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# YOU and the Law

*We the People*  
insure domestic Tranquility, provide for the common defence, and our Posterity, do ordain and establish this Constitution for

Article 1

Jennifer Overend Prior



# YOU and the LAW



Jennifer Overend Prior, Ph.D.





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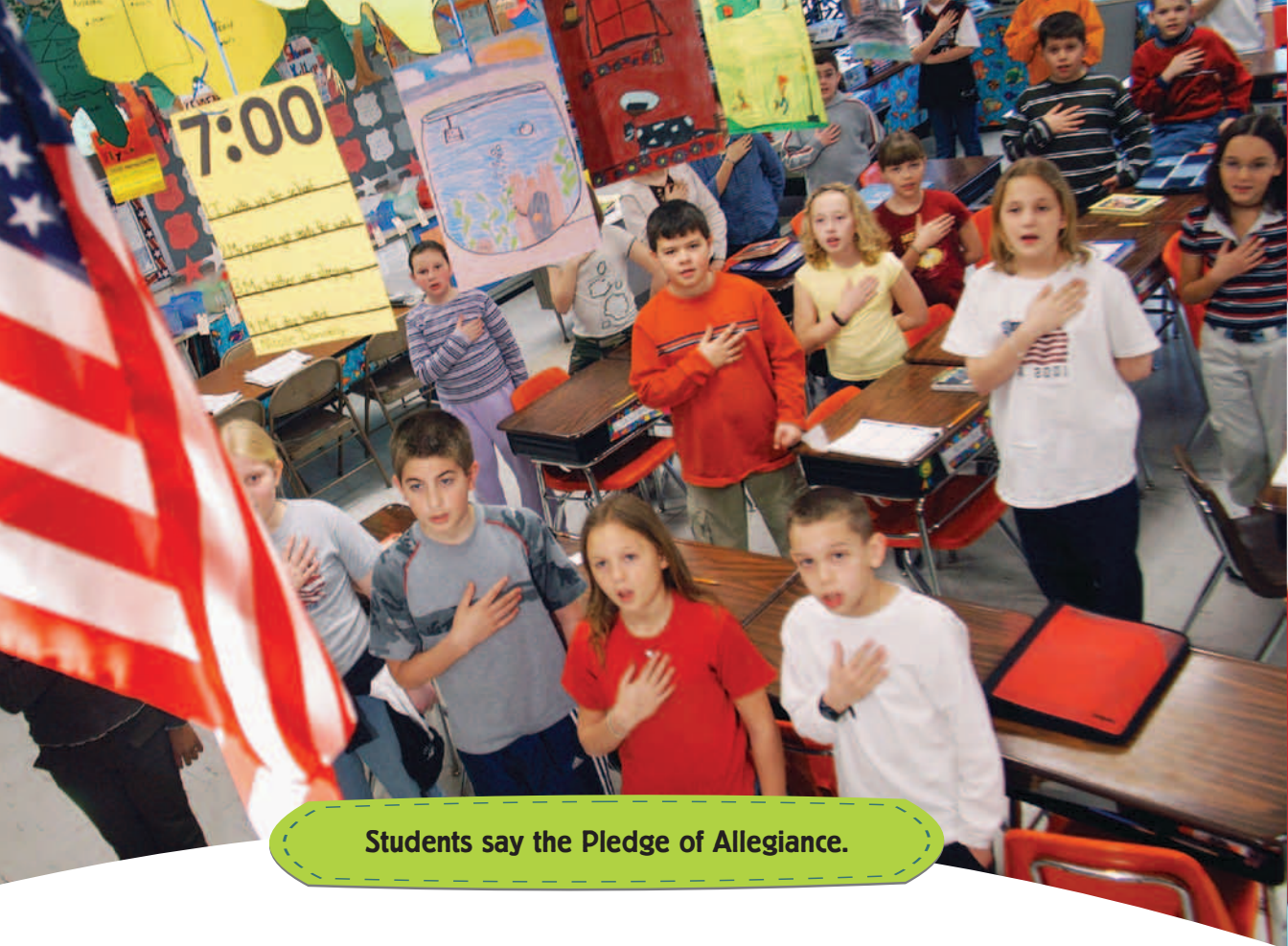
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Students say the Pledge of Allegiance.

## Justice for All

At school, have you ever said the Pledge of Allegiance (uh-LEE-juhns)? The last line says, “With liberty and justice for all.” This means we should all be free to live as we want. And it means everyone deserves a fair chance to **succeed** (suhk-SEED).

## Liberty and Justice For All

*Liberty* means that people are able to act and speak freely. *Justice* means to be fair. It means to use laws to decide if someone’s actions are good or bad. All American **citizens** (SIT-uh-zuhns) deserve liberty and justice.

## The Pledge of Allegiance

I pledge allegiance  
to the Flag  
of the United States of America,  
and to the Republic  
for which it stands,  
one Nation  
under God,  
indivisible,  
with liberty and justice for all.

The United States thinks all people should be free and safe. **Laws** protect our liberty and justice. Laws help make our country great.



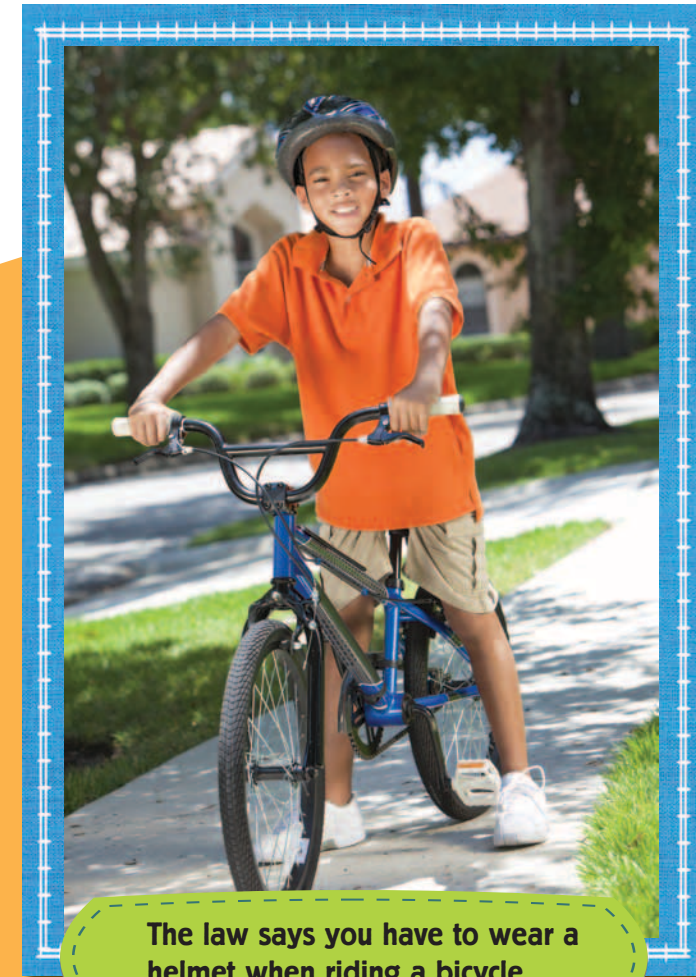
# Our Laws

We all follow rules. A rule at home may tell you to walk indoors. Rules at school remind you to be kind. Rules keep us safe and happy.



