



---

## **RULE OF LAW LESSON: CONCEPT CONNECTIONS**

*Note: This lesson works well in Social Studies/English interdisciplinary classes.*

### **Description:**

Students will examine the various ideals and principles associated with the rule of law by completing a “Concept Connections” grid under the direction of the teacher and visiting lawyer.

### **Virginia SOLs covered:**

CE. 1g – The student will (TSW) develop the social studies skills citizenship requires, including the ability to select and defend a position in writing, discussion and debate.  
CE. 2a – TSW ... demonstrate knowledge of the foundation of American constitutional government by explaining the fundamental principles of... the rule of law....  
ENGL. 8.6e, h, i – TSW... (e) read and follow instructions to complete an assigned task; (h) draw conclusions based on explicit and implied information; (i) make inferences based on explicit and implied information.

### **Objectives:**

1. To develop and practice using the terms relevant to the study of the rule of law concept.
2. To make inferences based on explicit and implied information.
3. To identify and defend the common link – theme, idea, concept (e.g., the rule of law, justice, liberty, freedom, etc.) – that connects a group of familiar words, phrases, and/or visual images.

### **Suggested Grade Levels:**

Civics and Economics, seventh and eighth grades

### **Materials Needed:**

1. A 4 x 4 grid consisting of 16 squares or larger depending on the size of the class. The teacher fills the grid with words, phrases, and/or visual images that are connected by a common theme, idea, or concept (e.g., the rule of law, justice, liberty, freedom, *etc.*) See

pages 3 and 4 for a model and suggested word lists.

2. Provide the students with a personal copy and either draw the grid on the board or create an overhead so the entire class is able to review the activity together.
3. VBA video and projector equipment
4. Rule of Law Poster

Time:

One class period

Procedure:

1. Distribute filled grid after students arrive.
2. Students review the grid and work as teams or in small groups to identify the theme, idea, or concept that links the words.
3. The teacher and lawyer might make this a competitive activity by dividing the class in half, each adult working with a group to accurately identify the concept.
4. Once completed, students defend their conclusions and explain all the connections.
5. After the discussion, view the VBA video and discuss its content as it applies to 47

Video points to remember:

- We are a nation of laws ... not a nation of people.
  - Everyone is treated fairly and equally under the same set of laws.
  - The laws allow people to enjoy a peaceful existence with others.
  - Our laws are based on the Constitution and protected by the courts.
  - No one is above the law ... no one is below the law.
  - The “rule of law” is like the rules of the road ... you must follow the laws to protect the safety of all.
  - The “rule of law” is an agreement that everyone will play by the rules.
  - We are governed by rules that are in the best interest of our country ... not in the best interest of us personally.
  - In America, we follow the “rule of law.” We do not serve men or women; we serve “The Law.”
7. Allow time for the lawyer to summarize the lessons learned from the class activity.

Continue to pages 3, 4, and 5 for model and suggested word list.

ALLEGIANCE	CHAOS	CIVICS	COMMUNITY
DEMOCRACY	EQUALITY	FEAR	FREEDOM
GETTYSBURG ADDRESS	I HAVE A DREAM	JUSTICE	LICENSE
MUTUAL	CONSEQUENCES	THOMAS JEFFERSON	TYRANNY

CONCEPT CONNECTION

## SUGGESTED FILLERS

ABUSE	ACCOUNTABILITY	ACLU
AMENDMENT	ANARCHY	ACCUSATION
AUTHORITY	BALANCE	CHARACTER
CITIZENSHIP	CIVILITY	CIVIL RIGHTS
CIVIL BODY POLITIC	COMMON GOOD	COMPACT
COMPASSION	COMPROMISE	CONFUSION
CONSENSUS	CONSENT	CONTRACT
COOPERATION	COVENANT	CRIMINAL
DAY IN COURT	DEFENSE	DEFERENCE
DENY	DIVINE RIGHT	DOMINATION
ENSLAVEMENT	EQUITY	ETHICAL
EXCESS	EXECUTIVE BRANCH	FAIR
FUNDAMENTAL FREEDOMS	GREECE	<i>HABEAS CORPUS</i>
HARMONY	HUMAN RIGHTS	IDEALS
INALIENABLE RIGHTS	JUDGE	JUDICIAL BRANCH
JUDICIAL REVIEW	JURY OF PEERS	KNOWLEDGE
LAW	LEGISLATIVE BRANCH	LIBERTY
MAJORITY RULE	MERCY	MINORITY RIGHTS
NATURE	ORDER	PARTICIPATION
PASSION	PERSECUTION	PERSONAL RIGHTS
POWER	PRINCIPLES	PRIVACY
PROSECUTOR	REASON	RESPECT
REPRESENTATION	REPUBLIC	RESPONSIBILITY
RESTRAINT	RETRIBUTION	RIGHTS
TOLERANCE	TORTURE	TRIAL BY JURY
TRUST	UNCONTROLLED	UNIVERSAL
VALUES	VENGEANCE	VIOLENCE

## ADDITIONAL FILLERS

HAMMURABI'S CODE	THE TEN COMMANDMENTS
MAGNA CARTA	
<i>MAYFLOWER</i> COMPACT	DECLARATION OF INDEPENDENCE
BILL OF RIGHTS	THE CONSTITUTION
THE EMANCIPATION PROCLAMATION	BROWN V. BOE
KING JOHN	<i>TO KILL A MOCKINGBIRD</i>
JOSEF STALIN	KING GEORGE III
DESTIN	ADOLF HITLER
	SLAVERY
	MANIFEST

THE HOLACAUST	TRAIL OF TEARS	WOMEN'S
SUFFERAGE		
CIVIL RIGHTS MOVEMENT	MOHANDAS GANDHI	NELSON
MANDELA		
MOSES	ABRAHAM LINCOLN	MARTIN LUTHER
KING, JR.		
THE GENEVA CONVENTIONS	GUANTANAMO BAY	PRINCE EDWARD
CO, VA		
PAKISTAN	SOMALIA	IRAQ

“Join or die.” (Benjamin Franklin) “...life, liberty, and the pursuit of happiness.”

“We the people, in order to form a more perfect union...”

© 2016 Center for Teaching the Rule of Law