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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Business Management & Administration |
| **Course Name** | Business Law |
| **Lesson/Unit Title** | Laws and Legal Systems |
| **TEKS Student Expectations** | **130.134. (c) Knowledge and Skills**(3) The student identifies the different types of law, courts, and regulations in the judicial system. The student is expected to:(A) identify the concepts of civil and criminal law;(B) explain the different types of courts and traditional court procedures; (C) differentiate between business torts and crimes;(D) comprehend the rationale for governmental regulations of business activities. |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | Students will:1. Explain the stages in the growth of law.
2. Describe the difference between common law and positive law.
3. Identify the origin of the U.S. legal system.
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| **Rationale** | It is important for students to understand different types of law, courts, and regulations in the judicial system as they relate to business activities. |
| **Duration of Lesson** | 1 to 2 days |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * 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
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| **Materials/Specialized Equipment Needed** | **Materials*** Construction paper
* Scissors and glue
* Poster board

**Instructional Aids*** Legal Storyline Mural Project
* Rubric for the Legal Storyline Mural Project
* Internet
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | **Show** students a speed limit sign. Then ask students what common laws are involved with driving anautomobile.**Emphasize** the difference between common law (laws based on the customs of people) and positive law (lawshanded down by a central authority).**Ask** students to research laws regarding truancy in their state. What state laws are in place to reduce theamount of truancy from school?**Ask** students to research King Henry II and explain how he influenced today’s common law. |
| **Direct Instruction \*** | Using the lesson outline, 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.Ask students why rules are necessary at school. Then explain why organizations have a code of ethics.1. What is the law?
	1. Enforceable rules of conduct in a society
	2. Reflect the culture and circumstances that create them
	3. Grouped into an organized form referred to as a code
	4. Many similarities between the codes of different civilizations
2. Stages in the Growth of Law
	1. Ask students what is meant by “taking the law in your own hands.”
	2. Individuals are free to take revenge for wrongs done to them.
	3. A leader acquires enough power to be able to force revenge‐minded individuals to accept an award of goods or money instead.
	4. The leader gives this power to a system of courts.
	5. The leader or central authority acts to prevent and punish wrongs that provide individuals to seek revenge.
3. Common Law versus Positive Law
	1. 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.
	2. Laws reflect the wisdom or lack of wisdom by their creators.
	3. A legal system that is too controlling and too rigid to change with the wants and needs of the people will be overthrown.
	4. Law based on the current standards or customs of the people is called common law.
	5. Ask students to give examples of common laws when driving a vehicle. Why did these laws become a common way of life?
	6. Law dictated from a sovereign or other central authority to prevent disputes and wrongs from occurring is called positive law.
4. Origin of the U.S. Legal System‐ World’s two great systems of law are English common law and the Roman civil law.
	1. Roman Civil Law
		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.
		4. 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.
	2. English Common Law
		1. King’s bench
			1. 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. 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.
			5. English common law system achieves uniformity while maintaining the ability to adapt to changes in society.
			6. English common law has been a model for legal systems worldwide, including 49 states in the United States.
	3. Other Legal Concepts
		1. precedent ‐ courts use prior cases as a guide for deciding similar new cases.
		2. Because setting a precedent means establishing a pattern for the future. Courts try to maintain equitable consequences for similar crimes or legal issues.
		3. equity ‐ fairness.

Ask students to define the term equity (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. |
| **Guided Practice \*** | * 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.
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| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * 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.
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| **Lesson Closure** | **Review**1. What are the two systems of law in use today?
2. English Common Law and Roman Civil Law
3. What is an injunction?
4. A remedy of the English Courts of Equity
5. What state has the only legal system not originally based on the English common law system?
6. Louisiana
7. What do most American law courts use as remedies in civil cases?
8. 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. |
| **Summative / End of Lesson Assessment \*** | **Informal Assessment*** Observe students during Independent Practice.
* Assist students as needed.

**Formal Assessment**Use the assigned rubric to evaluate the projects assigned for Independent Practice. |
| **References/Resources/****Teacher Preparation** | **References*** Local newspapers
* Television Network Newscasts and the Internet

**Teacher Preparation*** Prepare affidavits or other documents, such as legal correspondence, and organize and maintaindocuments in paper or electronic filing system.
* Prepare legal documents, including briefs, pleadings, appeals, wills, contracts, and real estate closing statements.
* Gather and analyze research data, such as statutes, decisions, and legal articles, codes, and documents.
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| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | * Students watch the news for a current national legal case. Students must explain the case and explain the consequences for the party found guilty.
* 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.
* 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.
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| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of AmericaFuture Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)