*Florida Civic Literacy Support Lesson*

**Constitutional Clauses**

*An Activity for High School Civic Literacy Competency #2*

What are different powers in the Constitution? How have these powers been interpreted?

*An Activity for High School Civic Literacy*

*Competency #2: An understanding of the United States Constitution and its application.*

***Benchmark and Benchmark Clarification Correlations***

SS.912.CG.3.6: Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.

\*Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship). \*Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution. \*Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.\* Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws). \*Students will explain how reserved powers define issues as matters for the people or the state governments. \*Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.

SS.912.CG.3.8: Describe the purpose and function of judicial review in the American constitutional government. \*Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process. \*Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.

***Activity Materials***

YouTube videos

Full Faith and Credit Clause: Full Faith and Credit [Clause](https://www.youtube.com/watch?v=6qFNwrNxmD8) (5 minutes)

Commerce Clause: [Commerce Clause](https://www.youtube.com/watch?v=O0DFB68liUM) (4.5 minutes)

Necessary and Proper Clause: [Necessary and Proper Clause](https://www.youtube.com/watch?v=tYiThE65LfA) (4.25 minutes)

Supremacy Clause: [Supremacy Clause](https://www.youtube.com/watch?v=ITs4qzwBwLA) (4.25 minutes)

***Teacher Notes***

1. Instruct students watch the videos and take notes on the different clauses
2. Instruct students choose one of the clauses for which they will create a poster
   1. Students may work by themselves or with a partner.
   2. Give each student/group one sheet of printer paper to create their posters; students may also complete the poster digitally, with digital artifacts
   3. The goal is to create a poster that is both visually attractive and informative.
   4. Students will present their poster to the class with the option for question/answer following each presentation.