

## Chapter 11

### Section 1: The Expressed Powers of Money and Commerce

**Guiding Question:** What powers over money and commerce does the Constitution give to Congress, and what limits does it put on these powers?

#### GET STARTED

##### Lesson Goals:

- ❑ Students will explain what is meant by the expressed, implied, and inherent powers of Congress.
- ❑ Students will identify the specific commerce and money powers of Congress.

**Bellringer** Write Article I, Section 8, Clauses 1–5, and **Can the federal government tax Internet purchases?** on the board. Also write these definitions: **commerce—the buying and selling of goods naturalization—the way a person becomes a citizen of a new country.** Have students review this part of the Constitution and then write down the clause that gives Congress the power to answer the question about Internet purchases.

#### TEACH

Review students' Bellringer answers and then remind them that the Constitution organized the legislative branch, gave Congress particular powers, and denied it others. Tell students that in this section they will learn about two expressed powers: the commerce power and the power to tax. Ask students to list various kinds of taxes they are familiar with, and make a class list for all to see. Then ask volunteers to give examples of commerce. Write a class list of the examples, and ask students to copy the lists and keep them in mind as they read the section.

##### Ask:

- What are the three types of delegated powers? (*the expressed, implied, and inherent powers*)
- How did the Supreme Court rule in *Gibbons v. Ogden*, and why was it such an important decision? (*The Court ruled in favor of Gibbons; it paved the way for a transportation revolution and the involvement of the federal government in many areas of life.*)

##### Learning Styles: Logical/Mathematical

Instruct students to review the information in the text concerning taxes and tariffs. Then have students create a two-circle Venn diagram showing the similarities and differences between the two. Have volunteers share their diagrams with the class. Then assign students to write a persuasive essay explaining which they feel is most effective in raising revenue, taxes or tariffs, and the advantages of their choice.

##### Other Strategies

Learning Styles: Body/Kinesthetic  
Learning Styles: Visual/Spatial  
ELL/ESL Strategy

#### ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

##### Chapter Resources

**Essential Questions Journal**

**Prereading and Vocabulary Worksheet**  
(All-in-One, p. 57)

**Chapter 11 Outline** (All-in-One, pp. 58–60)

##### Other Resources

**Reading Comprehension Worksheet**  
(All-in-One, pp. 63–64)

**Section Quiz B** (All-in-One, p. 69)

**Audio support is available for this section.**

**Additional features for Differentiated Instruction can be found throughout the Teacher's Edition.**