These are rules for a classroom.

A law is a type of rule people must follow. Without laws, there would be no order. Laws protect us. They help us make good choices.



The law says you have to wear a helmet when riding a bicycle.



## Local Laws

**Local** laws help people live together. A local law may tell stores to use paper bags instead of plastic bags. Or a law may say where a house can be built.



This woman's local store uses paper bags. It is the law in her city.

Local laws help people who live together in communities (kuh-MYOO-ni-teez) get along. They tell neighbors to be quiet late at night. They tell people where they can park their cars. Different cities can have different laws.



In this city, it is against the law to park on this part of the street.



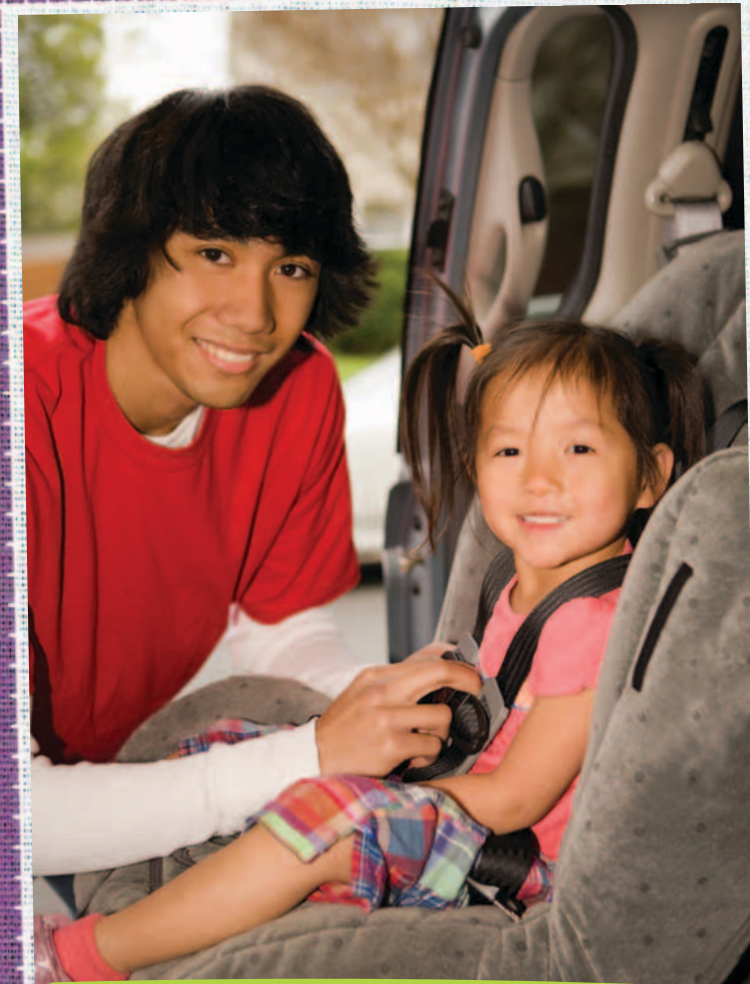
## State Laws

Communities have local laws. State laws are about bigger issues. Everyone in the state must follow state laws.

State laws tell businesses how much they must pay workers. There are also state laws about how to drive cars. Each state has its own set of laws.



This woman is making sure workers are paid the right amount.



This girl follows the law by riding in a car seat.

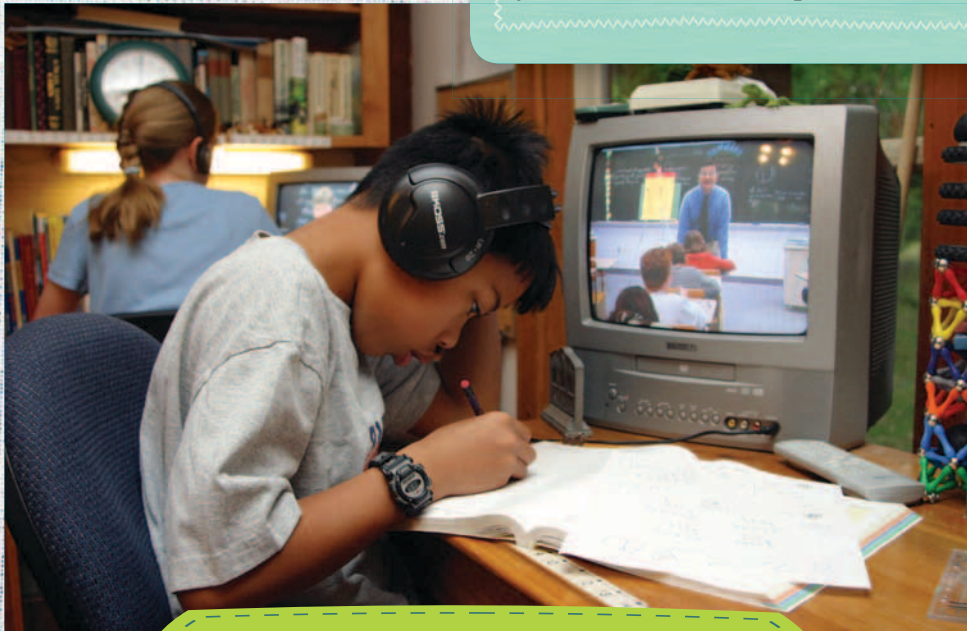


## National Laws

In 1787, the United States formed a nation. The states decided to share many laws. Everyone in the country must follow these **national** laws.

### Another Way

Some children go to school at home. These students learn the same things that students in schools learn. They just do it in a different place.



These kids are homeschooled.

National laws say who can be an American citizen. There are laws that say all children must go to school. Some laws keep our food safe. Other laws tell people how to build roads and highways.



The two men on the left are checking to make sure our food is safe to eat.

