremacy clause. The Constitution and federal law are the supreme law of the land.

Hannah McCarthy: [00:07:23] Principle number two?

Lisa Mannheim: [00:07:24] State governments are profoundly important in our country. And this is particularly true in areas where the federal government hasn't regulated very much, or maybe where the constitution doesn't allow the federal government to regulate very much or even in areas where the states just think it's very important to do some sort of lawmaking places where there in particular there's a lot of state law rather than federal law are in areas like family law relating to marriage and divorce and the like, criminal law, property law, as well as laws relating to contracts.

Hannah McCarthy: [00:07:58] States are your primary lawmakers. Where you live in this country matters because states govern the bulk of your life. So even though the federal government is the top law of the land, state laws are closer to you and there are more of them. Quantity over clout. All right.

[00:08:14] Principle number three.

Lisa Mannheim: [00:08:16] The last principle that is really helpful to keep in mind when it comes to federalism is that because state governments are independent of the federal government, they not only are, as a practical matter, able to push back from against the pie federal government if they so choose. They are also constitutionally protected in that sort of resistance. So if a state law disagrees with federal policy with respect to something like criminal law or immigration related law, the states retain a constitutionally protected power to, in a sense, refuse to cooperate with the federal government. By contrast, if the states agree with the federal law, they can voluntarily choose to cooperate. The states retain the ability to make that decision. Now there's limits to exactly how a state is able to do this. But the basic principle is embedded in the constitutional structure.

Hannah McCarthy: [00:09:12] For one thing, if state law contradicts federal law, the federal government can choose to enforce the supreme law of the land. Can being the operative word, it often opts not to. And then we've got the 10th Amendment. That's the one that says that the federal government only has the powers that are actually listed in the Constitution. All other powers are reserved for the state or the people to decide.

Nick Capodice: [00:09:42] Right. The 10th Amendment sort of follows the Ninth Amendment to address the concerns that Hamilton had and Madison had about your rights being constrained by the Constitution. The night says your rights are not limited to what's in the Constitution, and the tenth says whatever is not addressed here is left up to the states.

Dave Robertson: [00:09:57] Remember, the people who wrote the Constitution were first and foremost politicians. They weren't philosophers, they weren't saints. They certainly weren't political scientists, but they knew a lot about those things. What they were interested in was making sure that a new government could protect their states and accomplish national purposes. But the same time, not destroy the vital interests of their states.

Hannah McCarthy: [00:10:25] This is Dave Robertson.

Dave Robertson: [00:10:26] Chair of the Political Science Department at the University of Missouri, St. Lewis.

Hannah McCarthy: [00:10:33] Dave tells this story about a group of Russians visiting the university. The visitors are all interested in civics, and Dave is trying to explain how the U.S. government works through this principle of federalism.

Dave Robertson: [00:10:43] I started by showing them what they can see every day there in the United States. I showed them a variety of license plates because just about any place you'd go in the world, you have very boring license plates and they look similar to license plates in other countries. I think of Europe along those lines. Well, in the United States, if somebody is driving you around, you can see all of these fancy look. License plates of different colors, different sayings and different kinds of designs. And I try to explain if you want to understand federalism, you have to understand that states can do a whole lot of things differently that are not done differently and lots of other countries.

Hannah McCarthy: [00:11:30] Dave points out to his Russian visitors that the 50 disparate chunks of our country are called states like independent, self-governing mini countries inside of a bigger country. And the framers had just come through the Revolutionary War where they broke off from Britain, this big, powerful government. Just try and tell some of these scrappy little states that you're going to impose a big, strong federal government on them. Some states were going to benefit. Others, though, would get short shrift it. Alexander Hamilton, for example, wanted a strong federal government because it would benefit his state, New York.

Dave Robertson: [00:12:03] He wanted lots of tools for the federal government to control trade and to help nurture economic development and to do other kinds of things that would build manufacturing in the United States. Madison and Jefferson represented Virginia, which was a state that made a lot of money by growing crops and shipping them overseas. Trade restrictions, tariffs. The development of a manufacturing economy would tend to benefit states like New York. Hamilton states. And it would disadvantage a state like Virginia and other southern states that grow crops for export to Europe and to elsewhere. Those economic differences, along with philosophical differences about which level of government exercise, which powers really help drive a wedge between Madison and Hamilton and help spur the creation of national political parties.

