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| **Civics** | | | | | | | |
| **Civics Standards:**  \*\*SS.7.C.2.6 Simulate the trial process and the role of juries in the administration of justice.  SS.7.G.1.1 Locate the fifty states and their capital cities in addition to the nation's capital on a map.  SS.7.G.1.3 Interpret maps to identify geopolitical divisions and boundaries of places in North America.  SS.7.G.4.2 Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.  SS.7.G.5.1 Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community. | | | | | | **Vocabulary:** mock trial; lawyer; plaintiff; prosecution; defendant; judge; jury; verdict; demographics; local history | |
| **Monday/Tuesday** | | | **Wednesday/Thursday** | | | **Friday** | |
| **Essential Question:**  - How does a criminal trial work? | | | **Essential Question:**  - How has South Florida changed over the years? | | | NO SCHOOL – TEACHER PLANNING DAY | |
| **H.O.T. Questions:**  - What are the parts of a trial, and who are the participants?  - How does a jury reach their verdict? | | | **H.O.T. Questions:**  - What changes have caused the Miami region to grow and transform since the 1800s?  - How can maps, photos, and other primary sources tell us about these changes? | | |  | |
| **Bell Ringer:**  Assign roles for the mock trial. Depending on the number of students in class, some roles may be doubled up, the teacher may take a role or two, and/or the entire class may act as the jury after the case has been tried. | | | **Bell Ringer:**  Ask students: “What do you think Miami was like:   * 20 years ago? * 40 years ago? * 60 years ago? * 80 years ago? * 100 years ago?” | | |  | |
| **Learner Outcome:**  Students will investigate the parts and roles of a trial. They will apply their skills to a sample case and create their own verdict. | | | **Learner Outcome:**  Students will examine photos, maps, and other sources in order to analyze the growth and changes in demographics to the South Florida region over time. | | |  | |
| **Whole Group:**  - Before class, rearrange the desks to fit the layout of a courtroom. Print out enough scripts for all students to have a copy.  - Assign roles for the mock trial. These roles will be:   * Bailiff * Judge * District Attorney * Public Defender * Clerk * Deputy District Attorney * Guide * Car Owner * Court Reporter * Police Officer * Expert * Defendant   All other students will be the jury.  - Students will read through “The Case of the Stolen Car.” The teacher will explain that unlike the previous James Bond mock trial case, this is a CRIMINAL case (not a civil one), which means that it involves a prosecution and defendant, and also a crime that has been committed. The defendant faces jail time rather than the damages from a lawsuit. The lawyers are the District Attorney and the Public Defender (as the defendant cannot afford a lawyer, one is provided to him/her under the 6th Amendment and affirmed in *Gideon v. Wainwright*).  - Once the script has been read through, students will deliberate and come to a unanimous verdict: guilty or not guilty.  - If time remains, discuss the verdict with the students and how they reached their decision.  - If additional time remains, play Kahoot with the students.  **Evidence Based Writing: Take a position on... cite evidence that supports your logical thinking.**  Is the defendant in the case guilty or not guilty (beyond a reasonable doubt) of stealing the Corvette? How have you reached this verdict? | | | **Whole Group:**  - Before class, print out and arrange a large number of photos, graphs, maps, and other sources throughout the room chronologically, starting from the 1890s and going through the present day.  - Ask students about the Bell Ringer question. Write student responses on the board.  - Have students perform a gallery walk, moving from decade to decade throughout the room and examining the various items taped to the wall and presented at each “station.” While students are at each “station,” ask them what they see, how it differs from the previous stations, and what might have caused some of these changes. Take some time to explain to students about demographics, technology, growth, and various other factors that has altered the landscape of South Florida, as well as to answer student questions as much as possible.  - When students have completed the gallery walk, discuss with them what they saw. Where do they see the future of South Florida going? What do they think that South Florida will look like in the next 20 years? 40 years? And so on…  - If time remains, play a video clip of the history of Southern Florida.    **Evidence Based Writing: Write about a historical picture. Reference information obtained by reading or evident in the picture.**  How does this image show a change from the past in South Florida? How do you know? What clues does the image present to support your answer? | | | NO SCHOOL – TEACHER PLANNING DAY | |
| **Assessment:**  - The mock trial will give students a chance to practice and apply what they have learned about trials, the justice system, and the 6th Amendment throughout the year. | | | **Assessment:**  - The gallery walk will allow students to view, analyze, and interpret primary source images. Discussion will give the teacher the opportunity to assess student comprehension. | | |  | |
| **Home Learning:**  - None. | | | **Home Learning:**  - Have a great summer! | | |  | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Multi-Sensory Approach  Role Playing | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Present information through multisensory approach  Alert student several minutes before transition from one activity to another is planned | P1 - | | Choose an item. |
| P2 – YM | Multi-Sensory Approach  Role Playing | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Present information through multisensory approach  Alert student several minutes before transition from one activity to another is planned | P2 - FV | | Problem Based Learning |
| P4 – DM; OP | Multi-Sensory Approach  Role Playing | P4 – GD-K; AT-K; OW-504 | | Present information through multisensory approach  Alert student several minutes before transition from one activity to another is planned | P4 - | | Choose an item. |
| P5 – AR; EG | Multi-Sensory Approach  Role Playing  Bilingual Dictionaries | P5 – IH-K; GA-504 | | Present information through multisensory approach  Alert student several minutes before transition from one activity to another is planned | P5 - | | Choose an item. |
| P6 – FB | Multi-Sensory Approach  Role Playing | P6 – GN-504, LC-504 | | Present information through multisensory approach  Alert student several minutes before transition from one activity to another is planned | P6 - | | Choose an item. |
| P7 – PA; ES | Multi-Sensory Approach  Role Playing | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Present information through multisensory approach  Alert student several minutes before transition from one activity to another is planned | P7 - | | Choose an item. |
| P8 AP; KS; CS | Multi-Sensory Approach  Role Playing  Bilingual Dictionaries | P8 – AC-504, SD-504 | | Present information through multisensory approach  Alert student several minutes before transition from one activity to another is planned | P8 – DA | | Problem Based Learning |