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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.  \*\*SS.7.C.3.11 Diagram the levels, functions, and powers of courts at the state and federal levels.  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; civil law; family and divorce; tort; injury; landlord and tenant cases; property dispute; contract breach; injunction | |
| **Monday** | | **Wednesday** | | **Friday** | |
| **Essential Question:**  - How does a criminal trial function? | | **Essential Question:**  - How is civil law applied to society? | | **Essential Question:**  - How is civil law applied to society? | |
| **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? | | **H.O.T. Questions:**  - How does civil law differ from criminal law?  - How can civil law be divided up into different categories? | | **H.O.T. Questions:**  - Why might someone sue for damages in a personal injury case?  - Why might decisions in torts and injury cases be controversial? | |
| **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. | | **Bell Ringer:**  Go over student self-reflections from the previous class and discuss them. | | **Bell Ringer:**  Give students a handout with different injury scenarios. Have them work in groups to determine what damages they would award to the plaintiff if they found the defendant liable. | |
| **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. | | **Learner Outcome:**  Students will differentiate between civil and criminal law. They will also create categories for different types of civil cases and determine which cases would fit within each category. | | **Learner Outcome:**  Students will analyze the reasons that someone might sue for damages because of personal injury. They will define “torts” and evaluate why decisions in these cases, which can award large sums of money, can be controversial. | |
| **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? | | **Whole Group:**  - Spend some time reflecting with students on their mock trial experience and going over the self-reflection assignment. Encourage students to share their thoughts with the class – both positive and negative – as this is a way that they can improve in the future when it comes to crafting arguments and public speaking.  - Tell students that we have finished up our long unit on types of crimes and criminal law, and that we will be moving into a unit on civil law now. Ask students if they remember the difference between criminal and civil law.  - Brainstorm with students all the different types of civil laws or civil cases that they can think of. See if they can decide how they might categorize or classify these. Work with the class to label the examples posted on the screen with different colors or labels that students come up with.  - Tell students that as with crimes, there are a number of different ways of classifying civil cases. We will attempt to categorize them into five different categories (there are, of course, many more types of civil cases):   * Family Law and Divorce cases * Contract disputes * Torts and injury cases * Equitable claims * Property disputes   - Distribute a reading to students that discusses civil laws and briefly summarizes each of these different types. Read through this with students, and as we read through the handout, ask students which examples they have come up with would fit within the different categories presented to them.  - Release students to work on a set of questions that go with the reading, asking reading check and comprehension questions, as well as to evaluate several scenarios to determine which category that they would fit into.  **Evidence Based Writing: Draw evidence from informational texts to support analysis, reflection, and research.**  Given a specific case/scenario, which type of civil case would it fall under, and why? | | **Whole Group:**  - Give students about 15 minutes to work through the Bell Ringer scenarios in groups and to decide how they would award damages if they were the jury. Go over these scenarios as a class and discuss what each group decided. Discuss the similarities and differences between these decisions (especially if the damages awarded were very different amongst the groups), and talk to the students about how they decided to award damages. Ask them: Why might this process be controversial? Should there be some sort of limit to the amount of damages awarded to a plaintiff? Discuss this.  - Pass out a reading which defines torts and goes over different kinds of injury cases and why someone might sue for damages. Read through this together with the class, pausing to ask reading check questions of individual students and to discuss key points found within the reading.  - Once the class has completed the reading, ask them again whether they think there should be strict limits to the amount of damages that can be awarded to a plaintiff in certain cases. Have them brainstorm ideas for and against this on a separate handout distributed to students. Call on students to share their answers, and discuss these as a class, writing ideas on the board.  - Then release students to put their ideas into writing by writing an argumentative paragraph asking them to pick a side in this debate. They should use the reading for evidence in order to construct a good-sized paragraph (5-7 sentences) that argues for or against tort reform (i.e. limits to damages) and attempts to persuade the reader to agree with their position.  **Evidence Based Writing: Take a position on [...]. Cite evidence that supports your logical thinking.**  Do you think there should be limits to the amount of damages that a plaintiff can win in an injury case? Why or why not? | |
| **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 set of questions that go with the readings will be collected as a classwork grade. | | **Assessment:**  - The argumentative paragraph will be collected as a classwork grade and will allow students to apply what they have learned in order to construct an argument. The Bell Ringer activity will provide for an informal assessment to get students thinking about the topic, and will allow for the teacher to step in and explain important concepts about the topic. | |
| **Home Learning:**  - Complete assessment. | | **Home Learning:**  - Finish civil law questions. | | **Home Learning:**  - None. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Bilingual Dictionaries  Focus on Key Words | P4 – GM-504 | Preferential seating with proximity control  Allow opportunities for movement during extended or stressful activities | P4 – JG; LM | Problem Based Learning |