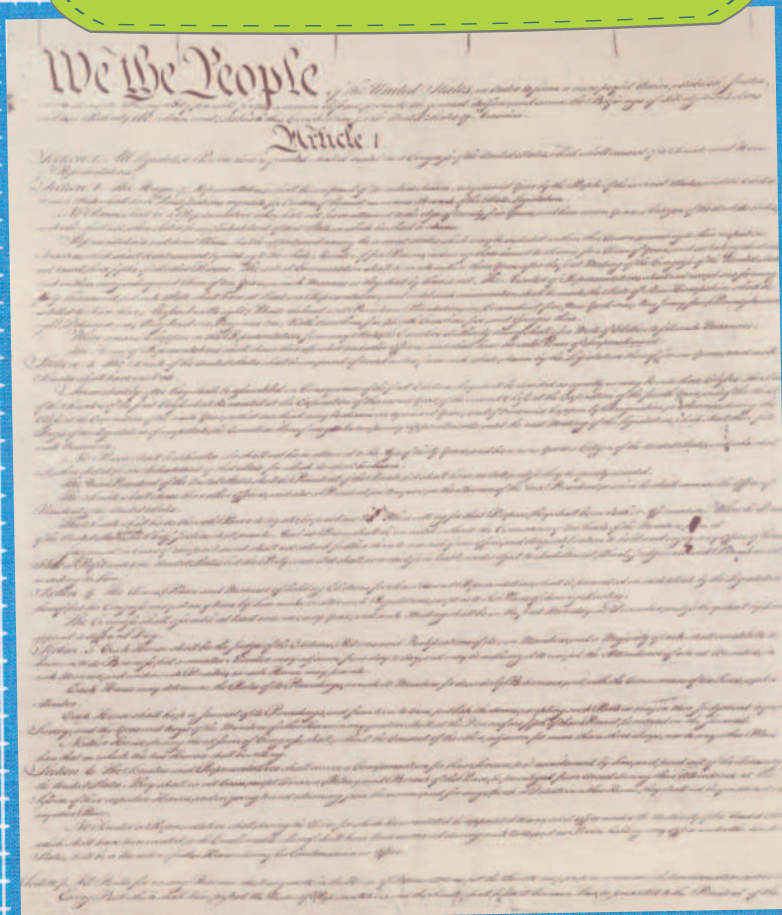


# The Constitution

The **government** (GUHV-ern-muhnt) makes the laws for our country. Some laws have been around for a long time. Thousands of new laws are passed every year.

The Constitution (kon-sti-TOO-shuhn) is the main set of laws for our country. It says how our country works and should run. The Constitution was written in 1787.

This is the Constitution.



America's leaders write the Constitution.





This is the Bill of Rights.

## Congress of the United States

begin and held at the City of New York, on  
Wednesday the fourth of March, one thousand seven hundred and eighty-nine

THE Convention of members of the States, having at the time of their adopting the Constitution, expressed a desire, in order to prevent encroachments on their rights, that further declaration and restriction should be added, that as extending the ground of public confidence in the Government, will best secure the benefit and effect of the Constitution.

RESOLVED by the Senate and House of Representatives of the United States of America, in Congress assembled, That the following Article be proposed to the Legislatures of the several States, inasmuch as the Constitution of the United States, all many of which States, have ratified by the ratification of the several States, the proposed Article, and the Constitution, 1789.

ARTICLE I. In addition to and amendment of the Constitution of the United States of America, proposed by Congress, and ratified by the Legislatures of the several States, pursuant to the fifth Article of the original Constitution:

Article the first. After the first enumeration required by the first Article of the Constitution, there shall be one Representative for every thirty thousand, until the number shall amount to one hundred; after which the proportion shall be so regulated by Congress, that there shall be not less than one Representative for every forty thousand persons, until the number shall amount to two hundred; after which the proportion shall be so regulated by Congress, that there shall not be less than one Representative for every fifty thousand persons.

Article the second. When, among the Representatives of the several States, and Representatives, shall be elected, one Representative shall be chosen from each State.

Article the third. Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Article the fourth. It shall be the duty of Congress to regulate the commerce with foreign Nations, the rights of the people to keep and bear arms, shall not be infringed.

Article the fifth. No State shall enter into any compact, without the consent of the Senate, nor in any manner, but in accordance to be provided by law.

Article the sixth. The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Article the seventh. No person shall be held to answer for a capital or otherwise infamous crime, until he has had a grand jury indictment or the equivalent of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

Article the eighth. In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district where the crime shall have been committed, which district shall have been previously ascertained by law; and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Article the ninth. No State shall deprive any citizen of the United States of life, liberty, or property, without due process of law; nor shall any State deprive any citizen of the United States of life, liberty, or property, without due process of law.

Article the tenth. The powers not delegated to the United States by the Constitution, nor prohibited to the States by the States, are reserved to the States or to the people.

ARTICLE I. The first ten Amendments to the Constitution of the United States of America, proposed by Congress, and ratified by the Legislatures of the several States, pursuant to the fifth Article of the original Constitution, 1789.

### All-Star Amendments

The First Amendment gave people the right to speak freely. The Fifteenth Amendment gave African Americans the right to vote in 1870. The Nineteenth Amendment gave women the right to vote in 1920.



These women are voting for the first time.

## Changing a Law

The government can change the Constitution by adding **amendments** (uh-MEND-muhnts). Amendments are changes for the better. We have added 27 amendments to the Constitution.

The first ten amendments are known as the Bill of Rights. Every citizen has these ten rights. The Bill of Rights says that the government will not take away these rights.



# Making a Law

The Constitution is important. But sometimes, new laws are needed. A law begins as an idea. An idea for a law is called a *bill*. Anyone with an idea can write a bill. Even you!

This bill was made a law in 1941. It helped keep America safe during World War II.

77TH CONGRESS  
1st Session  
**H. R. 1776**

IN THE HOUSE OF REPRESENTATIVES  
JANUARY 10, 1941  
Mr. McNamara introduced the following bill; which was referred to the Committee on Foreign Affairs

**A BILL**  
Further to promote the defense of the United States, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*  
2 *tives of the United States of America in Congress assembled,*  
3 That this Act may be cited as "An Act to Promote the  
4 Defense of the United States".

5 SEC. 2. As used in this Act—  
6 (a) The term "defense article" means—  
7 (1) Any weapon, munition, aircraft, vessel, or  
8 boat;  
9 (2) Any machinery, facility, tool, material, or  
10 supply necessary for the manufacture, production, proc-

People can send their ideas for new bills to **Congress** (KONG-gris). Congress is the group that makes laws for our country.

