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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.  SS.7.C.3.10 Identify sources and types (civil, criminal, constitutional, military) of law. | | | | **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; crime; felony; misdemeanor; white-collar crime; juvenile crime; victimless crime; juvenile; delinquent; probation; murder; manslaughter; homicide; larceny; assault; battery; district attorney | |
| **Monday** | | **Wednesday** | | **Friday** | |
| **Essential Question:**  - Why is jury selection important? | | **Essential Question:**  - Why is jury selection important? | | **Essential Question:**  - What are different types of crimes? | |
| **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? | | **H.O.T. Questions:**  - How do lawyers decide who serves on a jury?  - Why might someone be rejected as a juror for a particular trial? | | **H.O.T. Questions:**  - How are felonies and misdemeanors different from each other?  - Why might people commit crimes? | |
| **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. | | **Bell Ringer:**  What qualities do you think a lawyer might look for in a juror? | | **Bell Ringer:**  Have students log into Kahoot for a quick review before their quiz. | |
| **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. | | **Learner Outcome:**  Students will identify and analyze the process of voir dire in selecting members of the jury. They will apply this concept to evaluate sample members of a jury and decide to accept or reject someone for a jury. | | **Learner Outcome:**  Students will differentiate between felonies and misdemeanors. They will explore different types of crimes and analyze potential reasons as to why someone might commit a crime. | |
| **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? | | **Whole Group:**  - Discuss the Bell Ringer question.  - Read a scan of p. 408-410 of the Civics textbook with the class. Emphasize the meaning of voir dire, which means to ask potential jurors questions to determine if they would be a good juror or not.  - After reading, ask students to answer the following two questions:   * How did Pedro Peer become a member of the trial jury? * Why do you think a jury’s decision is required to be unanimous?   - After about 10 minutes, discuss student answers to these questions.  - Then ask students what kind of information that a judge or lawyer would want to find out about a potential juror to determine if they should be on a jury or not. Put students into groups/Breakout Rooms on Teams, and ask give them about 10 minutes to brainstorm answers. We will then get back together as a whole class and share what each group came up with.  - Post the “Juror Selection” worksheet on Teams. Discuss the sample case together with the class, then release them to work on the worksheet. There are three potential jurors, with several answers to attorney questions. Students will evaluate each juror, listing their strengths and weaknesses to both sides of the case, and then determine if they should be a juror for the trial or not.  - Go over student answers to this worksheet.  - If time allows, students may work on their Jury Duty project in class by researching and planning their essay.    **Evidence Based Writing: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.**    Should this potential juror be allowed to be on the jury for this case, or not? Use what we have learned about Constitutional rights and jury selection, as well as the summary of the case, to explain your determination. | | **Whole Group:**  - Play Kahoot to review with students about trials, objections, and jury duty. This should take about 10-15 minutes.  - Then have students take an online quiz through Microsoft Forms on what they’ve learned about trials, jury duty, and objections. Give students about 15-20 minutes in class to do this.  - Display a question for students and ask them to type their answers into the chat: What kinds of crimes can you think of? List as many as you can.  - Discuss this question with the class. Review the definition of “crime” with students, and the difference between civil and criminal law. Tell students that not all crimes are the same, and that there are different categories that all of the crimes listed fall into.  - Read a PDF scan of p. 382-386 with students in the Civics textbook. As we read, students will take guided notes about the different categories of crime and the potential causes of crime within the United States. Pause during the reading and guided notes to discuss these ideas with students, and to (attempt to) answer any questions that they might have.  - Once we have finished reading the section, post a worksheet for students that gives the different types of crimes. Have students work together to offer several examples of these crimes. They may use the internet to conduct research to look up examples.  - As an exit ticket, have students answer p. 386 (#1b, 3b).  **Evidence Based Writing: Take a position on [...]. Cite evidence that supports your logical thinking.**    Some people argue that there is no such thing as a victimless crime. Do you agree? Why or why not? Use examples from our reading and research today to support your answer. | |
| **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. | | **Assessment:**  - The reading questions and “Juror Selection” worksheet will be turned in for a classwork grade. | | **Assessment:**  - The quiz will measure what students have learned from the previous unit and how well they can apply it. The guided notes and classwork categorization assignment/research will serve as a classwork grade. | |
| **Home Learning:**  - Begin interviews for jury duty project. | | **Home Learning:**  - Continue interviews for jury duty project.  - Study for a quiz on trials, objections, and jury duty. | | **Home Learning:**  - Continue interviews for jury duty project.  - Finish classwork assignment. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Extended Time  Bilingual Dictionaries | P4 – GM-504 | Allow extended time frames to complete assignments, projects and tests  Break long assignments into small, sequential steps | P4 – JG; LM | Problem Based Learning |