

Chapter 11

Section 3: The Implied Powers

Guiding Question: How has the doctrine of implied powers increased the powers of Congress?

GET STARTED

Lesson Goals:

- ❑ Students will use the example of a teacher's powers in the classroom to consider the meaning of implied powers.
- ❑ Students will explore strict and liberal construction of the Constitution.
- ❑ Students will understand how the implied powers derive from the expressed powers.

Bellringer Write on the board: **Teachers will maintain order in the classroom.** (1) **What does this mean?** (2) **What would such a rule allow teachers to do? Give examples.** (3) **What would it not allow teachers to do? Give examples.** (4) **Why are there limits on a teacher's power?**

Vocabulary Have students write a compare-and-contrast paragraph about liberal and strict constructionists, using vocabulary terms from the section. Ask for volunteers to read their paragraphs to the class.

TEACH

Discuss students' Bellringer answers. Most students will realize that while teachers are the authority in the classroom, that does not give them unlimited power. Explain that, in a similar way, the powers of Congress are also limited. Teachers may do what is necessary and proper to educate the students in their classrooms. Likewise, Congress can do what is necessary and proper to carry out its duties. Remind students that while the Constitution clearly lists some powers of Congress, other powers are not clearly stated. Tell students to scan the feature entitled "The Implied Powers of Congress." These are the powers they will learn about in this section.

Ask:

- What is the purpose of the Necessary and Proper Clause? (*It enables Congress to make laws necessary to carry out its duties.*)
- Which powers do strict constructionists believe Congress should exercise? (*only those expressly written into the Constitution*)

ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

Chapter Resources

Essential Questions Journal

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

Learning Styles: Auditory/Verbal

Have students work in pairs to quiz one another on the implied powers of Congress. Make sure students switch roles so that both have asked and answered questions concerning implied powers. Tell the questioners to note any incorrect answers. After both students have played the role of questioner, have them compile those questions that they answered incorrectly and quiz one another again on those particular topics.

Other Strategies

ELL/ESL Strategy

Learning Styles: Interpersonal/Group Learning

Other Resources

Reading Comprehension Worksheet

(All-in-One, p. 82)

Section Quiz B (All-in-One, p. 88)

Landmark Decisions of the Supreme Court: *McCulloch v. Maryland* (All-in-One, pp. 102–103)

Audio support is available for this section.

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