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| **Law Studies** | | | | | |
| **Social Studies Standards:**  SS.7.C.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.  \*\*SS.7.C.2.6 Simulate the trial process and the role of juries in the administration of justice.  \*\*SS.7.C.3.8 Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.  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; deliberation; jury selection; voir dire; summons | |
| **Tuesday** | | **Thursday** | |  | |
| **Essential Question:**  - How do trial objections work? | | **Essential Question:**  - Why is jury selection important? | |  | |
| **H.O.T. Questions:**  - How can evidence be successfully presented at trial?  - Why might you object to certain types of questions? | | **H.O.T. Questions:**  - How do the amendments to the Constitution support and guide the participation of jurors in trials?  - Why is it important to be impartial as a member of a jury? | |  | |
| **Bell Ringer:**  Reflect on our criminal mock trial experiences. What was your favorite part of the experience, and why? | | **Bell Ringer:**  Display a political cartoon on the board that depicts an issue with juries. Ask students to identify what is being said in the cartoon, and what they think that it means. | |  | |
| **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. | | **Learner Outcome:**  Students will analyze how the 4th, 5th, 6th, and 14th Amendments describe and influence the role of jurors in a trial. They will also evaluate why impartiality is so important for members of a jury. | |  | |
| **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. | | **Whole Group:**  - Go over student answers to the Bell Ringer. Students should have come up with something along the lines of “This shows that it is difficult to find impartial people to serve on juries.” If they did not, discuss what they did come up with and lead them toward that conclusion. Ask them why they think it is difficult to be impartial. (Have them reflect back on their own jury experience during our mock trial.).  - Put students into groups via the Breakout Rooms function on Teams. Give groups the 4th, 5th, 6th, and 14th Amendments. Give them some time to read through their assigned amendment, then have them work together to answer a set of questions which ask them about the rights contained in their given amendment, and how they may apply to a trial by jury. Have students work on this assignment for about 20-30 minutes, then share their answers with the rest of the class. In essence, they will “teach” the class about their assigned amendment and how it affects jurors and trials.  - Circle back to the opening Bell Ringer and display on the video call a big circle labeled “jury of their peers” and three smaller circles labeled “fairness,” “unbiased,” and “impartiality.” Ask students what each term means and where it comes from in the Constitution. Discuss why it is important to be fair, unbiased, and impartial as a member of the jury. They may type their answers into the meeting chat.  - Post on Teams the “Deciding by Group: You Are the Jury” PDF. Read through the sample scenario together as a class. Then release students to work individually to answer the questions in Part 2: Juror Notes. Do not have students answer Part 3 yet.  - Before class ends, direct students to the assignments tab on Teams, where they will find the Jury Duty homework assignment. Tell the class that they will need to interview another adult (a parent, family member, teacher, etc) who has performed jury duty before. The questionnaire has 5 questions that need to be asked and answered. Then, students will analyze these answers and take what they have learned in class (and will learn in the following class) to write an essay about the jury system, including how jurors are selected, the rights that are protected under this system, and why the process is important to our society. This will be due in two weeks.    **Evidence Based Writing: What are the important features or characteristics of [...]? Use evidence to support your answer.**    How does your assigned amendment affect the trial-by-jury system and encourage an impartial jury? | |  | |
| **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. | | **Assessment:**  - The group assignment connecting the amendments to jury trials will be graded as classwork, as will the “You Are the Jury” worksheet. The project will be assigned as homework and will be explained in class, with time given for questions. | |  | |
| **Home Learning:**  - Finish objections handout. | | **Home Learning:**  - Begin interviews for jury duty project. | |  | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Focus on Key Words  Bilingual Dictionaries | P4 – GM-504 | Provide positive reinforcement for following rules or directions  Emphasize content rather than spelling in writing communication | P4 – JG; LM | Problem Based Learning |