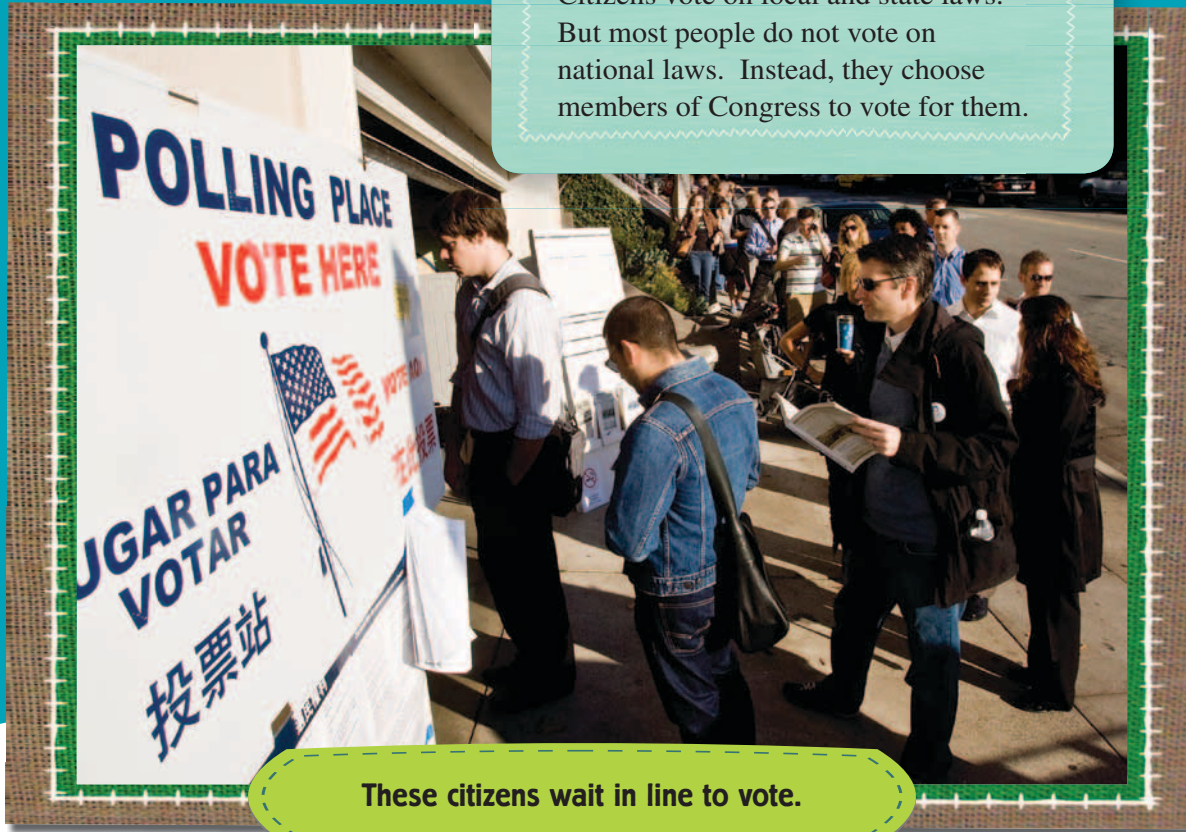


These are members of Congress.



## Who Has the Vote?

Citizens vote on local and state laws. But most people do not vote on national laws. Instead, they choose members of Congress to vote for them.



These citizens wait in line to vote.

Members of Congress talk about the bill. They vote to decide if it should be a law. If most members vote for a bill, it goes to the president.



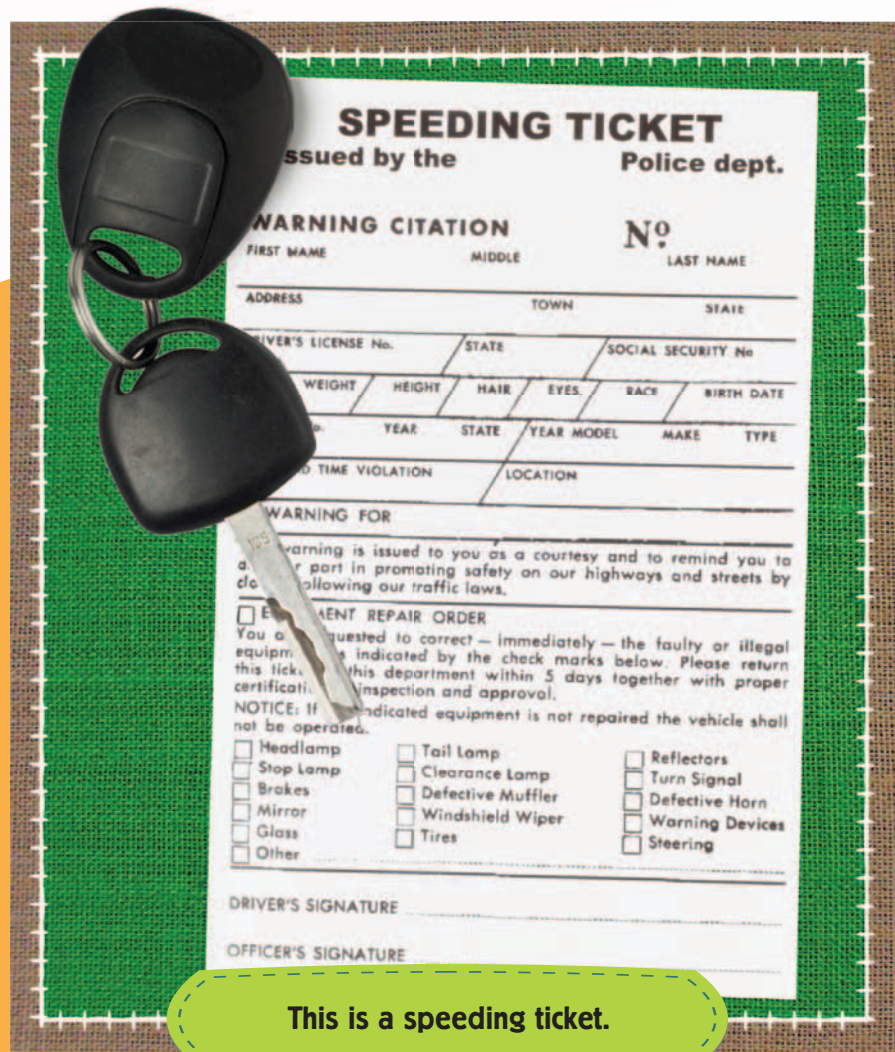
President Barack Obama signs a bill into law.

The president can veto, or reject, a bill. But if the president likes the bill, then he or she signs it. The bill is now a law.



# Breaking the Law

Sometimes, people break the law. It can be by accident or on purpose. When people break the law, there are **consequences** (KON-si-kwen-siz).



This is a speeding ticket.

There are different types of consequences. A person who drives too fast may get a ticket. If a driver keeps breaking laws, he or she will get in more trouble. The driver might have his or her car taken away.



This car is being taken away.



If a person steals something or hurts someone, he or she may have to go to jail. Spending time in jail is hard.

A police officer takes a person to jail for breaking the law.



When people go to jail, they are not allowed to leave. They have to stay there until their **sentence** is over.



