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Game Directions

Introduction:

This game can be played with first year (1L) or advanced legal research (ALR) students, but the objectives and questions for each are slightly different. For ALR students, Statutes & Searching is intended to encompass various methods for finding statutes only; for 1Ls, Statutes & Regulations is intended to encompass simpler methods for finding statutes and regulations.

Learning Objectives:

1L Statutes & Regulations: In conjunction with relevant lecture, reading, or other teaching methods, this game will enable students to:

- Understand and articulate the differences between statutes and regulations;
- Use effective keyword searching to locate federal statutes and regulations; and
- Effectively use the table of contents and index to locate federal statutes and regulations.
ALR Statutes & Searching: In conjunction with relevant lecture, reading, or other teaching methods, this game will enable students to:

- Understand and articulate different research strategies for locating federal statutes;
- Use effective keyword searching to locate federal statutes;
- Effectively use the table of contents and index to locate federal statutes; and
- Become familiar with free online sources for statutory research.

Getting Started:

Divide the class into groups of three, if possible. Each group should receive one worksheet and one four-sided die (also known as 1d4). Four-sided dice may be purchased from various places, or the attached templates may be used to create your own, either with numbers or text.

The instructor should be prepared with one copy of the answer sheet. It can be helpful to have a second instructor or a teaching assistant in the room, also with a copy of the answer sheet, particularly for large classes.

Students should be instructed in how to read the dice, the dice keys and research methods, how to play the game, and what prizes will be awarded.

The Dice:

Four-sided dice generally come in two styles:

For the die on the left (blue), the result of the roll is the number on the bottom of the die (here, 2). For the die on the right (red), the result of the roll is the number on the top point of the die (here, 4). For either style, the result will be the number that is correct-side-up and in the same position on all visible sides.

Dice Keys & Research Methods:

For 1L Statutes & Regulations, rolling an even number (2 or 4) means that the student must use keyword searching to locate the answer. Rolling an odd number (1 or 3) means that the student must use the index and/or browse the table of contents to locate the answer.

For ALR Statutes & Searching, each number (1-3) on the die indicates a different research method that can be used on either Lexis or Westlaw. Rolling a 1 means that the student must browse the U.S. Code Table of Contents to locate the answer. Rolling a 2 means that the student must use the U.S. Code Index to locate the answer. If the index entry leads to “et seq.,” the student is permitted to look at the Table of Contents for that Chapter of the Code only. Rolling a 3 means that the student must use keyword or Boolean searching within the U.S.
Code. Rolling a 4 indicates that the student may only use free online resources to locate the
answer; that means no Lexis or Westlaw use is permitted. However, any research method or
source that is freely available may be used. This may include a Google keyword search,
browsing the U.S. Code Table of Contents on http://uscode.house.gov, or any other source or
research method that is freely available online.

Abbreviated Keys are located on the bottom of each worksheet so that students can easily see
which research method they should be using.

Gameplay:

Students in each group should write down their names on the worksheet. The order of the
names on the sheet determines the order in which the students must work to answer each
question. If desired, groups may also decide on a team name. Groups should be instructed to
all begin at the same time.

Play begins when the first student in each group rolls the die to determine which research
method must be used to answer the first question (see Dice Keys & Research Methods above).
The student must then use only that research method to find an answer. The first student must
be the person actually doing this research (also known as “driving”), but other group members
may assist verbally. When the student (or “Driver”) has found an answer, and the group agrees,
the Driver should write down the answer in the appropriate place on the worksheet in the form of
a citation to the U.S. Code or the C.F.R. The Driver must then walk or run to the instructor or
teaching assistant to check the answer.

If the answer is correct, the Driver returns to the group, and the second student rolls the die to
determine which research method must be used to answer the second question. Again, the second student
(who is now the Driver) must use only that research method to find an answer and must be the
person driving the research for this question, with verbal assistance from the other group
members.

However, if the answer is incorrect, the Driver returns to the group and again attempts to find
the answer to the first question using the same research method. Each group must attempt to
answer the question using the same research method three times before being permitted to re-
roll. On re-roll, only the research method changes; the same student must still be the Driver, do
the research, and attempt to answer the same question.

This process repeats, with each student in the group rotating turns as the Driver.

