

Lesson Plan —Laws and Legal Systems

Course Title: Business Law

Session Title: Laws and Legal Systems

Performance Objective:

- Upon completion of this lesson, the student will be able to define common and positive law and explain the four stages in the formation of a legal system.

Specific Objectives:

- Students will explain the stages in the growth of law.
- Students will describe the difference between common law and positive law.
- Students will identify the origin of the U.S. legal system.

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)(3)(C)**
investigate laws and regulations resulting from unethical practices.
- **120.45(c)(6)(B)**
compare and contrast common law, statutory law, and agency regulations.
- **120.45(c)(6)(C)**
relate ethical and social attitudes to changes that occur in the law.

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. "Laws and Legal Systems" PowerPoint Presentation
2. Legal Storyline Mural Project
3. Rubric for the Legal Storyline Mural Project
4. Internet
5. uen.org (Utah Educational Resources for Business Law)

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. Students write their definition of the "law." Begin class by discussing students' ideas about the law.
2. Ask students to research a current "hot" legal issue for the United States. Students must explain the issue to the class and state their viewpoint.

Lesson Plan

Introduction (LSI Quadrant I):

1. Show students a speed limit sign. Then ask students what common laws are involved with driving an automobile.
2. Emphasize the difference between common law (laws based on the customs of people) and positive law (laws handed down by a central authority).
3. Ask students to research laws regarding truancy in their state. What state laws are in place to reduce the amount of truancy from school?
4. Ask students to research King Henry II and explain how he influenced today's common law.

Important Terms for this Lesson:






- Laws - enforceable rules of conduct in a society
- Code - laws grouped into an organized form



- Common law - usually is formed from the rules used by judges to settle people's disputes
- Positive law - law dictated by a sovereign or other central authority to prevent disputes and wrongs from occurring in the first place
- Jurisdiction - the power to decide a case
- Equity - fairness
- Injunction - a remedy of the English Courts of Equity
- Legal recourse - legal alternatives available to a citizen

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
 	I. What is the law? A. Enforceable rules of conduct in a society B. Reflect the culture and circumstances that create them C. Grouped into an organized form referred to as a code D. Many similarities between the codes of different civilizations	A/D Ask students why rules are necessary at school. Then explain why organizations have a code of ethics.
 	II. Stages in the Growth of Law A. Individuals are free to take revenge for wrongs done to them. B. A leader acquires enough power to be able to force revenge-minded individuals to accept an award of goods or money instead. C. The leader gives this power to a system of courts. D. The leader or central authority acts to prevent and punish wrongs that provide individuals to seek revenge.	A. Ask students what is meant by "taking the law in your own hands." D. Ask students to give examples of legal wrongs and related punishments. Then ask students if the punishments effectively decrease the frequency of the legal wrongs.
	III. Common Law versus Positive Law A. Laws reflect the wisdom or lack of wisdom by their creators. B. A legal system that is too controlling and	B. Ask students to give an example of a legal system in the world that

	<p>too rigid to change with the wants and needs of the people will be overthrown.</p> <p>C. Law based on the current standards or customs of the people is called common law.</p> <p>D. Law dictated from a sovereign or other central authority to prevent disputes and wrongs from occurring is called positive law.</p>	<p>became so controlling that citizens overturned the system.</p> <p>C. Ask students to give examples of common laws when driving a vehicle. Why did these laws become a common way of life?</p>
	<p>IV. Origin of the U.S. Legal System- World's two great systems of law are English common law and the Roman civil law.</p> <p>A. Roman Civil Law</p> <ol style="list-style-type: none"> 1. Written, well organized, comprehensive sets of statutes in code form 2. Laws only changed by the central government 3. Louisiana has a civil law system <p>B. English Common Law</p> <ol style="list-style-type: none"> 1. King's bench <ol style="list-style-type: none"> a. judges appointed by the king from a group of trusted nobles b. judges ordered wrongdoers pay with money or goods to the parties they injured 2. Jurisdiction - the power to decide a case 3. Jury - citizens from each region to interpret the region's customs for the court 4. English common law system achieves uniformity while maintaining the ability to adapt to changes in society. 5. English common law has been a model for legal systems worldwide, including 49 states in the United States. <p>C. Other Legal Concepts</p> <ol style="list-style-type: none"> 1. Precedent - courts use prior cases as a guide for deciding similar new cases 2. Equity - fairness 	<p>A. Ask students to explain how the laws for Louisiana are different than those in the other 49 states. Then discuss the difference between Roman Civil Law and English Common Law.</p> <p>B. Explain to students the responsibility for citizens to serve on jury duty. Also explain why employers must allow employees to serve on jury duty without jeopardizing their jobs.</p> <p>B/C Setting a precedent means establishing a</p>

		<p>pattern for the future. Courts try to maintain equitable consequences for similar crimes or legal issues.</p> <p>Ask students to define the term <i>equity</i> (basic fairness). Ask why equity was missing from the early system of English common law. Equity originally was available only to persons who could petition the king before courts became available to all English 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 define law and illustrate the four stages of forming a legal system. The teacher will explain the origins of our legal system, distinguishing common law from positive law. Break the class into groups of two and ask students to make a list of common laws for three minutes. Use the lists developed by the students as a good introduction for the lesson.

