|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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; deliberation | |
| **Tuesday** | | **Thursday** | |  | |
| **Essential Question:**  - How does a criminal trial function? | | **Essential Question:**  - How does a criminal trial function? | |  | |
| **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? | | **H.O.T. Questions:**  - How can a jury analyze evidence and testimony in order to reach a verdict?  - How can you evaluate your own performance during the mock trial and focus on things to improve? | |  | |
| **Bell Ringer:**  Why do you think a lawyer may want to cross-examine a witness? | | **Bell Ringer:**  Work on completing any questions or statements that your group has remaining. | |  | |
| **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. | | **Learner Outcome:**  Students who are playing the jury will analyze and evaluate evidence and testimony presented during the trial and attempt to persuade other jury members in order to reach a unanimous verdict of guilty or not guilty. Students who are playing the lawyers and witnesses will create their mock trial experience and then evaluate their own performance, focusing on areas and skills in which they can improve in the future. | |  | |
| **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? | | **Whole Group:**  - The teacher will assess where each group is in their preparation and give them some time to finish their preparation and to do some last-minute practicing before the mock trials begin. This time will be limited to no more than half of class.  - Begin the mock trials with the State vs. Tony case. Begin by reading out the jury instructions to the students who are not part of this case, as they will serve as the jury. Instruct them to take notes on the important evidence that they see during the trial and to decide whether it helps the prosecution or the defense.  - Start the actual mock trial with the opening statements read by the lawyers for the prosecution and then the defense. Move on to the prosecution calling its witnesses, with an opportunity for the defense to cross-examine them. Then switch roles, with the defense calling its witnesses and asking them questions, with the prosecution having an opportunity to cross-examine them. Finish with closing statements/arguments for each side.  - Once the mock trial has been completed, divide the class into two video calls: one for the participants and one for the jury. The teacher will work with the jury in order to help them deliberate and come up with a verdict (if the jury seems hung, we will rely on a majority of votes, just for the sake of declaring a winner). We will use the survey feature on Microsoft Teams to decide this, and students will also be asked to fill out a brief questionnaire explaining their decision.  - While the jury is completing this task, those involved with the trial will complete a brief self-reflection form that asks them about their preparation, what they thought that they did well during the mock trial, and what they thought that they could improve upon in the future.  - End the mock trial experience by having the jury select a foreperson to read the verdict. Allow the winning side to celebrate, and then discuss for a few minutes why the jury reached the conclusion that they did.  - The other two cases will likely have to be postponed until the next class, as we will probably not have time to squeeze them in and go through them properly.  **Evidence Based Writing: Take a position on [...]. Cite evidence that supports your logical thinking.**    As the jury, is the defendant guilty beyond a reasonable doubt of the crime of vandalism, or not guilty? Why? Use evidence from the trial to support your position. | |  | |
| **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. | | **Assessment:**  - The jury verdict will be collected and graded; the mock trial team self-reflection papers will also be collected and graded, and will give the teacher feedback as to how the students themselves thought that they did. The teacher will evaluate how accurate these impressions are and will allow for us to focus on certain tasks and skills going forward. | |  | |
| **Home Learning:**  - Complete direct and cross-examination questions for your case. | | **Home Learning:**  - Those in the State v. Anderson and Minnesota v. Max Paulson cases should finish their mock trial preparation. | |  | |
| **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  Alert student several minutes before transition from one activity to another is planned | P4 – JG; LM | Open-Ended Tasks |