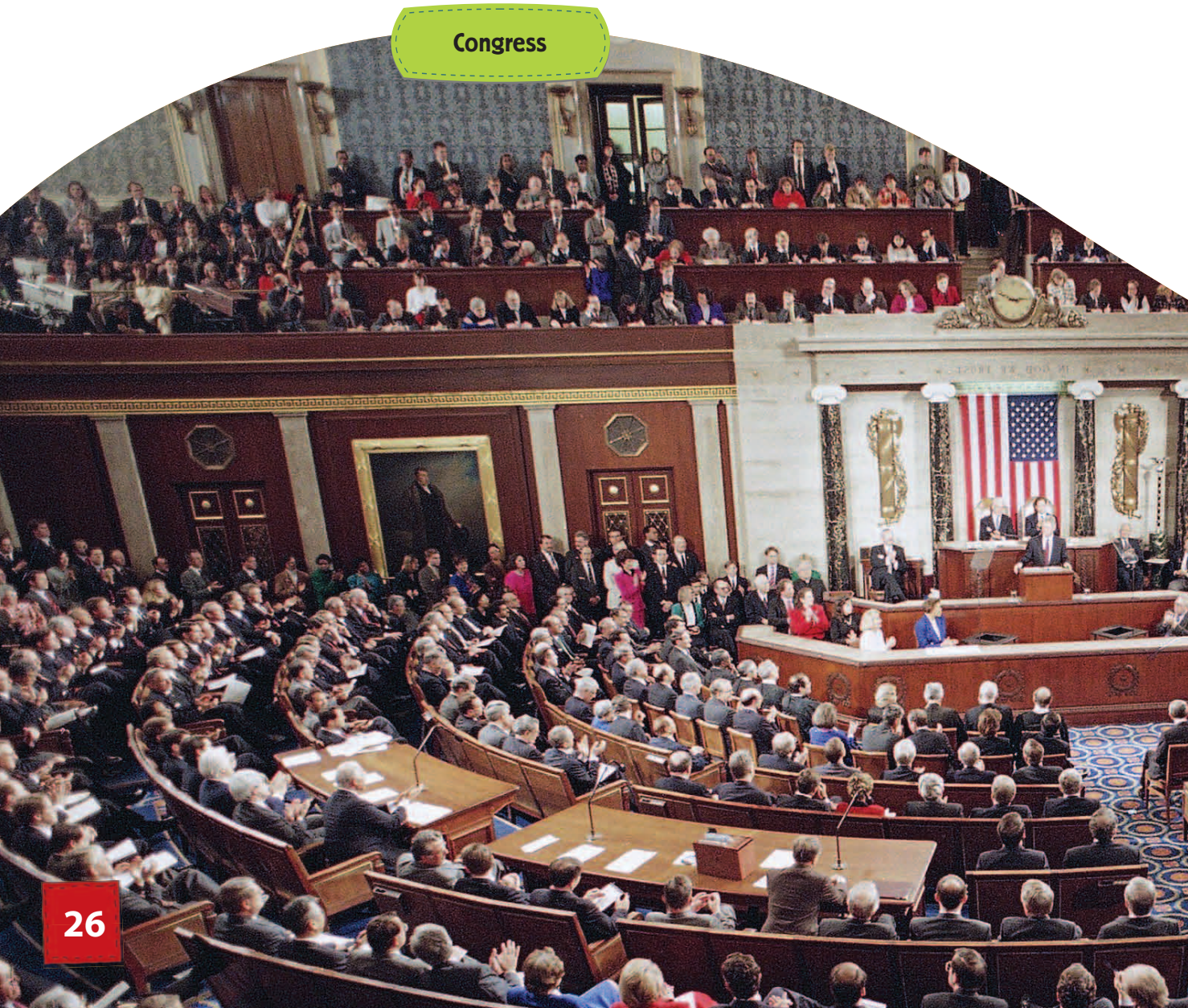
This is a jail cell.



# Following the Law

Laws do not work well unless we all follow them.  
You can be a good citizen by following the law.

Congress



You can help make laws, too. Do you have an idea for a new law? Share your idea with others. It might end up in Congress!

These kids want a law that will stop all wars.





# Write It!

Kids must follow the laws, too. What laws do you follow? Make a list.



This girl is listing the laws she follows.



This boy is listing the laws he follows.

Laws I Follow

1. I cross the street in a crosswalk.
2. I wear a helmet when I ride a bike.
3. I stay with my parents in the street until I'm old enough.
4. I use a seat belt in the car.

This is the boy's list.



# Glossary

**amendments**—changes in the words or meaning of a law

**citizens**—members of a country or place

**Congress**—the group of leaders who make laws for the country

**consequences**—the results or effects of someone’s actions and choices

**government**—a group of leaders who make choices for a country

**laws**—rules made by the government

**local**—relating to a particular area, city, or town

**national**—relating to an entire nation or country

**sentence**—the punishment given by a court of law

**succeed**—to do what you are trying to do

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# Your Turn!



## Our Laws

This photo shows a girl following the law by wearing her seat belt. This law helps keep her safe. If you had to write a new law that would keep people safe, what would it be? Write your law. Share it with your family.



## YOU and the Law

Laws are rules made by the government. They are good for our country. Laws help things run smoothly and keep us safe.



