

## Chapter 4

### Section 1: Federalism: Powers Divided

**Guiding Question:** How is power divided between the federal government and the states?

#### GET STARTED

##### Lesson Goals:

- ☐ Students will compare and contrast national and state powers.
- ☐ Students will understand the Supremacy Clause and how it limits state powers.

**Bellringer** Write on the board: Read Article I, Section 8 of the Constitution in your text and find the clauses giving Congress each of these powers: 1. coin money, 2. borrow money, 3. declare war, 4. set up a postal system, 5. collect taxes

#### TEACH

Review student responses to the Bellringer activity. Ask: **Did any of the powers surprise you? If so, which ones?** Ask students what could happen if each state were to have the power to mint their own money. (*Possible responses: People would have to change currency when they travel short distances. It would be less convenient to trade among states. Small states would find creating currency expensive.*) Tell students that in this section, they will learn how the powers of the national and state governments are divided. Read the introductory paragraph aloud to the class. Appoint a volunteer to be the “questioner” and read all the red questions as you come to them. Ask other volunteers to read each paragraph, pausing to review new vocabulary and Checkpoint questions as necessary.

##### Ask:

- What did the Framers think would help to prevent the abuse of power? (*a government with divided powers*)
- To which level do the exclusive powers belong? (*the federal government*)

##### ELL/ESL Strategy

**Language Objective:** *To clarify vocabulary used in the content area*

Ask two students to find the meanings of *interstate* and *intrastate*. Explain that the prefix *intra-* means “within,” while *inter-* means “between” or “among.” Use the example of sports competitions to explain that games between teams within a school are *intramural* games. Explain that commerce is trade, generally when people exchange something of value for cash. Some commerce goes on entirely within a state, and this is *intrastate* commerce, just as intramurals are competitions within a school. When trade, or commerce, takes place between two states, it is called *interstate* commerce. Trucks carry goods from state to state on *interstate* highways.

##### Other Strategies

Learning Styles: Logical/Mathematical  
Learning Styles: Body/Kinesthetic  
Learning Styles: Auditory/Verbal  
Learning Styles: Visual/Spatial (2)  
Learning Styles: Interpersonal/Group

#### ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

##### Chapter Resources

**Essential Questions Journal**

**Prereading and Vocabulary Worksheet**  
(All-in-One, p. 180)

**Chapter 4 Outline** (All-in-One, pp. 181–183)

##### Other Resources

**Reading Comprehension Worksheet**  
(All-in-One, p. 185)

**Skill Activity** (All-in-One, p. 188)

**Section Quiz B** (All-in-One, p. 190)

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

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