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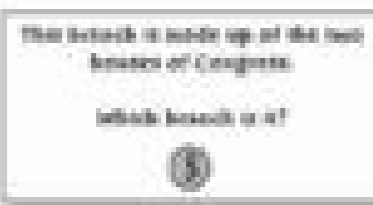
Historical Sources	
Code of Hammurabi	<p>1. What is the Code of Hammurabi?</p> <p>2. Who was Hammurabi?</p> <p>3. What is the connection between the Code of Hammurabi and the U.S. Constitution? What words or phrases did you hear that helped you answer this question?</p>
Magna Carta	<p>Notes from Class Discussion</p> <p>1. "No freeman shall be taken, imprisoned, ... nor will We proceed against or prosecute him, except by the lawful judgment of his peers and by the law of the land."</p> <p>2. "... to no one will We deny or delay, right or justice."</p>
Summary Statement about Historical Sources of Law & the U.S. Constitution	

Origins and Purposes of Law and Government | SS.7.C.3.10.1

The Three Branches of U.S. Government

This activity is a game that will help you learn about the MAIN JOBS of each branch of the U.S. government. You can play it with one or more of your classmates. Each card has a statement that describes one of the branches of government. Each card also has a point value.

For example:



Statement

Correct answer gets 5 points

How to Make Your Cards:

1. Ask your teacher for some small pieces of cardstock paper or index cards.
2. Design a symbol to stand for the game. Put it on one side of each card.
3. On the other side of the card, write a statement about one branch of government. You may use these books and any other resources you have:

Branches, Powers, Symbols, Mission: Peter W. Moore and Cheryl Shaw James (1996)

How a Bill Becomes a Law: John Hamilton (2005)

The U.S. Congress: Patricia J. Murphy (2000)

The President of the United States: Scott Ingram (2000)

4. Next, put a point value on the card from 1 point to 5 points.
5. Then turn the card upside down. Write the correct answer in small print.

How to Play:

1. When you have finished making your cards, put them face down on a table. Mix them up.
2. Player 1 picks a card and asks the player next to them the question on it. If the player gives the correct answer, he or she keeps the card until the end of the game. If the player gives an incorrect answer, the card is put back in the deck.
3. Repeat Step 2 until all the questions have been answered correctly.
4. Players add up the points on their own cards. The player with the most points wins the game.

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Teacher's Guide	Classroom
<p>Objectives: Students will be able to identify the three branches of the U.S. government and describe the main jobs of each branch.</p> <p>Materials: Student cards, index cards, markers, paper, scissors, glue.</p> <p>Procedure: 1. Distribute materials. 2. Read and discuss the introduction. 3. Have students work in pairs to create cards. 4. Play the game.</p> <p>Assessment: Observe student participation and understanding during the game.</p> <p>Extension: Have students research the powers of each branch and create a poster.</p>	<p>Introduction: The U.S. government is divided into three branches: the Executive, the Legislative, and the Judicial. Each branch has a specific role to play in the government.</p> <p>Executive Branch: The President is the head of the Executive Branch. The main job of the Executive Branch is to carry out the laws that Congress passes.</p> <p>Legislative Branch: Congress is the head of the Legislative Branch. The main job of the Legislative Branch is to make laws.</p> <p>Judicial Branch: The Supreme Court is the head of the Judicial Branch. The main job of the Judicial Branch is to interpret the laws and the Constitution.</p>

Sources of Law

Name: _____

Where do our laws come from?

Laws keep our society running as smoothly as possible. When you think of the law, you probably think of rules that say what people can and can't do. We all know that you cannot steal from others without getting into trouble. That's one example of a law, but most laws set rules for how things work. There are laws about how people buy and sell property, how we elect government officials, and how activities in daily life should work. Where do all these laws come from? There are three main sources of law in the United States: constitutions, statutes, and regulations.



A collection of law books.