RL: 2.2



TCM 17994



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## You and the Law

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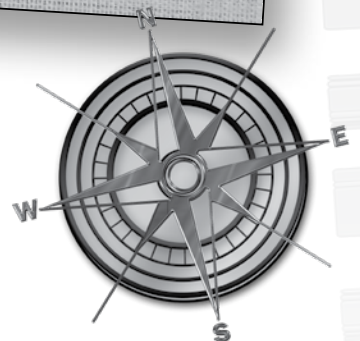
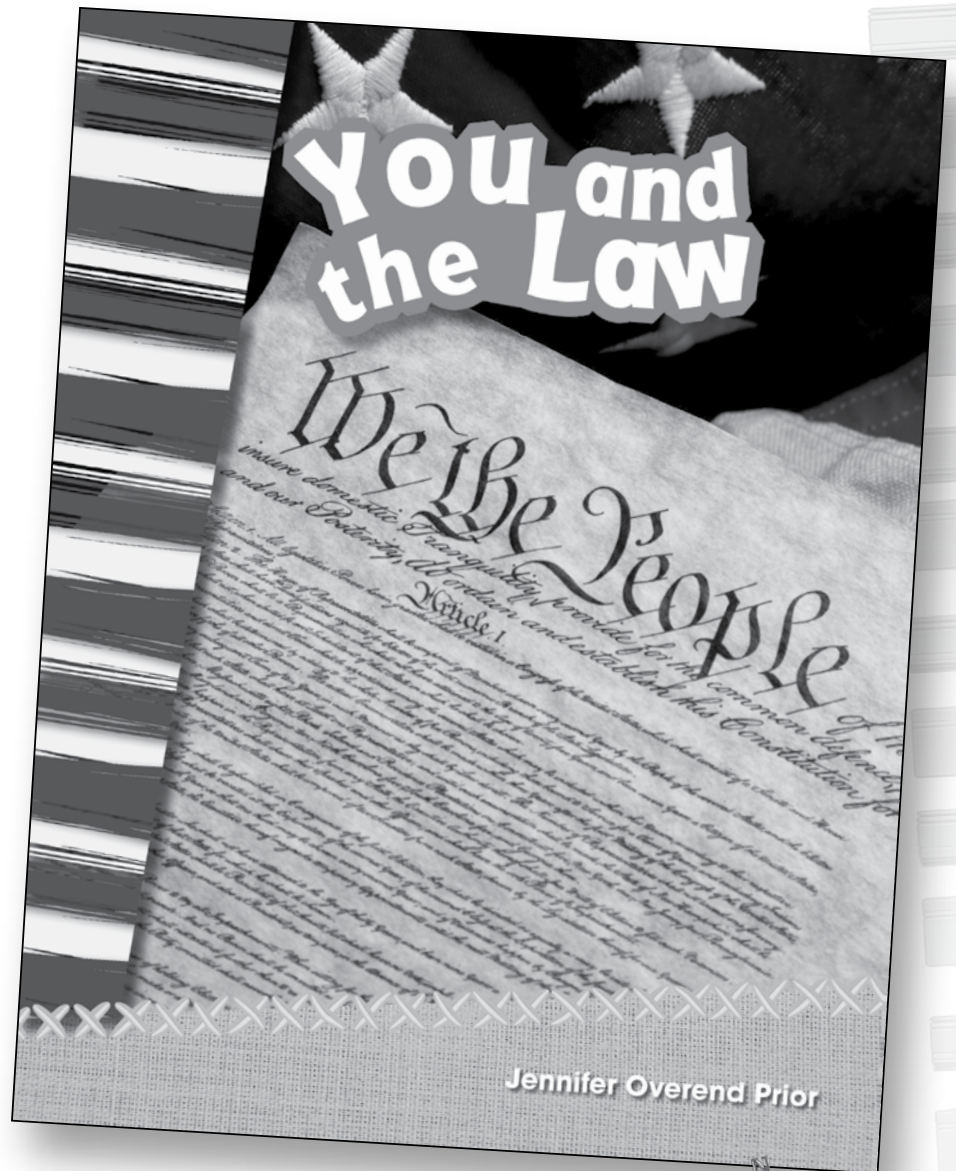
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# You and the Law

## Essential Question

*How do rules and laws affect me?*

## Standards

- **Content:** Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
- **Reading:** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **Writing:** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words, and provide a concluding statement.
- **English Language Development:** Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.



## Materials

- Stop Sign primary source
- *You and the Law* books
- copies of student reproducibles (pages 8–15)
- coloring supplies
- chart paper

## Lesson Timeline

Day 1	Day 2	Day 3	Day 4	Day 5
Primary Source Activity (page 3)	Before Reading (page 4)	During Reading (page 5)	After Reading (page 6)	End-of-Lesson Activities (page 7)
Summary Students design signs for the school playground.	Summary Students learn strategies for finding the meanings of unknown words.	Summary Students write their opinions about laws.	Summary Students quiz one another with challenging words and get their signs approved for display.	Summary Students list laws that they must follow, brainstorm new laws, and/or take the assessments.



# **You and the Law** (cont.)

## **Primary Source Activity**

### **Historical Background**

Though different types of cars were invented as early as the 1700s, Henry Ford's Model-T made driving a car accessible for middle-class people. By 1908, cars were becoming affordable and popular. This increase in motor traffic created a need for stop signs and led to the creation of new laws.

William Phelps Eno in Detroit, Michigan, created the first stop sign in 1915. In 1922, a committee was formed to make laws about stop signs. The early sign had a white background with black letters. The design went through many changes before becoming the red octagon we are familiar with today. In fact, other than the Coca-Cola® logo, the stop sign is the most recognized symbol in the country.



### **About the Primary Source**

This photograph shows an intersection in New York City. Many of its roads are one-way streets to allow traffic to move more easily.

### **Procedure**

1. Distribute the primary source *Stop Sign* (page 12).
2. Ask students to carefully observe the primary source. Use the following questions to guide a discussion:
  - Where do you think this photo was taken? How can you tell?
  - What does the sign mean?
  - Why do we need signs like this?
3. Share key points from the historical background information. Discuss basic facts about the stop sign and explain what the one-way street sign means.
4. Brainstorm other signs that let people know which laws to follow. They do not have to be specifically related to driving. Then, discuss the playground at your school. Discuss some of the “laws” students must follow and areas that could be dangerous.
5. Distribute copies of *Design a Sign* (page 8) to students. Explain that they will create signs to help keep students safe on the playground. Place students in groups to complete the activity.
6. Once students have finished designing their signs, collect and save the sheets for an activity on Day 4.



# You and the Law (cont.)

## English Language Development Support

Use these strategies throughout the lesson.

Emerging	Expanding	Bridging
Discuss specific examples that demonstrate how the author of <i>You and the Law</i> conveys meaning through the use of images that support the language used in the book (e.g., the images on pages 10–11).	Help students find and discuss specific examples that demonstrate how the author of <i>You and the Law</i> conveys meaning through the use of images and captions that support the language used in the book.	Have students find and analyze specific examples that demonstrate how <i>You and the Law</i> conveys meaning through the use of images, captions, and bolded text that support the language used in the book.

## Before Reading Procedure

1. Write the word *law* on the board. Talk briefly about what a law is and ask students to think of different laws people follow.
2. Distribute a sheet of paper to each student, and have them each list at least five laws. Encourage students to talk with one another and share their laws. Lead a discussion about why these laws are important and why we need to have laws.
3. Play a modified version of Hangman to introduce vocabulary words. Draw one blank for each letter in the first vocabulary word. Start at the beginning of the word and add one letter at a time. Students can guess when they think they know the word. Discuss each word's meaning.
4. Create a T-chart on chart paper. Title it *Finding Word Meanings*. Explain that there are several ways to figure out what a new word means.
  - In the left column, write *text*. Then, in the right column, write *The meaning is explained in the text*.
  - In the left column, write *context clues*. Then, in the right column, write *I can figure out the meaning from the way the word is used*.
  - In the left column, write *glossary*. Then, in the right column, write *I looked it up in the glossary*.
5. As you add each strategy, explain its meaning and provide examples. Show students the glossary of *You and the Law* and explain how to use it.

