Lesson Plan: Rule & Types of Law

Date(s):

# Benchmarks: SS.7.C.1.9: Define the rule of law and recognize its influence on the development of the American legal, and governmental systems.

# SS.7.C.3.10 Identify sources and types (civil, criminal, military) of law Key Terms / Content:

Rule of Law | Lady Justice | Code of Hammurabi | Eye for an Eye | Twelve Tables of Rome | Justinian Code | Sources of Laws | Common Law | Precedent | Statutory Law | Criminal Law | Constitutional Law | Military Law | Federalism | Three Levels of Laws |

Essential Questions:

What is the Rule of Law and what effect does it have on the United States?

What are the different types of law in America?

Which historic systems of law inspired America’s modern laws?

How does America’s combination of common law and statutory law systems work?

What are the differences between the different types of laws?

Objectives:

After: discussion, read aloud, note-taking, graphic organizer(s), smart-board, Q&A, call & response, quiz, thesis development, worksheet / video and review activities, Civics State Exam practice test questions

WBAT:

* Define and describe the effect that the Rule of Law has on America
* Understand the influence of the Code of Hammurabi, Twelve Tables of Ancient Rome, Code of Justinian, and English Common Law
* Describe how legal precedents are the foundation for Common Law
* Define and recognize examples of Civil Law, Criminal Law, Constitutional Law, & Military law
* List and describe the historical influences on America’s systems of law
* Define and use content key terms
* Answer EOC practice questions from these benchmarks

Please check out my YouTube video on this benchmark – [Rule of Law, Types of Law and Sources of Law](https://youtu.be/ZI_7rt9cLnQ)

Activities / strategies:

**Day One:**

**Bell Ringer – 10 – 15 minutes**

Option A: Brainstorming - ask student to write down 5 laws that exist in America. Have students share and categorize which type of laws each example is.

Option B: Have students write down the benchmark and vocabulary words

**Lecture / Note taking / graphic organizer – 45 minutes to 1 ½ hours: PowerPoint Presentation: Rule of Law, Types of Law, and Sources of Law**

* **Note taking**: Have students create **2-column notes** with key terms and main ideas. [Check out this link](http://www.landmarkoutreach.org/sites/default/files/spotlight/How%20To%20Take%20Two%20Column%20Notes%20Template%20Newsletter.pdf) to see how to set up two column notes.
* **Reading:** Call on students to read-aloud the text on slides.
* **Call and response:** lead students in a call and response of the key terms.
* **Drawing Pictures** of important content. Students can add these to their large right hand column of their notes.
* **Graphic Organizer** – matching Smartboard activity. Have students match the Landmark case with the appropriate right.

**Classroom on Tablets with Headphones or Home Learning “Flipped Classroom” (1/2 hour to 45 minutes)-** Ask students to complete the attached worksheet entitled “**Rule of Law Worksheet**” while watching the video entitled [Rule of Law, Types of Law and Sources of Law](https://youtu.be/ZI_7rt9cLnQ) you can provide them the link on your website or tell them to Google: **YouTube Rule of Law, Types of Law and Sources of Law**. (It is the first thing that comes up – also please note this worksheet can be completed straight from notes without watching the video.)

If not assign “**Rule and Types of Law Worksheet PDF**” for class work.

**Day Two:**

**Bell Ringer - 10 minutes: Option A:** give students an open note pop quiz.

**Bell Ringer – 5 minutes: Option B:** Ask students to write5 test questions from the previous day's lesson. Students may read their questions out-loud tothe class or they may test their neighbors.

**Smartboard Matching - File: “Rule and Types of Law Smartboard Matching”:** import the PowerPoint slide into your Smartboard software (if using Promethean insert as an “object.”) Ask student to complete matching in their notes, then call students up to the smartboard to fill out the information. If you DON’T have a smartboard project the image and have student do the activity only in their notes.

**Cooperative Groups:** assign groups of 4 students either: [Code of Hammurabi,](http://www.ducksters.com/history/mesopotamia/code_of_hammurabi.php) [Rome's Twelve Tables](http://www.roman-empire.net/republic/twelve-tables.html), [Code of Justinian](http://www.penfield.edu/webpages/jgiotto/onlinetextbook.cfm?subpage=1679589), [English Common Law](https://www.law.berkeley.edu/library/robbins/CommonLawCivilLawTraditions.html), [Military Law](http://www.britannica.com/topic/military-law), and [Constitutional Law](http://www.hg.org/constitutional-law.html) and have them create a poster or PowerPoint on their topic. Click on the topic above to a link you can provide for your students or print them out a copy.

**Brain Pop:** hopefully your school has a subscription to BrainPop. I usually do a Brainpop for each benchmark. Project [this video on Trials](https://www.brainpop.com/socialstudies/usgovernment/trials/) and assign the quiz for a grade.

**State Exam Practice Assessment:**  Have students take the attached quiz entitled Rule of Law, Types of Law State Exam Practice Quiz

**Online Assessment:** there are a lot of options for creating On-line Assessments that students can do - [Socrative](http://www.socrative.com/) is good, but I love [Kahoot](https://kahoot.it/#/), I have a lot of Civics State Exam quizes up there but they can't be shared on this document. Go to [GetKahoot](https://getkahoot.com/) and search for Civics EOC

**Assessment Quiz:** have students define the key terms / content

**ESOL / ESE Strategies:** Read Aloud, Call & response with movements, use of images, graphic organizers, additional time, scaffolding