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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; hearsay; leading question; speculation; opinion | |
| **Monday** | | **Wednesday** | | **Friday** | |
| **Essential Question:**  - How do lawyers prepare for a trial? | | **Essential Question:**  - How do lawyers prepare for a trial? | | **Essential Question:**  - How can students prepare for a mock trial? | |
| **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? | | **H.O.T. Questions:**  - How can arguments be effectively constructed in order to present a strong case to the jury?  - How can lawyers avoid objections against their questions in a mock trial? | | **H.O.T. Questions:**  - How can you use the lessons learned from our previous trial and debate experiences for this mock trial?  - How can you evaluate your current mock trial preparation and improve upon it? | |
| **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. | | **Bell Ringer:**  Display several questions on the board and ask students whether they would object to them or not. | | **Bell Ringer:**  Direct students to the “Self-Evaluation checklist” assignment on Teams, and give students an extended time to fill this out. | |
| **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 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 also review the different types of objections and evaluate their own questions to avoid as many objections as possible. | | **Learner Outcome:**  Students will reflect on their previous mock trial experience and apply the lessons that they have learned to their current mock trial preparations. They will also evaluate their group’s current mock trial preparation for strengths and weaknesses and predict how they think that the trial will go. | |
| **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 continue working in their Breakout Rooms on creating their witness questions. They will continue where they left off from last Thursday’s class, with each student choosing two witnesses and creating at least 5 “question and answer” sets for each witness. Students may work together in their Breakout Rooms to divide up their witnesses to ensure even coverage, and they may share ideas for questions and answers. However, each student must turn in their own assignment to ensure that all are contributing to the group.  - Students should focus on direct examination questions, but if any wish to create cross-examination questions instead, that will be allowed, as well.  - The teacher will work with students in each group to review their questions/answers and to assist any students that need help, either with the content, the question-creation activity, or with staying on task during the assignment.  - Once completed, the teacher will copy and paste the group’s questions for witnesses into a shared Word document for all to see and to edit/revise in future classes.  - 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? | | **Whole Group:**  - Discuss the Bell Ringer and the sample questions. Go through the sample questions and ask for student responses to them. Then spend some time reviewing the major different types of objections (opinion, leading question, speculation, hearsay, etc.) and how students might go about avoiding them in their upcoming mock trial.  - Tell the class that their witness questions have been put into a shared Word doc for each mock trial team, and show the class where to find these questions. Discuss the quality of the questions, praising students for developing excellent Qs but also pointing out where things might be missing.  - Divide each mock trial team into two parts for the remainder of class; all students playing witnesses should focus on editing and revising the group questions and on developing cross-examination questions. All students playing lawyers or researchers should continue to work on the group opening and closing statements.  - Put the mock trial teams into Breakout Rooms and give them the rest of the period to complete their assignments for the day. 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:**  - Distribute Self-Evaluation “checklist” to students, and ask them to complete this before beginning work on completing their mock trial prep. Have students take some time to think about their previous mock trial and debate experiences and about the lessons that they have learned from those. These questions will ask them to write about this, as well as how they have applied these lessons to our current case. Students will also be asked to evaluate how their preparation for this case has gone, and what they believe the outcome of the trial next class may be (and why).  - Have students turn in these “checklists” once completed. It shouldn’t take them more than about 15-20 minutes to do.  - For the rest of the class period, students should work on completing their mock trial preparation and on practicing their questions and answers within their groups. Start the Breakout Rooms on Teams, and stress to students that their mock trials will take place next Tuesday. All prep work must be done by today’s class, so if any groups are not done with their opening/closing statements or their direct examination questions, they need to focus on those.  - Any groups that have completed all aspects of the mock trial should focus on editing their work to improve it, and then spending some time practicing in their separate video calls.  **Evidence Based Writing: Why and how did [...] happen? Use evidence to support your answer.**    Evaluate your previous mock trial experience. What lessons have you taken from that experience and how have you applied them to your preparation for this upcoming mock trial? Be specific! | |
| **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. | | **Assessment:**  - The discussion about objections to questions will provide for an informal assessment of what students have learned and how they can apply this knowledge to their own work. Students will work on their arguments and questions, which should be completed by the end of class. This work will be graded. | | **Assessment:**  - The pre-trial “checklist” will be collected for a classwork grade and will give students the opportunity to reflect on their previous experiences and how they have applied them to the current case. | |
| **Home Learning:**  - Work on direct examination questions. | | **Home Learning:**  - Work on arguments. | | **Home Learning:**  - Final preparations for mock trial. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Cooperative Learning  Bilingual Dictionaries | P4 – GM-504 | Allow opportunities for movement during extended or stressful activities  Provide positive reinforcement for following rules or directions | P4 – JG; LM | Problem Based Learning |