If the class divides evenly into groups of three, then each student will be the Driver for either
three questions (for ALR Statutes & Searching, which has nine questions total) or two questions
(for 1L Statutes & Regulations, which has six questions total). If the class does not divide evenly
into threes, it may be easier to have students work in pairs, using an even number of questions.
This would require deleting one of the questions from the ALR Statutes & Searching worksheet.

Winning and Prizes:

This game is intended to be a race, and the winning group will be the team that finishes the final
question on the worksheet first. Play should continue until at least three groups finish the entire
worksheet, but may continue until all groups have completed all questions.
Prizes should be awarded for first, second, and third place, and should be proportionate. During semesters where the Olympics are televised, this may be done as gold, silver, and bronze medals. Suggested prizes include candy (large, medium, and small sizes), gift or coupon cards for coffee or tea, and assortments of vendor swag (such as mugs, notebooks, pens, and highlighters).

The Debrief:

After the game ends, the instructor should discuss the game with the entire class in order to connect gameplay with legal research assignments that students may encounter in the future.

1L Statutes & Regulations: Discussion questions may include:

- Which research method was easier overall – index / table of contents or keyword searching? Why?
- Was it easier to find statues or regulations? Why?
- Which method was more efficient? Why?
- Do you think that the best method varied by topic? Why or why not?

ALR Statutes & Searching: Discussion questions may include:

- Which method did you find to be the most efficient? Why?
- Which method did you find to be the least efficient? Why?
- Do you think the best method varied by topic? Why or why not?
- If you had to find a statute in the future, what would your strategy be? Which method would you try first? Why?

Credits:

ALR Statutes & Searching was created by Adam Mackie and Tanya M. Johnson, Reference Librarians at the University of Connecticut Law School, for the Advanced Legal Research class taught by Jessica de Perio Wittman, Director of the UConn Law Library, in Spring 2017. It has been modified slightly from its original form, to include more suitable questions and incorporate more complete instructions.

1L Statutes & Regulations was created by Tanya M. Johnson as a modification of ALR Statutes & Searching in Fall 2018 in order to incorporate research methods in both statutes and regulations in a context that would enhance a 1L legal research and writing class.
Four-Sided Dice Templates
Statutes & Searching

1) Where can you find your voting rights?

2) Where can you find the number of electors?

3) Where can you find a law dealing with renewable energy resources on Indian reservations?

4) In which sections can you find the requirements for a patent?

5) Where can you find the functions of the Secretary of Homeland Security?

6) Where can you find a law about polygraphs in the workplace?

7) Where can you find a law that creates a group dedicated to preserving Atlantic tuna populations?

8) Where can you find the penalty for assault of a federal officer?

9) Where can you find a law explaining when milk is unfit for importation?

Key:

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1) Where can you find your voting rights?
   52 USC §10101

2) Where can you find the number of electors?
   3 USC § 3

3) Where can you find a law dealing with renewable energy resources on Indian reservations?
   25 USC § 3506

4) In which sections can you find the requirements for a patent?
   35 USC §§ 101-103 (accept any or all of these sections)

5) Where can you find the functions of the Secretary of Homeland Security?
   6 USC § 112

6) Where can you find a law about polygraphs in the workplace?
   29 USC §§ 2001-2009  (§ 2002 is best)

7) Where can you find a law that creates a group dedicated to preserving Atlantic tuna populations?
   16 USC § 971a OR § 971b OR § 971b-1

8) Where can you find the penalty for assault of a federal officer?
   18 USC § 111

9) Where can you find a law explaining when milk is unfit for importation?
   21 USC § 142
Statutes & Regulations

1) Where can you find your voting rights? [STATUTE]

2) Where can you find a law prohibiting employers from requiring polygraphs in the workplace? [STATUTE]

3) Where can you find the penalty for assault of a federal officer? [STATUTE]

4) What regulation defines the misbranding of animal food? [REGULATION]

5) What regulation prohibits postal employees from discriminating on the basis of race? [REGULATION]

6) What regulation explains the responsibilities of members of the International Space Station crew? [REGULATION]

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1) Where can you find your voting rights?

52 USC §10101

2) Where can you find a law prohibiting employers from requiring polygraphs in the workplace?

29 USC § 2002

3) Where can you find the penalty for assault of a federal officer?

18 USC § 111

4) What regulation defines the misbranding of animal food?

21 CFR § 501.18

5) What regulation prohibits postal employees from discriminating on the basis of race?

39 CFR § 447.21

6) What regulation explains the responsibilities of members of the International Space Station crew?

14 CFR § 1214.402