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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 criminal trial function? | | **Essential Question:**  - How does a criminal trial function? | |  | |
| **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? | | **H.O.T. Questions:**  - How can you develop questions for witnesses from statements given and other evidence?  - How can you anticipate what questions may be asked during cross-examination? | |  | |
| **Bell Ringer:**  Why do you think an opening and closing argument is important? | | **Bell Ringer:**  Why do you think a lawyer may want to cross-examine a witness? | |  | |
| **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. | | **Learner Outcome:**  Students will analyze witness statements to create direct examination questions for their side’s witnesses for their mock trials. They will also scrutinize evidence in order to craft effective cross-examination questions and to predict which cross-examination questions may be asked of them. | |  | |
| **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. | | **Whole Group:**  - Discuss the Bell Ringer question for a few minutes. Tell students that they will be creating witness questions for the mock trial today. Review the difference between direct questions and cross-examination.  - Post on Teams a handout that gives groups suggestions to follow when creating their own questions. Go over this handout and model a question or two for each group to give them an example to follow.  - Release students to work together (via Breakout Rooms) to create witness questions. Groups should review the witness statements and create at least 3-4 questions that their side’s lawyer will ask of the witnesses. The student playing the lawyer in each group will type the questions on the handout provided, and the students playing witnesses will type their responses (they may do so word-for-word, or they may use bullet points, if they feel more comfortable referring to bullet point notes during the actual trial).  - Students assigned to play witnesses should also think about what questions that the other side’s lawyer will ask of them. There will be space on the digital handout for them to brainstorm these ideas and to type ideas for these questions, so that they may prepare for them. The student(s) assigned to play lawyers should do the same with the other side’s witnesses, examining their statements and deciding what questions (if any) they should ask that would help their side’s case (or poke holes in the opposing side’s argument). The teacher will work with students to help them with this, if needed.  - Once students have finished these questions, they should review their group’s opening and closing arguments, finishing them (if needed) and making adjustments to them based on the questions that they have developed. If students complete this, they may practice their questions for our mock trial in the following class.  **Evidence Based Writing: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.**    What questions would you ask your side’s witnesses in order to further your case? What evidence might they present to answer these questions in a clear, truthful way that would help to convince the jury? | |  | |
| **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. | | **Assessment:**  - The group mock trial preparation (direct- and cross-examination questions) 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:**  - None. | | **Home Learning:**  - Complete direct and cross-examination questions for your case. | |  | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Demonstrations  Cooperative Learning | P4 – GM-504 | Emphasize content rather than spelling in writing communication  Cue expected behaviors & ignore behaviors which are not seriously disruptive | P4 – JG; LM | Open-Ended Tasks |