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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 | |
| **Tuesday** | | **Thursday** | |  | |
| **Essential Question:**  - How does a criminal trial function? | | **Essential Question:**  - How does a criminal trial function? | |  | |
| **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? | |  | |
| **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. Students who have completed their mock trials already should use the time to create a meme that describes something that they have learned or experienced about trials. | |  | |
| **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. | |  | |
| **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 People vs. Matsumoto 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 case will likely have to be postponed until the next class, as we will probably not have time to squeeze it in and go through it 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. Jackson groups about 15-20 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 that already completed their mock trial in the previous class will be read the jury instructions ahead of time by the teacher. Do this while the other groups are preparing for their mock trials. They should also use the time to go to the online meme generator at <https://imgflip.com/memetemplates> and create a meme that describes something that they have learned or experienced about trials. They will save/screenshot their meme and post it to a Memes and Images channel on our Teams page.  - Once the State v. Jackson groups are ready, begin their mock 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.  - 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? | |  | |
| **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. | |  | |
| **Home Learning:**  - Those in the State v. Jackson case should finish their mock trial preparation. | | **Home Learning:**  - Complete assessment. | |  | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Small Groups  Role Playing | P4 – GM-504 | Break long assignments into small, sequential steps  Provide accurate, prior information about changes in routine/schedule | P4 – JG; LM | Problem Based Learning |