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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; deliberation; leading question; hearsay; relevance; speculation; opinion | |
| **Monday** | | **Wednesday** | | **Friday** | |
| **Essential Question:**  - How does a criminal trial function? | | **Essential Question:**  - How does a criminal trial function? | | **Essential Question:**  - How do trial objections work? | |
| **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? | | **H.O.T. Questions:**  - How can you persuade a jury that someone is guilty or not guilty of a crime?  - How can you evaluate the performance of others during the mock trial and offer constructive suggestions for improvement? | | **H.O.T. Questions:**  - How can evidence be successfully presented at trial?  - Why might you object to certain types of questions? | |
| **Bell Ringer:**  Work on completing any questions or statements that your group has remaining. | | **Bell Ringer:**  Work on completing any questions or statements that your group has remaining. | | **Bell Ringer:**  Reflect on our criminal mock trial experiences. What was your favorite part of the experience, and why? | |
| **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. | | **Learner Outcome:**  Students who are playing the lawyers and witnesses will enact a mock trial and use evidence to persuade the jury that the defendant is either guilty or not guilty. They will also evaluate the performances of their classmates, developing a constructive feedback to offer their peers. | | **Learner Outcome:**  Students will identify and analyze different types of trial objections that lawyers can make, applying them to sample scenarios and questions. They will also evaluate how evidence can be successfully presented at trial without any objections being made. | |
| **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. | | **Whole Group:**  - The teacher will give the State v. Anderson and Minnesota v. Max Paulson groups about 10-15 minutes at the beginning of class to practice their questions and testimony and to run through anything that they need to before the mock trial begins.  - The groups who participated in the State v. Tony mock trial last week will be read the jury instructions ahead of time by the teacher. Do this while the other groups are preparing for their mock trials.  - Begin the Minnesota v. Max Paulson trial. 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, release the jury to deliberate and to come up with a verdict. 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 why the jury reached the conclusion that they did.  - This process should take about half an hour. Repeat it with the final case, State v. Anderson.  - Wrap up class by discussing the performances during the trial, what each side did well, and what each side could improve upon. Discuss this with the class, and ask students to give feedback to their peers.  **Evidence Based Writing: After participating in a class discussion about the text, critique the reasoning of another person in class.**    How would you rate your performance during the mock trial? How would you rate your opponents’ performances, and what advice or suggestions would you offer to them? | | **Whole Group:**  - We will begin class by discussing the Bell Ringer. Ask the students what kinds of cases they would like to see in future mock trials, or any suggestions that they have for role-playing these cases.  - Tell the students that we will be focusing on several aspects of courtrooms that came up during our mock trial, and learning more in-depth about how they work. Today, we will be learning about objections that lawyers can make to questions asked of witnesses.  - Post a guided notes page on Teams. Display a PowerPoint on the video call that covers successfully presenting evidence and objections. Go through the PowerPoint with students, having them fill out their guided notes based on the major different types of objections that may be raised in a courtroom. Pause at different points to ask students comprehension or thought questions, and also show examples for these different types of objections.  - After completing the PowerPoint and guided notes, direct students to the second part of their handout, which contains several scenarios and examples of questions from a courtroom. Using their notes, have students decide whether they should object to these questions or not, and why.  - On the third part of the handout, continue this activity, but instead, ask students to re-write the inadmissible questions in a way that will make them objection-proof. The teacher will circulate around the room and spot-check on Teams the assignments as students work on them and assist students with this activity who need help.    **Evidence Based Writing: What might be the best option? How might one of your options be stronger than the other? Use evidence from the text to support your choice.**    Given a specific question, would you choose to object to it, or not? If so, why? Utilize your guided notes from today to give evidence for your answer. | |
| **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. | | **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. | | **Assessment:**  - The discussion around the guided notes will serve as an informal assessment of how well students are grasping the taught concepts. The worksheet will give students an opportunity to apply what they have learned, and it will be graded as a classwork grade. | |
| **Home Learning:**  - Those in the State v. Anderson and Minnesota v. Max Paulson cases should finish their mock trial preparation. | | **Home Learning:**  - Complete assessment. | | **Home Learning:**  - Finish objections handout. | |
| **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 |