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| **Law Studies** | | | | | |
| **Social Studies Standards:**  \*\*SS.7.C.2.6 Simulate the trial process and the role of juries in the administration of justice.  SS.7.C.3.3 Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.  \*\*SS.7.C.3.8 Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.  SS.7.C.3.10 Identify sources and types (civil, criminal, constitutional, military) of law. | | | | **Vocabulary:**  Constitution; Judicial Branch; unconstitutional; Article III; federal court system; state court system; trial court; appellate court; district court; Supreme Court; judicial review; civil law; criminal law; administrative law; military law; precedent; constitutional law; statute; statutory law; juvenile law; common law; regulations; ordinances; judge; attorney; defense; prosecution; plaintiff; bailiff; jury; clerk; witness; victim; objection; sustained; overruled; appeal; criminal trial; civil trial; questioning; cross-examination; verdict; opening arguments; closing arguments; witness statements | |
| **Tuesday** | | **Thursday** | | **Friday** | |
| **Essential Question:**  - How does a trial work? | | **Essential Question:**  - How does a trial work? | |  | |
| **H.O.T. Questions:**  - How do lawyers analyze the facts of a case to create arguments benefiting their side?  - How can judges and juries evaluate arguments? | | **H.O.T. Questions:**  - How do the steps of a trial work to ensure that both sides can present their cases in a fair, organized way?  - How does a jury analyze and weigh evidence to reach a verdict? | |  | |
| **Bell Ringer:**  Display a political cartoon regarding a trial and how the judicial branch functions. Ask students to analyze the image and to answer the following questions:   1. Who do they see in the cartoon? (i.e. which jobs/roles of a trial) 2. What action is taking place? 3. What do they think that the cartoon means? | | **Bell Ringer:**  Ask students to think about if they were a judge or jury, and to state how they would have decided the case from Tuesday’s class and why. | |  | |
| **Learner Outcome:**  Students will analyze the facts of a case to create their own arguments regarding what each side should claim in court. They will evaluate both sides’ arguments, apply the facts of the case, and make their own decision about a sample civil case. | | **Learner Outcome:**  Students will analyze the steps of a trial and how they ensure that both sides can present evidence in a fair way. They will also roleplay as a jury and evaluate evidence for a case. | |  | |
| **Whole Group:**  - Review the Bell Ringer question and discuss student answers. Use this as an opportunity to review the different jobs and roles of a trial that students learned about during the previous class. Ask students which roles that they believe might be the most important in a trial. Also go over which roles are the same in a criminal or civil case, and which roles may slightly change (i.e. plaintiff vs. prosecution).  - Display a fact sheet containing information about a civil case where a 10-year-old boy brought a toy gun to a school with a strict “no tolerance” policy, was caught with the toy gun, and was expelled. His parents sued the school district to have him reinstated. Read through the facts of the case with the class, pausing to ask students for their thoughts and reactions.  - Post a handout on Teams asking students to identify and evaluate the facts of the case and the claims made by both sides. They may work together to come up with the facts and arguments, but they must each write their own responses. Give them about 20 minutes to do this, then discuss their answers.  - Ask students to put themselves into the shoes of either the plaintiff (the parents) or the defendant (the school) and to come up with all of the arguments that they can think of that would support that side. They must also link one piece of evidence or fact of the case to each of these arguments.  - Finish class by discussing the arguments that they have created. Ask students to evaluate them and to play jury, determining how they would decide this case and why.  **Evidence Based Writing: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.**    What arguments could you make to support the plaintiff/defendant in this case? Which facts or pieces of evidence would you use to support your argument? | | **Whole Group:**  - Have students share their answers to the Bell Ringer question and use this as a way to review the previous lesson involving a civil case and the arguments presented.  - Display a graphic for students demonstrating the steps of a trial. Tell the class that when we return from Winter Break, they will be taking part in their first mock trial! The experience will be similar to the exercise in the previous class, but on a much larger scale. Discuss with the class the steps of a trial, and ask them how these steps are similar to and differ from the debate process that we took part in earlier in the year.  - As the class answers this question, ask them to sign up for their mock trial teams. Allow them to choose their preference of teams and roles, with the caveat that they are not guaranteed to receive these roles or teams.  - Discuss student answers to the previous question.  - Spend the remainder of class leading students through the iCivics game “We the Jury” that demonstrates the importance of arguments and evidence in a trial and allows them to play the role of jury in evaluating the evidence in a case. Allow students to play on their own, but also run a version of the game for the class for those students who cannot play the game on their devices (as it uses Adobe Flash). Students who are playing with the whole group will be called on during the game to make decisions for the class  - Once the game has been played, discuss the experience with students, and close class by having students complete a short worksheet and reflection assignment on Teams.  **Evidence Based Writing: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.**    How are the structures of a trial and a debate similar? How are they different? | |  | |
| **Assessment:**  - The facts/arguments worksheet will serve as a classwork grade and will give students an opportunity to practice evaluating facts and creating fact-based arguments. The discussion will serve as an informal evaluation allowing the teacher to see what students have grasped and what might need to be further explained. | | **Assessment:**  - The discussion question and reflection assignment will count as a classwork grade. | |  | |
| **Home Learning:**  - Finish classwork assignment. | | **Home Learning:**  - None. | |  | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Role Playing  Games | P4 – GM-504 | Emphasize content rather than spelling in writing communication  Provide positive reinforcement for following rules or directions | P4 – JG; LM | Open-Ended Tasks |