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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.  LAFS.68.WHST.3.9 Draw evidence from informational texts to support analysis reflection, and research.  LAFS.68.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task,  purpose, and audience. | | | | **Vocabulary:**  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 | |
| **Monday** | | **Wednesday** | | **Friday** | |
| **Essential Question:**  - How does a trial work? | | **Essential Question:**  - How does a trial work? | | **Essential Question:**  - How does a criminal trial function? | |
| **H.O.T. Questions:**  - How do the structure 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? | | **H.O.T. Questions:**  - How can you classify evidence to determine if it will help or hurt your case?  - How can you decide the main arguments that you should use in a mock trial? | | **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 are opening and closing arguments constructed in order to present a case to the jury? | |
| **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:**  Display the teams of students for the three mock trials (6 teams in total), along with the roles. Discuss with students any changes that they may request. | | **Bell Ringer:**  Why do you think an opening and closing argument is important? | |
| **Learner Outcome:**  Students will analyze the structure of a trial and how it ensures that both sides can present evidence in a fair way. They will also roleplay as a jury and evaluate evidence for a case. | | **Learner Outcome:**  Students will analyze and classify witness testimony and evidence to determine if it will help or hurt their case in a mock trial. They will also develop and evaluate major arguments that they may wish to use in their mock trials. | | **Learner Outcome:**  Students will identify and analyze the steps of a trial and how they allow both the prosecution and defense to present their arguments and evidence. They will also evaluate witness statements in order to develop their own opening and closing arguments for their mock trials. | |
| **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 graphic for students demonstrating the steps of a trial. Tell the class that they will begin preparations for their first mock trial starting on Wednesday! 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.  - Tell the class that we will be performing a mock trial here in class as an example of what they will create themselves in the coming class periods. Direct them to a shared Word doc and ask them to sign up for speaking roles for our mock trial script.  - Display the mock trial script on a shared screen in our class video call, and read through it together as a class, with students reading the roles that they had signed up for. Pause at times to offer additional explanation for things that we see during the mock trial “play” or to link elements of the trial back to the PowerPoint from earlier in class.  - Once the mock trial “play” has completed, give the class several minutes to play the role of the jury and to discuss the evidence and arguments made during the case. Direct them to the assignments tab on Microsoft Teams, where they will be asked to play the role of jury and decide the case.  - Finish class by posting a link to Microsoft Forms, asking students 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.  **Evidence Based Writing: Take a position on [...]. Cite evidence that supports your logical thinking.**    How would you decide the case in the mock trial script that we read in class? Why? Write a paragraph explaining your decision. Make sure to link back to specific evidence from the trial that persuaded you. | | **Whole Group:**  - Take a few minutes to discuss with students the instructions for a mock trial and to allow them to see the breakdown of the class into six teams (3 cases), along with the roles of lawyers and witnesses.  - Give students a few minutes to request any changes with the teams and roles.  - Review briefly the steps of a trial, and go over student expectations for the mock trial activities and roles. Emphasize that students will need to work together in their groups, and that this is a long assignment that will be completed over the span of several class periods.  - Post on Teams the fact sheets for each trial, and briefly go over them with the different groups. These contain the facts of the case, witness statements, and evidence photos and/or diagrams. During the trial, the teacher will serve as the judge, and the other four groups who have selected the other cases will play the jury.  - Model for students the activity that they will be completing today on classifying evidence.  - Release students to work in their groups via the Breakout Rooms option on Teams. Students will work together in their groups to evaluate the evidence and to begin to create arguments for their side, as well as to start to anticipate arguments made by the opposing side and to potentially counter them. Each group will be given a group worksheet asking them guiding questions, including asking them to:   * List all evidence and testimony that supports your side * List all evidence and testimony that may hurt your side * To create arguments for your side * To anticipate arguments against your side, and how you may counter them   - If we do not finish the preparation in this class, we will continue in the following class  **Evidence Based Writing: What are the important features or characteristics of [...]? Use evidence to support your answer.**  What are the important details brought up by the witness statements in your case? What arguments might they suggest that could benefit your side? What arguments might they suggest that the opposition could use? | | **Whole Group:**  - Discuss the Bell Ringer question as a preview of today’s activity.  - Read together a scan of pg. 402-409 in the Civics textbook. As we read this together, have students fill out a guided notes graphic organizer so that they will have the steps of the trial (and the key elements of each step) in their notes. Discuss the importance of each step and how they may prepare for it in their own mock trials. This goes into more depth than the introduction graphic from Monday’s class.  - Release students to their mock trial groups (via Breakout Rooms on Teams) and let them continue to work on their evidence assignment. Each group will continue to look through the witness statements given for their case and to evaluate the evidence; which side will each important fact help or hurt, and why? Some groups may take longer than others to finish this; the teacher will work with groups that seem to be struggling to assist them.  - Once students have finished the classifying evidence step, they are ready to begin writing their arguments. Distribute a Word doc that gives students steps to follow (or a guide) in creating opening and closing statements. Go over this handout with the students, and then release them to work on it in their groups. Each group will produce two paragraphs: one for an opening statement, and one for a closing statement. Students may choose to divide up the work and the writing however they wish (i.e. two may work on the closing statement, two may work on the opening statement), but all students must work on this together. The teacher will move from group to group and assist groups that need help and to review the statements that are being written, offering suggestions where needed  **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.**  Given the evidence, how would you prepare an opening and closing statement that is meant to summarize your argument and convince the jury? Refer back to the evidence and witness testimony and cite it in your arguments. | |
| **Assessment:**  - The jury verdict assignment will count as a classwork grade. The bell ringer and prior 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 group mock trial preparation assignment will be collected and graded if students finish; otherwise, it will be collected and graded in the following class. It will give students the chance to analyze facts, apply their knowledge, and to build their side of the case by starting to create their own arguments. The teacher will work with students to accomplish this, which will also provide informal assessments of how well students are grasping and demonstrating these concepts. | | **Assessment:**  - The group mock trial preparation (opening and closing statements) will be graded once completed. The teacher will work with students to complete this, which will also serve as an informal assessment of how well students are grasping the facts of the case and applying the analytical and writing skills needed for the assignment. | |
| **Home Learning:**  - Finish classwork assignment. | | **Home Learning:**  - None. | | **Home Learning:**  - None. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Role Playing  Small Groups | P4 – GM-504 | Break long assignments into small, sequential steps  Allow opportunities for movement during extended or stressful activities | P4 – JG; LM | Flexible Grouping |