### Vocabulary Words

- ★ amendments
- citizens
- ★ Congress
- consequences
- government
- ★ laws
- local
- national
- sentence
- succeed



# ***You and the Law*** (cont.)

## **During Reading Procedure**

1. Distribute the *You and the Law* books to students. Conduct an interactive read aloud for the first reading. Choose a few words that may be challenging for students. Model how to use all three strategies to find the meanings of these vocabulary words. Reference the T-chart from Day 2 as a reminder.
2. Distribute copies of *Tough Words* (page 9) to students. Allow time for students to find and record at least three challenging words on their activity sheets.
  - Students should not be limited to using only the vocabulary words. Encourage them to use any word in the text that they find challenging.
3. Pair students for the second reading. Have partners alternate reading page spreads. As they read, students should look for the meanings of the words they chose in step 2.
  - Pull a group of **below-level learners** for the second reading, and help them work on the activity sheets.
  - Have **English learners** read with different partners who have a range of language levels, including English-only learners.
4. When students find word meanings, have them record the meanings and the strategies they used on the activity sheets. Once finished, each student should use one of the words in a sentence.
  - Challenge **above-level learners** to use two or more of their words in one sentence.
5. Distribute copies of *You Decide* (page 10) to students. Discuss the proposed law, and have students share their opinions. Record the pros and cons of the law in a simple T-chart on the board.
  - Brainstorm introductory and concluding sentences with students.
  - Provide time for them to write their paragraphs.
  - Display students' work around the room.

### **Talk About It!**

Ask students to talk about laws they think are unfair. Have them explain why they are unfair and how students would change them.



# *You and the Law* (cont.)

## After Reading Procedure

1. Create simple riddles to describe the vocabulary words. Clues may include synonyms, antonyms, examples, non-examples, and cloze sentences. Some examples include:
  - I am a member of a country or place. What am I?
  - Uh-oh, Maxwell broke the rules! Now there will be \_\_\_\_\_ for him.
2. Have students create their own riddles about the vocabulary words.
  - Help **below-level learners** create riddles. Then, have them work with partners to write additional riddles.
  - Provide sentence frames to **English learners** that help create riddles. For example, *I am something that helps to change the meaning of a \_\_\_\_\_. What am I?*
  - Encourage **above-level learners** to make up riddles about other parts of the book to share.
3. Review the “Finding Word Meanings” T-chart. Tell students that they will play a game to review these skills. Distribute copies of *Word Challenge* (page 11) and the *You and the Law* books to students. Tell students that they will challenge one another to find the meanings of the most difficult words in the book.
  - Students should not be limited to using only the vocabulary words. Encourage them to use any word in the text that they find challenging.
4. Allow time for students to find their words. Have students trade papers with partners. Be sure partners have chosen different words. Tell students to use one of the strategies even if they think they already know the word.
5. After finishing with the vocabulary review, redistribute completed *Design a Sign* activity sheets from Day 1. Provide students with drawing paper and coloring supplies. Have students re-create the signs they designed. Circulate throughout the classroom as students complete the activity. Have students gather in a large group when they finish.
6. Refer to pages 18–22 of the *You and the Law* book. Talk about how anyone with an idea can write a bill, but his or her bill must go through a process to become a law. Discuss with students how their ideas can help keep students safe at school, but there is a process that must occur for their ideas to “become laws.” Explain that to get these signs displayed around the school, they will need to get their ideas approved by school administration.
  - If time permits, work with school administration to come in to the class and talk about the signs before approving them to be displayed around the school.
7. Use the primary source from Day 1, in conjunction with the reading, to discuss students’ responses to the essential question.



# ***You and the Law*** (cont.)

## **Activities from the Book**

The book contains enrichment activities. Review each activity, and decide which would be beneficial for students to complete.

- **Write It! Activity**—Read aloud the prompt from page 28 of the book. Students will list the laws they follow.
- **Your Turn! Activity**—Read aloud the activity from page 32 of the book. Students will brainstorm a new law to keep people safe.

## **Assessment**

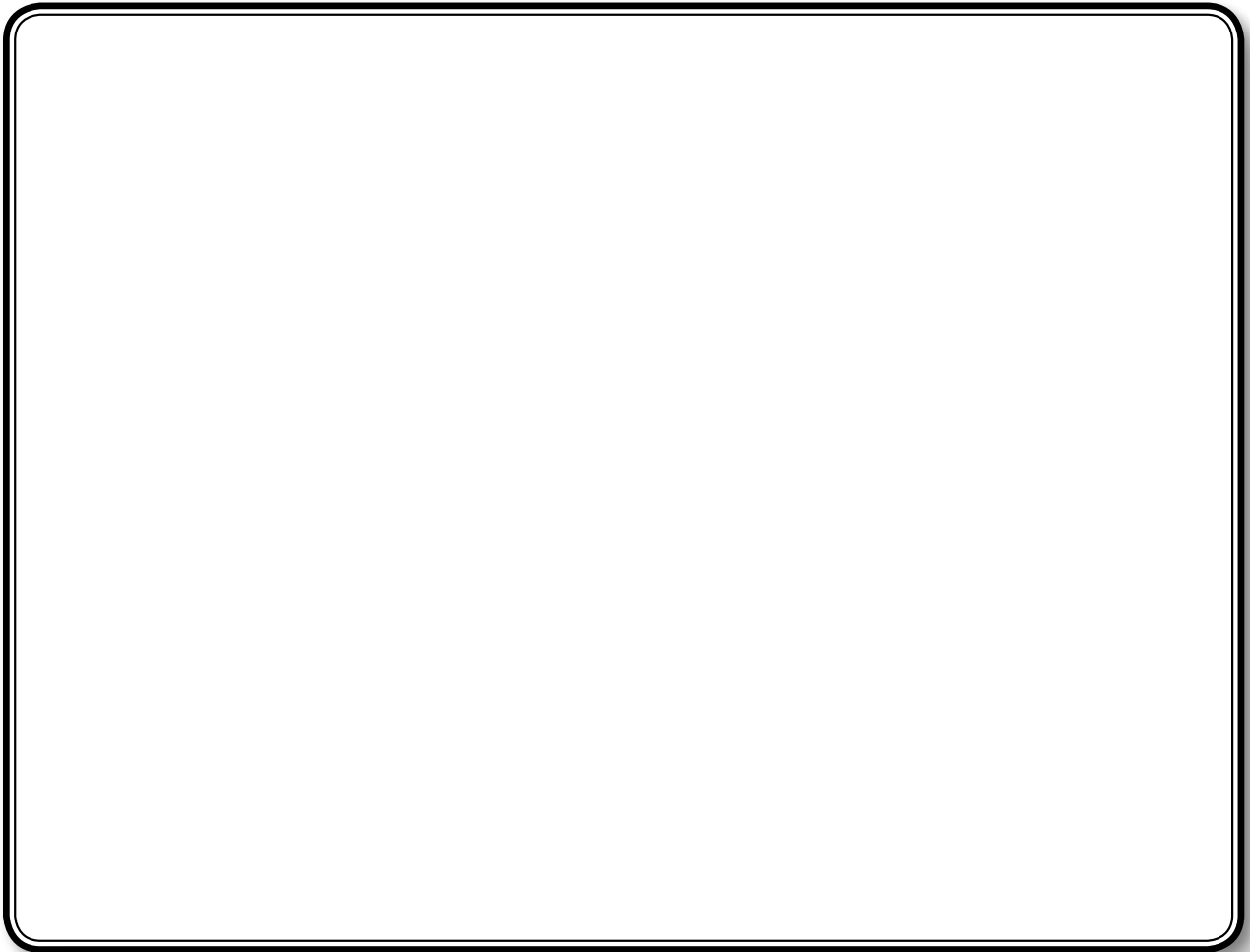
1. A short post-assessment, *You and the Law Quiz*, is provided on page 13 to assess student learning from the book. Share with students how to read the sentences with all of the answer choices to determine which one is correct.
2. A document-based assessment is provided on page 14. This can be used to assess students' abilities to analyze a primary source, or it can be used as another opportunity for primary source analysis instruction.
3. An oral reading record is provided on page 15 to measure student progress with fluency and prosody. The oral reading record is designed in a standard format. To use the record, refer to the marking conventions at the top of the chart, which include standard coding symbols.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Design a Sign