Independent Practice (LSI Quadrant III):

- Legal Storyline: Draw a mural that represents the chain of events in this story. The mural must highlight the legal terminology involved in the case. There should

be at least one picture frame for every legal concept defined.
Every day you ride a bicycle to school and work, using the city's bicycle paths. You are on your daily ride to school when a car negligently pulls out in front of you. Unable to stop, you crash your bicycle into the car and injure yourself. Illustrate the chain of events and indicate if you should be able to recover damages for the harm done to you. The driver of the car becomes abusive towards you after your recovery. The driver follows your bicycle very closely and yells threats at you. Your mural should define common law, equity, court injunction, and legal recourse.

Summary

Review (LSI Quadrants I and IV):

Q: What are the two systems of law in use today?

A: English Common Law and Roman Civil Law

Q: What is an injunction?

A: A remedy of the English Courts of Equity

Q: What state has the only legal system not originally based on the English common law system?

A: Louisiana

Q: What do most American law courts use as remedies in civil cases?

A: Most American law courts use damages, injunction, or both as remedies in civil cases.

SPUD GAME

Students are grouped into teams of 4 people. One member (P) draws out a term and pronounces the term. Another team member (S) spells the term. A third member (D) of the team gives a definition for the term and the fourth team member (U) uses the term in a sentence to demonstrate understanding of the term.

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

Extension/Enrichment (LSI Quadrant IV):

1. Students watch the news for a current national legal case. Students must explain the case and explain the consequences for the party found guilty.
2. Provide students with magazines, markers, paints, and other materials to enable them to draw scenes that depict the four stages in the growth of the law.
3. Invite a local judge to speak to the class about equity in the law. Then ask students to write a short report on what they learned from the judge and what their opinions are about equity in the law.

Business Law

Legal Storyline Mural Project

Name _____

This can be an individual or team project.

Legal Storyline: Draw a mural that represents the chain of events in this story. The mural must highlight the legal terminology involved in the case. There should be at least one picture frame for every legal concept defined.

Every day you ride a bicycle to school and work, using the city's bicycle paths. You are on your daily ride to school when a car negligently pulls out in front of you. Unable to stop, you crash your bicycle into the car and injure yourself. Illustrate the chain of events and indicate if you should be able to recover damages for the harm done to you. The driver of the car becomes abusive towards you after your recovery. The driver follows your bicycle very closely and yells threats at you. Your mural should define common law, equity, court injunction, and legal recourse.

Mural: Legal Storyline

Independent Practice Activity Rubric

Student Name: _____

CATEGORY	20	15	10	5 or less	Score
Planning/organization	Student can describe the intent and plan of complete mural and how his/her part will contribute to the whole. Works with team to come up with general plan of what will be done before beginning.	Student has carefully planned his/her part of the mural and can describe how s/he will get the work done and a vision for his/her part. Gets team input on plan for his/her contribution before beginning.	Student has planned his/her part of the mural and can describe how s/he will get the work done and a vision for his/her part. Does not solicit much group input when making plan.	Leaps into action without any evidence of planning or focus.	
Thematic Accuracy	The student's portion of the mural fits the theme of the assignment and all of the team's items are accurately placed on the background. Example: Student has drawn a dwarf palm and has placed it in the understory layer in a rainforest mural.	The student's portion of the mural fits the theme of the assignment and most of the team's items are accurately placed on the background.	The student's portion of the mural fits the theme of the assignment.	The student's portion of the mural does not fit the theme of the assignment.	
Drawings	Drawings are recognizable, detailed and colored accurately. Overall, the drawings are original and skillful.	Drawings are recognizable and colored accurately. Overall, the drawings are original and done with some skill.	Drawings are recognizable and reasonably accurate. They are copied, printed or traced rather than original.	Drawn objects are difficult to recognize and/or not accurate	
Time and Effort	Class time was used wisely. Much time and effort went into the planning and creation of the mural. It is clear the students worked at home as well as at school.	Class time was used wisely, but it did not appear there was much work done outside of class.	Class time was not always used wisely, but additional work was done at home or other times during the day.	Class time was not used wisely and no additional effort was put in at other times or places.	
Legal Terminology	Accurately covered all legal elements involved with the case study.	All legal concepts were covered; more detail needed.	One legal concept not covered in the mural.	More than one concept not covered in the mural.	

Total Score _____
Maximum 100 Points