Constitutions

The United States Constitution is often called "the supreme law of the land." That means no law in the country can violate the rules, laws, and rights set forth in the Constitution. Some parts of the Constitution give specific laws that apply everywhere in the United States. For example, if someone commits a crime in one state and then flees to another state, the Constitution allows the criminal to be *extradited*, or sent back, to the state where the crime was committed.

Other parts of the Constitution either authorize (allow) types of laws that may be passed or forbid (ban) certain types of laws. For example, the Constitution allows Congress to pass laws about how business is conducted across state lines. The Constitution forbids Congress from passing laws that limit peoples' freedom of religion. The bottom line is that no law can be made in the U.S. unless the Constitution allows it to be made.

Each state also has its own constitution that works the same way as the U.S. Constitution, but only applies to that state. Many laws in your state come from your state's constitution and do not apply outside your state. Even so, laws in state constitutions must not violate the U.S. Constitution.

U.S. Constitution

Alabama State Constitution

Alaska State Constitution

Arizona State Constitution

Arkansas State Constitution

[Keep going for all 50 states!]

Statutes

The Constitution gives Congress permission to pass laws about a limited number of topics. When Congress passes a law, that law is called a **statute**. Statutes passed by Congress apply to the entire United States. All of the thousands of statutes passed by Congress are collected together and organized by subject. The collection is called the **United States Code**.

For example, the Constitution says Congress has the power to "establish post offices" and pass any laws "necessary and proper" for carrying out that power. This means that Congress can establish post offices and pass all the laws needed for running a postal service. In the part of the *U.S. Code* that deals with post offices, you would find a statute that establishes the United States Postal Service. You would also find many other statutes having to do with running the U.S. Postal Service. There are statutes about what can and can't be sent through the mail, how the Postal Service must manage its money, working for the Postal Service, and many more.



A post office in New York

Continued on the next page...

Reading p.1

Who Rules?

Time Needed: One class period

Materials Needed:

Student worksheets
Projector or Transparency

Copy Instructions:

Anticipation Mind Map (*half page; class set*)
Reading (*2 pages; class set*)
Worksheet (*2 pages; class set*)

Learning Objectives. Students will be able to:

- Identify major forms of government (autocracy, monarchy, dictatorship, representative and direct democracy, oligarchy, theocracy, anarchy)
- Compare and contrast the major features of different forms of government
- Analyze examples of real-world governments

STEP BY STEP

- ANTICIPATE** by having students complete the Types of Governments & Leaders mind map. Make sure students feel free to add any ideas they think of, even if they might be wrong. Use students' responses to create a collective mind map on the board. (If you have an interactive white board, try using the PowerPoint slide for this.)
- DISTRIBUTE** the *Who Rules?* reading to the class.
- READ** the *Who Rules?* reading with the class. Ask students to be on the lookout for any types of government they came up with during the brainstorming activity. (Note: There is a PowerPoint version of the graphic organizer in the presentation.)
- CHECK** for understanding using the A/B Active Participation Activity. Either project the master and uncover one question at a time, or use the PowerPoint version of the activity. Make sure the class answers as a chorus so you can check for understanding all at once.
- DISTRIBUTE** the worksheet activities.
- COMPLETE** Activity A (Identify That Government!) as a class by projecting a blank master or using the PowerPoint version of the activity. (Optional. You may also have students complete the activity on their own or in groups.)
- REVIEW** answers to Activity A.
- ASSIGN** students to complete Activities B and C on the second worksheet page. (Note: There are also PowerPoint versions of these activities in the presentation.)
- REVIEW** answers if you wish.
- CLOSE** by returning to the mind map you created as a class on the board at the beginning of class. Ask students to look at the map and think of at least one change that should be made. Call on students to come up and make changes until the mind map reflects what they learned in the lesson.

This lesson plan is part of the *Foundations of Government* series by iCivics, Inc. a nonprofit organization dedicated to advancing civic education. Please visit www.icivics.org/teachers for more resources and to access the state standards aligned to this lesson plan. Provide feedback to feedback@icivics.org.

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