**Directions:** Create a new sign for your playground at school. It could warn students of danger or tell them how to be safe.



Give your sign a name. \_\_\_\_\_

Where would you put your sign? \_\_\_\_\_

\_\_\_\_\_





Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Tough Words

**Directions:** Find at least three words in the book that are challenging. Follow the steps.

**Step 1:** Write the words in the column labeled *Word*.

**Step 2:** As you read, use the strategies you practiced to find the word meanings. Write the meanings in the column labeled *Meaning*.

**Step 3:** Write the strategy you used to find each meaning in the column labeled *Strategy*.

Word	Meaning	Strategy (text, context clues, glossary)
1. _____	_____ _____	_____
2. _____	_____ _____	_____
3. _____	_____ _____	_____

**Do More!**

Use at least one of these words in a sentence.

---



---





Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Word Challenge

**Directions:** Find a challenging word in the book. Write it on the line. Trade papers with a partner. Use the strategies you learned to find the word's meaning. Use it in a sentence.

**Word:** \_\_\_\_\_

**Meaning**

---



---

**Strategy**

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**Sentence**

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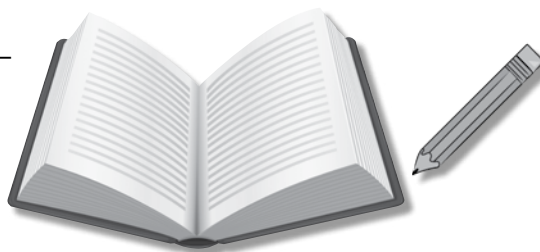


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**Partner's Name:** \_\_\_\_\_





# Stop Sign



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## You and the Law Quiz

**Directions:** Read each question. Choose the best answer. Fill in the bubble.

<p><b>1</b> What is a law?</p> <p><input type="radio"/> A a rule made by the government</p> <p><input type="radio"/> B a fine for breaking a rule</p> <p><input type="radio"/> C a consequence</p> <p><input type="radio"/> D an amendment to the Constitution</p>	<p><b>4</b> What is NOT true about laws?</p> <p><input type="radio"/> A They keep us safe.</p> <p><input type="radio"/> B They start as bills.</p> <p><input type="radio"/> C Good citizens break laws.</p> <p><input type="radio"/> D They are rules.</p>
<p><b>2</b> What is an idea for a new law called?</p> <p><input type="radio"/> A a bill</p> <p><input type="radio"/> B a fine</p> <p><input type="radio"/> C an amendment</p> <p><input type="radio"/> D a veto</p>	<p><b>5</b> Who helps make the laws?</p> <p><input type="radio"/> A House of Representatives</p> <p><input type="radio"/> B Senate</p> <p><input type="radio"/> C someone with an idea for a bill</p> <p><input type="radio"/> D all of the above</p>
<p><b>3</b> What are the first 10 amendments to the Constitution called?</p> <p><input type="radio"/> A the Articles of Confederation</p> <p><input type="radio"/> B the Founding Fathers</p> <p><input type="radio"/> C the Declaration of Independence</p> <p><input type="radio"/> D the Bill of Rights</p>	<p><b>6</b> The United States thinks all people should be ____.</p> <p><input type="radio"/> A free and safe</p> <p><input type="radio"/> B scared and tired</p> <p><input type="radio"/> C angry and sad</p> <p><input type="radio"/> D quiet and shy</p>



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Important Work

**Directions:** Read the caption. Then, answer the questions about the photo.



*President Lyndon B. Johnson signs the Civil Rights Bill in 1968.*

**1.** What is the president doing?

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**2.** When a bill is signed, it becomes law. Why are laws important?

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**3.** Why do you think this photo was taken?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## You and the Law Oral Reading Record

Total Word Count	Codes				
119	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual

Word Count	Text begins on page 4	E	SC	Cues Used	
				E	SC
9	At school, have you ever said the Pledge of			M S V	M S V
17	Allegiance? The last line says, "With liberty and			M S V	M S V
26	justice for all." This means we should all be			M S V	M S V
36	free to live as we want. And it means everyone			M S V	M S V
42	deserves a fair chance to succeed.			M S V	M S V
51	The United States thinks all people should be free			M S V	M S V
59	and safe. Laws protect our liberty and justice.			M S V	M S V
65	Laws help make our country great.			M S V	M S V
76	We all follow rules. A rule at home may tell you			M S V	M S V
85	to walk indoors. Rules at school remind you to			M S V	M S V
93	be kind. Rules keep us safe and happy.			M S V	M S V
103	A law is a type of rule people must follow.			M S V	M S V
111	Without laws, there would be no order. Laws			M S V	M S V
119	protect us. They help us make good choices.			M S V	M S V

Error Rate:  Self-Correction Rate:  Accuracy Percentage:  Time:



## Answer Key

### Design a Sign (page 8)

Pictures on signs will vary, but an example phrase is:  
*No running and eating at the same time!*

### Tough Words (page 9)

An example answer:

Word	Meaning	Strategy
1. amendments	Changes in the words or meanings of a law	glossary

**Do more!** An example answer: *I think we need an amendment to the rule about not bringing pets to school*

### You Decide (page 10)

An example answer: *I think it would be a good idea for the government to make a law that all students should play on a sports team. Sports are fun and good for kids, too. Playing on a sports team would help kids get more exercise. It would help them stay healthy. It would help them make friends and learn how to get along, too. That would be a good law.*

### Word Challenge (page 11)

An example answer: *succeed; to do well; context clues; I want to succeed in school.*

### You and the Law Quiz (page 13)

1. A
2. A
3. D
4. C
5. D
6. A

### Important Work (page 14)

1. signing a bill
2. An example answer: *Laws keep us safe.*
3. An example answer: *The president is signing a bill. History is being made.*

