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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.3.10 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:**  crime; felony; 1st degree murder; prosecution; defense; opening arguments; closing arguments; direct examination; cross examination; objections; reasonable doubt; overruled; sustained; criminal trial; evidence; leading question | |
| **Tuesday** | | **Thursday** | |  | |
| **Essential Question:**  - How do lawyers prepare for a trial? | | **Essential Question:**  - How do lawyers prepare for a trial? | |  | |
| **H.O.T. Questions:**  - How can lawyers work to refine the initial arguments made during a preliminary examination of evidence?  - How can opening and closing arguments be effectively constructed in order to present a strong case to the jury? | | **H.O.T. Questions:**  - How can lawyers develop direct examination questions for witnesses from statements given to the court, as well as other evidence?  - How can the prosecution or defense anticipate what questions may be asked during cross-examination? | |  | |
| **Bell Ringer:**  Display an example of a poor argument with several flaws, and ask students to critique it on the Bell Ringer tab. | | **Bell Ringer:**  Post a handout for students which reviews the purposes of direct and cross-examination questions, as well as types of questions that can raise an objection. | |  | |
| **Learner Outcome:**  Students will apply what they have learned about arguments and evidence to create arguments based on the witness testimony and exhibits presented to them. They will work to refine those initial arguments into effective opening and closing arguments that will be presented to a jury during the upcoming mock trial. | | **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 and the sample argument. Ask students to share what they think is flawed about it, and how they would go about improving it.  - Display on the screen a review of what makes for good arguments. Read through this with students, discussing it with them and asking them to evaluate a few teacher-provided examples to determine the strength of each statement/argument.  - Then put the class into their mock trial groups via the Breakout Rooms on Teams. Groups have either completed or almost completed the sorting and categorizing of their evidence from their witness statements for the People v. Matsumoto and State v. Jackson cases. They should take no more than 15 minutes to review what they did before the break and to complete the “fact sheet” group Word doc posted on Teams.  - Post a shared Word document on Teams that asks students to evaluate their evidence and to choose the most important details that they would like to focus on during their opening and closing statements. Have students work together to brainstorm their ideas for opening and closing arguments, and to begin to write them. In order to do this, especially the closing statement, they will also need to think about what arguments their opponents might make. The teacher will work with each group to make sure that they are on the right track and to assist them where necessary. Each group should divide up the parts of the opening and closing statements, which each group member “claiming” a part by writing their initials next to it.  **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 handout with students. Review the difference between direct questions and cross-examination. Give students a few teacher-created examples of questions to evaluate and discuss.  - Release students to work in their Breakout Rooms to complete anything that they have left to do with the opening and closing arguments, as well as to start to create witness questions. Groups should review the witness statements and create at least 5 questions for each witness that their side’s lawyer will ask of the witnesses.  - The teacher will encourage the lawyers and researchers to focus on completing the opening and closing statements from the previous class. The students playing the role of witnesses should focus on evaluating their witness statements and brainstorming ideas for important questions that need to be asked in order to present crucial evidence to the jury.  - Groups will be given a shared Word doc to type up their questions on, as well as the answers that will be read by the witnesses. Groups will also attempt to determine what questions might be asked of each witness during cross-examination, so that they may prepare for this. They should write down these questions, as well. 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, making adjustments to them based on the questions that they have developed.  **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 discussion about opening and closing arguments will provide for an informal assessment of what students have learned and how they can apply this knowledge to sample arguments/statements. Students will begin to work on their own arguments, which will be collected for a grade once students have finished them. | | **Assessment:**  - The discussion about direct and cross-examination questions will provide for an informal assessment of what students have learned and how they can apply this knowledge to sample questions. Students will work on their own questions and responses, which will be collected for a grade once students have finished them. | |  | |
| **Home Learning:**  - Work on arguments. | | **Home Learning:**  - Work on direct examination questions. | |  | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Small Groups  Bilingual Dictionaries | P4 – GM-504 | Preferential seating with proximity control  Break long assignments into small, sequential steps | P4 – JG; LM | Problem Based Learning |