

Lesson Plan —Types of Laws

Course Title: Business Law

Session Title: Types of Laws

Performance Objective:

- Upon completion of this lesson, the student will be able to identify sources of law and contrast the different types of laws.

Specific Objectives:

- Students will identify the four sources of law.
- Students will discuss how conflicts between laws are resolved.
- Students will compare and contrast criminal and civil law, and substantive and procedural law.

Preparation

TEKS Correlations:

This lesson, as published, correlates to the following TEKS. Any changes/alterations to the activities may result in the elimination of any or all of the TEKS listed.

- **120.45(c)(6)(B)**
compare and contrast common law, statutory law, and agency regulations.
- **120.45(c)(6)(D)**
specify the steps in a civil and criminal lawsuit.
- **120.45(c)(6)(E)**
distinguish between the laws that apply to retail and commercial sales, for example, Uniform Commercial Code and Deceptive Trade Practices Act.

Interdisciplinary Correlations:

English:

110.42(b)(6)(A) – Vocabulary Development

...expand vocabulary through wide reading, listening, and discussing.

110.42(b)(6)(B) – Vocabulary Development

...rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary.

110.42(b)(7)(F) – Reading/comprehension

...identify main ideas and their supporting details.

110.42(b)(7)(G) – Reading/comprehension

...summarize texts.

110.42(b)(7)(J) – Reading/comprehension

...read silently with comprehension for a sustained period of time.

Economics:

118.2(c)(8)(B) – Economics

...analyze how financial institutions affect households and businesses.

Accommodations for Learning Differences:

[Lesson Plan/Curriculum Modifications Checklist](#)

Guidelines and Procedures for Adapting Instructional Materials
Instructor Format for Curriculum Customization for Learning Differences
Sample Curriculum Customization for Learning Differences

Teacher Preparation:

References:

1. Law for Business and Personal Use, Eighteenth Edition, John E. Adamson, Southwestern Cengage Learning
2. USA Today and local newspapers.
3. Television Network Newscasts and the Internet

Instructional Aids:

1. "UCC" PowerPoint Presentation
2. Internet
3. "UCC PowerPoint" Assignment
4. Rubric for the "UCC PowerPoint" Assignment
5. "Civil vs. Criminal Law Poster" Assignment
6. Rubric for the "Civil vs. Criminal Law Poster" Assignment

Materials Needed:

1. Construction paper
2. Scissors and glue
3. Poster board

Equipment Needed:

1. Computers for students to complete projects
2. Projector for PPT

Learner Preparation:

1. Ask students to make a list of rules the school enforces. Make a second list of rule they are expected to follow at home. Discuss how each of these lists of rules affects their lives. Ask students which rules they would change, why and how the change would affect them and their family or school.
2. Ask students to conduct research to learn about one existing city ordinance. Each student will share their ordinance with the class.

Lesson Plan

Introduction (LSI Quadrant I):

1. Divide the class into four groups. Each group must give an oral presentation about one type of law (constitutional, statutory, case, and administrative).
2. SPUD- Split the class into four teams. Each team must have a member draw a term from the hat (Constitutions, Statutes, Case Law, and Administrative Law). The individual who draws the word from the hat must pronounce the term correctly. Then a second member of the team must spell the term correctly. A third member of the team must give the definition of the term and a fourth member of the team must use the term correctly in a sentence.



Important Terms for this Lesson:



- Constitution - document that sets forth the framework of a government and its relationship to the people it governs
- Statutes - laws enacted by state or federal legislatures
- Ordinances - pieces of legislation created by a town or city council or by a county board or commission
- Case law — made when an appellate court endorses a rule to be used in deciding court cases
- Stare decisis — doctrine that requires lower courts to follow existing case law in deciding similar cases
- Administrative agencies - governmental bodies formed to carry out particular laws
- Civil law - group of laws used to provide remedy for wrongs against individuals
- Criminal law - group of laws that defines and sets punishments for offenses against society
- Crime - an offense against society
- Procedural law - group of laws that define the methods for enforcing legal rights and duties
- Substantive law - group of laws that define rights and duties

Outline

Outline (LSI Quadrant II):










Instructors can use the PowerPoint presentation, slides, handouts, current events, the Internet, and note pages in conjunction with the following outline.