Nick Capodice: [00:13:09] Ok, so there's that north versus the south from the get go. [00:13:13] And we all know what happened next.

Dave Robertson: [00:13:14] Because states decided that they could get out of the union. And that was contested, wasn't settled by a court. It wasn't settled by a political compromise. It was settled by bloodshed, lots of bloodshed and incredibly brutal war in which one side surrendered and surrendered that right to leave the union forever, at least as long as our constitution stays in effect.

Hannah McCarthy: [00:13:41] While the South was in secession, the Republicans, led by Lincoln, leveraged federal power to help industry, commerce, even education. The tendrils of strong government eventually led to a nationalized railroad system and telegraph system. The economy boomed. An industry ruled for years. But as farms dwindled, factories rose and the population exploded. You also started to see extreme poverty, and so state and federal government needed to start working together.

Dave Robertson: [00:14:10] The result was a progressive movement that aimed to help create partnerships between the national government, whose powers were limited by the Supreme Court and the states. So in that period, you saw lots of federal efforts to try to connect with the states, to build highways, to extend vocational education, even to extend for a time help for mothers and children. Almost any innovation you can think of that is now a federal program. Whether you're talking about welfare programs, you're talking about civil rights programs or talking about environmental programs. All of those things have been innovated often at the local level and cities then spreading to the states and finally being adopted by the federal government. That's part of the story of what happened in the 1960s and 70s with environmental policy.

Nick Capodice: [00:15:09] Wait, almost any federal program starts at the state level? [00:15:13] What about something like Social Security?

Dave Robertson: [00:15:14] Aid to mothers with children? The states innovated those things. Even unemployment compensation is a federal state program because the states of Ohio and Wisconsin had pioneered those before the federal government got involved.

Nick Capodice: [00:15:30] So what if the federal government kicks off a program that was like litmus tested in Iowa and Kansas says, no, heck no, we don't need a national speed limit.

Hannah McCarthy: [00:15:40] Well, for one thing, let's say the federal government is providing money to replace all the speed limit signs in your state. Kansas can be like we don't need your filthy money.

Dave Robertson: [00:15:49] Yes, there's lots of instances of that. There are states that reject the money because they don't want to deal with the regulations. But but that doesn't last long because there's often a provision that allows the federal government to come in and begin to implement the rules of if the state. Doesn't decide to join in. That happened with the Clean Air Act. The state of Arizona didn't join in for a good number of years, and it has happened with a lot of more conservative states and the Affordable Care Act.

Hannah McCarthy: [00:16:27] And Dave says, even in cases of federal law, the bulk of the implementation of those laws tends to fall to the states.

Dave Robertson: [00:16:35] We think about all of those federal regulations that the EPA issues as being federal rules, and they are. But in case after case, the states actually administer those laws so that the states regulate about 90 percent of most of the regulations of the environment that the federal government issues. The states do things differently and they have a lot of power to do important things differently. It's not that in theory, federalism matters. It's in practice. States rule most of our lives in many everyday ways, from birth to death.

Archival: [00:17:20] New Yorkers won't have to choose between just two gender categories and a birth certificate.

[00:17:24] Yesterday asked the Florida House passed a bill the Senate had already passed that creates the state's 5th school voucher program. They're introduced at the Ohio State House. Could mean teenagers have to wait until they are 16 and a half years old to get their driver's Arkansas.

[00:17:38] Lawmakers could limit who would benefit from the minimum wage increase. That vote was first time.

[00:17:44] Louisiana has a minimum age for marriage.

[00:17:47] 60 year old Vermont physician assisted dying legislation approved by the legislature. The law making the provision permanent.

Nick Capodice: [00:18:05] I keep coming back in my mind to the Little Rock Nine. They were forced out of the school and then the school was shut down by illegal measures. How did Arkansas get away with it?

