



# Law and Order

**Intermediate — Middle School**

**Time Allocated:** 30 minutes

**Correlation to the Alabama High School Graduation Exam:**

**Standard I, Objective 1**

**Standard II, Objectives 1 & 2**

**Standard III, Objective 1**

**Correlation to the Alabama Course of Study:**

**United States Studies — Fifth Grade Objectives: 26**

**Citizenship Objectives — Seventh Grade: 1, 2, & 8**

## **Lesson Objectives**

**The student will be able to:**

1. Explain that people need laws to make their lives, more orderly, to protect their personal rights, and in general, improve their lives.
2. Discuss that laws must be fair to everyone, clearly stated, and enforceable.

## **Materials Needed:**

1. **Handout:** Classroom Rules
2. Replica of the original Constitution (if possible)

## **Introduction:**

**Question:** What might happen if we had no rules at school? Discuss. What would happen if we had no laws (such as on the roads and highways)? Why?

Read the following quotation from James Madison (Tell students that he is known as The Father of the Constitution):

*“If men were angels, no government would be necessary. If angels were to govern men, no external controls on government would be necessary. In framing a government which is to be administered by men over men the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself.”*

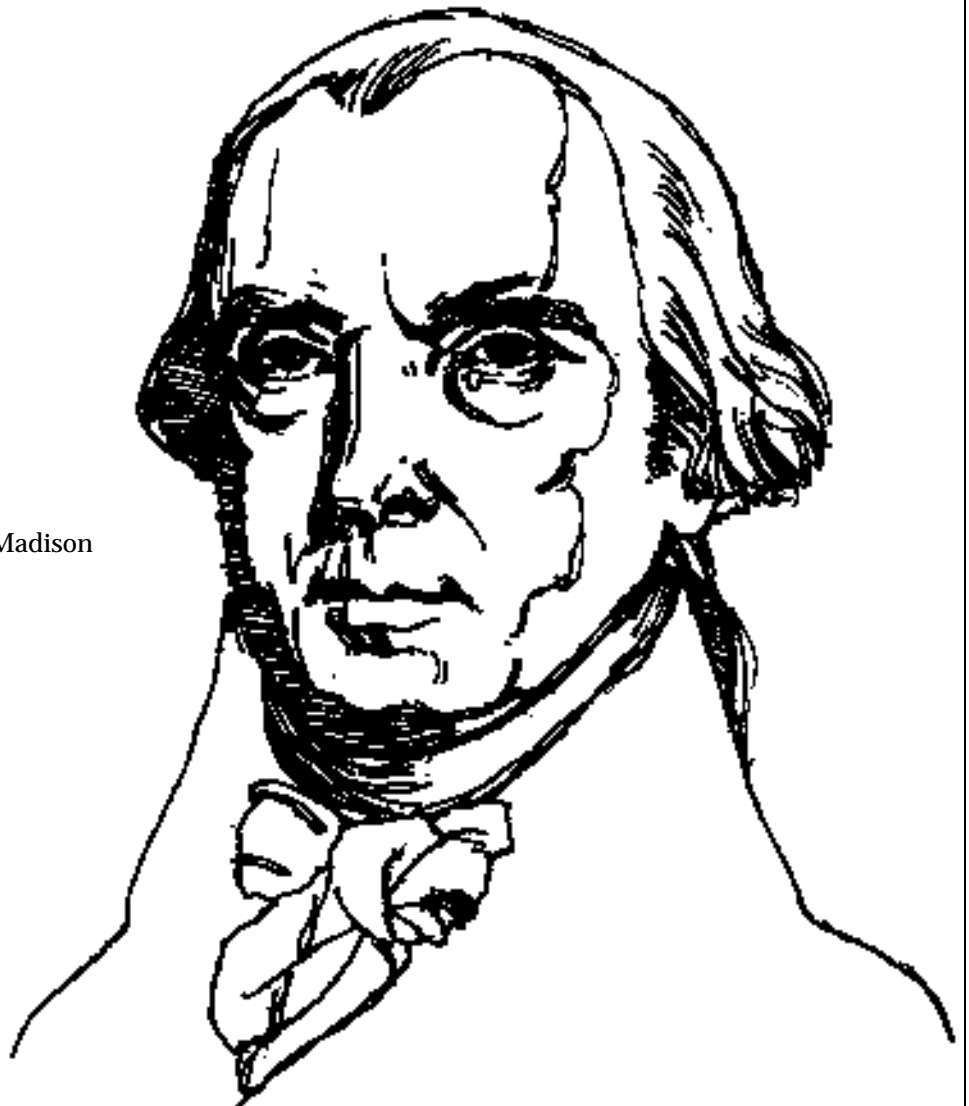
JAMES MADISON

### **Major Instructional Sequence:**

1. Put students into small groups and give each group a copy of the Madison quote. Tell them to discuss the meaning of the quotation from James Madison, and restate or rewrite his idea in a different, simpler way.
2. As a whole group, let each group share their work with the class.
3. Discuss the importance of rules for all groups, large or small.
4. The students will review or establish classroom rules (see handout).\*
5. Discuss the need for rules (laws) for our country after the American Revolution.
6. The result was the writing of the Constitution
7. Show students a replicated copy of the Constitution and briefly explain its significance in 1787 and still today.

\* **Alternate plan:** A similar exercise could allow the students to set their own rules for the classroom. This gives them ownership and results in self-imposed regulation. Negotiating a contract with the teacher — we'll do this, you do that — gives them a "Constitution," i.e. A contract between the governor and the governed. This concept of a contract makes the verbiage of the Declaration of Independence make more sense.

James Madison



Name \_\_\_\_\_

Date \_\_\_\_\_

# CLASSROOM RULES

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

# VOTES

**Rules**

**For**

**Against**

Rules	For	Against
1.		
2.		
3.		
4.		
5.		
6.		
7.		