MI	Outline	Notes to Instructor
 	<p>I. Sources of the Law</p> <p>A. Constitution - document that sets forth the framework of a government and its relationship to the people it governs</p> <ol style="list-style-type: none"> 1. highest source of law 2. Federal Constitution - supreme law of the land 3. All federal, state, and local laws cannot conflict with the federal Constitution <p>B. Allocation of Power</p> <ol style="list-style-type: none"> 1. federal Constitution allocates powers between people and their governments- Bill of Rights (first ten amendments to the Constitution) 2. Allocation of Power Between Federal and State Governments <ol style="list-style-type: none"> a. intrastate commerce is regulated by the state b. Constitution gives the federal government power to regulate 	<p>IA Assign each student in the class a section of the U.S. Constitution. Take five minutes of class each day to allow students to tell about their section of the Constitution.</p> <p>IC Ask students to write three paragraphs that explain the responsibilities of the executive, legislative, and</p>

	<p style="text-align: center;">interstate commerce</p> <p>C. Allocation of Power Among the Branches of Government</p> <ol style="list-style-type: none"> 1. executive, legislative, and judicial 2. U.S. Constitution gives the federal courts the authority to determine which laws passed by Congress are constitutional 3. U.S. Constitution gives Congress the power to ordain and establish the courts in the first place 	<p>judicial branches of government</p>
	<p>II. Legal Regulation</p> <ol style="list-style-type: none"> A. Statutes - laws enacted by state or federal legislatures B. Ordinances - legislation enacted by a town, city, or county board or commission C. Case law - made when an appellate court endorses a rule to be used in deciding court cases D. Stare decisis - doctrine that requires lower courts to follow existing case law in deciding similar cases E. Administrative Agencies - governmental bodies formed to carry out particular laws <ol style="list-style-type: none"> 1. Social Security Administration 2. State Division of Motor Vehicles 3. County Zoning Commission F. Constitutions and Validity <ol style="list-style-type: none"> 1. constitutions are the highest sources of law 2. federal Constitution is “the supreme law of the land” G. Statutes and Validity-Statutes must be constitutional to be valid H. Case Law and Validity <ol style="list-style-type: none"> 1. when a court holds a statute invalid is not always the end of the issue 2. legislative body has the power to nullify a court’s interpretation of a statute or ordinance by rewriting the statute 	<p>A/B Ask students to define one state statute, one city ordinance, and one administrative government agency. Each student will report their information to the class.</p> <p>F Discuss the Bill of Rights in class and then ask students which of the Amendments are controversial today. Conduct a class discussion about what the founding fathers of our country really meant with the Bill of Rights.</p>
	<p>III. Main Types of Laws</p> <ol style="list-style-type: none"> A. Civil Law - group of laws used to provide remedy for wrongs against individuals B. Criminal Law - group of laws that defines and sets punishments for offenses 	<p>A/B Write Civil and Criminal Law on the board in a two column table. Ask</p>

	<p>against society</p> <p>C. Procedural Law - group of laws that define the methods for enforcing legal rights and duties</p> <p>D. Substantive Law - group of laws that define rights and duties</p> <p>E. Business Law - group of laws that governs business situations and transactions</p> <p>F. Uniform Business Laws (Uniform Commercial Code - widely adopted uniform business law</p>	<p>students to also draw the table on their paper, write the definitions for each category, and then share real examples of cases for each category (current events)</p> <p>D Ask students to use the Internet to learn more about Substantive Law. Then have a class discussion about rights and duties of citizens.</p>
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Copy and paste Multiple Intelligences Graphic in appropriate place in left column.

								
Verbal Linguistic	Logical Mathematical	Visual Spatial	Musical Rhythmic	Bodily Kinesthetic	Intra-personal	Inter-personal	Naturalist	Existentialist

Application

Guided Practice (LSI Quadrant III): Using the PowerPoint presentation, the teacher will explain the sources of law, the difference between civil and criminal laws, and the Uniform Commercial Code (UCC). Split the class into teams with two students. Each team must use the Internet and local news to get more details about a current civil case and criminal case. Each team will report their findings to class and explain why each case is categorized as civil or criminal.