Hannah McCarthy: [00:18:18] In the end, they didn't. Federal law ended up beating state law as it's supposed to. In 1959, a federal court struck down Governor Faubus as school closing law. And that August, Little Rock's white schools opened with black students in attendance. The state public school system was fully integrated by 1972.

Nick Capodice: [00:18:36] But that is so long.

[00:18:39] That's what 15 years to implement a federal law and one of the most significant federal laws our country has ever witnessed. Separate but equal is not equal. [00:18:50] I feel I feel Hannah to an extent.

[00:18:54] If it weren't for this given take between the state and the federal where obstinate racism was given its say on the state level, those schools would have integrated a lot sooner. I mean, is federalism actually good for American democracy?

Nick Capodice: [00:19:08] It's essential for democracy to have a competing party that is protected from eradication and. In the United States, state governments help provide a place where opponents of the incumbent administration can thrive, where they can really build up a coalition of opposition to the people in power. Sometimes, you know, we often being partisans don't like that. Some Democrats didn't like opposition from conservative states to Barack Obama. Some conservatives now don't like opposition to Donald Trump. But in the end, we have to have a system where a president doesn't have the power to eliminate his opponents. There is a great photograph from 2012 where Barack Obama is on a tarmac in Arizona and the diminutive governor of Arizona, a woman, is lecturing him and pointing her finger at his chest. She is opposing him. She's criticizing him for all kinds of things, including Obamacare. But as I tell visitors from other countries like Russia, Barack Obama cannot fire her. He can't get rid of the legislature in the state of Arizona. He can't eradicate that opposition. And if there's one thing that democracy needs that our republic needs, its opposition to, anybody who's in power.

Nick Capodice: [00:20:51] It feels like federalism is like the firewall of our democracy.

[00:20:56] It is ambiguous and frustrating, and imperfect. But it helps keep this bird up in the air.

Hannah McCarthy: [00:21:04] Yeah, I think even though so many of us bristle at it. It's essential that we are a country that is not of one mind. And sometimes that's really ugly. But so long as we're allowed not only to disagree, but disagree to the point of combating laws and taking those laws to court and even finding our own way to use those laws to govern ourselves. That decentralized power is what makes this country so unusual. It's a mess. It's chaotic. But that's the way it's supposed to work.

Archival: [00:21:49] And I've enjoyed weed since Vietnam. And I think it's time for that whole United States to federally to legalize it.

[00:22:02] When did it become unconstitutional to exclude homosexual couples from marriage?

[00:22:09] The States Living Infants Fairness and Equality or Life Act bans all abortions after a fetal heartbeat is detected so far.

[00:22:17] Eight states and Washington, D.C. have legalized the drug for recreational use.

[00:22:21] The unborn deserves a up and down vote right yet to live.

[00:22:25] In Salt Lake City, yet another victory for gay rights advocates across the nation.

[00:22:30] Marijuana has long been classified as a Schedule 1 drug. That's the same classification for drugs such as heroin.

[00:22:37] A lot of them are pretty obviously contradictory to Roe v. Wade and other Supreme Court precedents on abortion.

[00:22:42] They say of California now wants to allow same sex marriage. They can repeal that constitutional amendment.

[00:22:48] My body, my choice, her body, her choice.

[00:22:54] I'm just I'm just excited to get home, get out of the cold and finally get to use legally for the first time ever.

Hannah McCarthy: [00:23:15] Civics 101 was produced this week by me. Hannah McCarthy with you, Nick Capodice Our staff includes Jackie Fulton and Ben Henry.

Nick Capodice: [00:23:21] Erika Janik is our executive producer and Supreme Law of the Land. Maureen McMurray is a federation unto herself.

Hannah McCarthy: [00:23:28] Music in this episode by Chris Zabriskie, Metre. Cooper Cannell and Bio Unit.

Nick Capodice: [00:23:32] Hannah and I have so much to share from our research into episodes that doesn't make it into the episode.

[00:23:37] But lucky enough, we have a newsletter where we can put all that good stuff: civics101podcast.org/extracredit.

Hannah McCarthy: [00:23:40] Civics 101 is supported in part by the Corporation for Public Broadcasting and is a production of NHPR, New Hampshire Public Radio.