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| **Advanced Civics** | | | | | |
| **Social Studies Standards:**  SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.  SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.  \*\*SS.7.C.2.6 Simulate the trial process and the role of juries in the administration of justice. | | | | **Vocabulary:**  Rights; 1st Amendment; social contract; American Revolution; Constitution; Declaration of Independence; limited government; Thomas Paine; Common Sense; mock trial; crime; prosecution; jury; 6th Amendment; verdict | |
| **Monday** | | **Wednesday** | | **NO SCHOOL!** | |
| **Essential Question:**  - How have ideas about government impacted American society? | | **Essential Question:**  - How does a criminal trial work? | |  | |
| **H.O.T. Questions:**  - How does our government reflect the ideas of natural rights, self-government, and the social contract?  - What have you learned about Civics and our government this year? | | **H.O.T. Questions:**  - What are the parts of a trial, and who are the participants?  - How does a jury reach their verdict? | |  | |
| **Bell Ringer:**  Ask students to reflect on what they have learned this year in Civics class. | | **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. | |  | |
| **Learner Outcome:**  Students will review and reflect on what they have learned this year in Civics about our government and the ideas behind it. They will try to connect the ideas of rights and the social contract to the Declaration of Independence and the Constitution, as well as current debates in our society today. | | **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. | |  | |
| **Whole Group:**  - Complete any remaining project presentations that need to be finished from last week.  - Then, the teacher will share his screen and take the class on a virtual field trip to the Museum of the American Revolution (located in Philadelphia in the real world, found virtually at <http://www.amrevmuseum-virtualtour.org/>). The teacher will take the class through several key digital exhibits which cover topics like the Road to Revolution, Thomas Paine’s “Common Sense,” the fighting of the Revolution, and the Declaration of Independence itself. The digital museum contains a 360 degree view of the actual entire of the museum, and a viewer can “walk” through it by clicking on various items in the museum.  - We will look through the digital exhibits, which contain historical artifacts and some pre-recorded explanations of them, as well as background information. The teacher will narrate the digital tour and play several of the pre-recordings to supplement this. We will pause at certain exhibits, with the teacher asking students discussion questions that ask them to link together some of the ideas that they’ve learned this year in Civics to what they’re seeing on the screen.  - We will close the live session by answering any questions that students may have and by asking students to reflect on what they have seen.  **Evidence Based Writing: Write about a historical picture. Reference information obtained by reading or that is evident in an analysis of the picture.**  Look at the exhibit containing a painting that shows the signing of the Declaration of Independence. What can you infer about the Founding Fathers and their ideas from it, based on what you already know about this topic? | | **Whole Group:**  - 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? | |  | |
| **Assessment:**  - The class discussion will give the teacher an opportunity to see how well students have understood some of the concepts we have learned this year and will provide for an informal assessment. | | **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. | |  | |
| **Home Learning:**  - None | | **Home Learning:**  - Have a great summer! | |  | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P7 – KD-3; SD-4; JG-4 | Picture Walks  Multi-Sensory Approach | P7 – JG-504 | Present information through multisensory approach  Allow opportunities for movement during extended or stressful activities | P7 – LA; AC; DC; TF | Flexible Grouping |