Independent Practice (LSI Quadrant III):

- UCC PowerPoint Assignment:** Introduce students to the Uniform Commercial Code. Tell students that the UCC is a set of laws that is formulated by the American Law Institute and the National Conference of Commissioners on Uniform State Laws. These independent groups review state laws in various areas for clarity and application. They then formulate a model statute and recommend it to the states for adoption. The different areas of coverage are:

Article 1: General Provisions, Article 2: Sales and Leases, Article 3: Negotiable Instruments, Article 4: Bank Deposits and Funds Transfers, Article 4: Letters of Credit, Article 6: Bulk Transfers and Bulk Sales, Article 7: Warehouse Receipts, Bills of Lading and Other Documents of Title, Article 8: Investment Securities, and Article 9: Secured Transactions. Your team must create a statute for one of the nine articles and prepare a PowerPoint presentation to explain the rationale for the statute. The PowerPoint presentation must also explain the UCC and the Article involving your proposed statute.

2. **Civil vs. Criminal Law Poster:** Design a poster that defines “civil” and “criminal” cases and use illustrations (pictures) to illustrate situations that involve civil and criminal law.

Summary

Review (LSI Quadrants I and IV):

Q: What are the four sources of law?

A: The four sources are constitutions, statutes, case law, and administrative law.

Q: Which source of law in the United States is the highest authority?

A: The U.S. Constitution is the highest source of law in the country.

Q: Explain the differences between civil and criminal law.

A: Civil law deals with wrongs against individuals and criminal law deals with offenses against society.

Q: Explain the difference between substantive and procedural law.

A: Substantive law defines legal rights and duties, and procedural law deals with methods of exercising and enforcing legal rights and duties.

BILL OF RIGHTS

Student teams design a “Bill of Rights” poster that lists the ten amendments to the Constitution and gives an example for each amendment.

Evaluation

Informal Assessment (LSI Quadrant III):

1. Instructor will observe students during Independent Practice.
2. Instructor will assist students as needed

Formal Assessment (LSI Quadrant III, IV):

Use the assigned rubrics to evaluate the projects assigned for Independent Practice (LSI Quadrant III)

Extension/Enrichment (LSI Quadrant IV):

1. Name that Law Game: Split the class into two teams. Each team must list 10 different law cases that represent civil and criminal law. Each team must also provide the teacher with an “answer key” for their ten cases. The teams exchange their lists of ten cases. Each team has 10 minutes to categorize their cases as “civil” or “criminal.” The team with the most correct answers wins the game.
2. Business Law in My Life: Ask students to design a future timeline and indicate how business law will affect their lives for each upcoming decade. Examples

might include signing loan papers for a house, car, or college; obtaining certification for a profession; and designing a will. The timeline should include pictures and explanations.

Business Law – Types of Laws

Independent Practice Assignment #1

UCC PowerPoint Assignment

Student Name _____

The UCC is a set of laws that is formulated by the American Law Institute and the national Conference of Commissioners on Uniform State Laws. These independent groups review state laws in various areas for clarity and application. They then formulate a model statute and recommend it to the states for adoption. The different areas of coverage are:

Article 1: General Provisions, Article 2: Sales and Leases, Article 3: Negotiable Instruments, Article 4: Bank Deposits and Funds Transfers, Article 4: Letters of Credit, Article 6: Bulk Transfers and Bulk Sales, Article 7: Warehouse Receipts, Bills of Lading and Other Documents of Title, Article 8: Investment Securities, and Article 9: Secured Transactions.

Your team must create a statute for one of the nine articles and prepare a PowerPoint presentation to explain the rationale for the statute. The PowerPoint presentation must also explain the UCC and the Article involving your proposed statute.

Multimedia Project: UCC PowerPoint Assignment

Types of Laws - Independent Practice Assignment #1 Rubric

Student Name: _____

CATEGORY	20	15	10	5 or less
Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
Sources	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc., to enhance the presentation.	Makes good use of font, color, graphics, effects, etc., to enhance to presentation.	Makes use of font, color, graphics, effects, etc., but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc., but these often distract from the presentation content.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal or there are several factual errors.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.

Total Score _____
Maximum 100 Points

Business Law – Types of Law
Independent Practice Assignment #2
Civil vs. Criminal Law Poster Assignment

Student Name _____

Design a poster that defines “civil” and “criminal” cases and uses illustrations (pictures) to illustrate situations that involve civil and criminal law. Your poster must include definitions and illustrate concrete examples for each type of case. The poster needs a minimum of 7 accurate facts.

Making A Poster: Civil vs. Criminal Law Poster

Types of Laws – Independent Practice Assignment #2 Rubric

Student Name: _____

CATEGORY	20	15	10	5
Graphics -Clarity	Graphics are all in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content is easily viewed and identified from 4 ft. away.	Many graphics are not clear or are too small.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project or often distracted others.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.

Total Score _____
Maximum 100 Points