



Lesson Plan: Jury Trial

Activity Steps:

1. Review the Magna Carta (Website provided in references)
2. View Painting of the signing of the Magna Carta and use aesthetic scanning: asking questions regarding what the students see in the painting, (what else do you see?) Ask students what they perceive to be the thoughts of the characters at the signing based on analysis of the artwork.
3. Complete Analysis of a Primary Source (part of 2nd lesson) Attached
4. Complete Citizenship today page 1-2 (Homework after 2nd lesson) ISBN13-978-0-618-55951-0
5. Give Students scenario with questions to discuss in small group (part of 3rd lesson)Attached
6. Complete Four Square on Jury vs. Non Jury trial (part of 3rd lesson) Attached
7. Write a letter to the judge explaining to the judge if you would like to have your case tried before a jury of your peers in peer court or before the judge. (Homework after 3rd lesson)
8. Peer review letters (4th lesson)
9. Complete Conclusion Questions (4th lesson) Attached
10. Turn in Final Draft of letter

Day 1

Read about the Roots of Representative Government and discuss citizenship, responsibilities and importance related to juries.



Day 2

Briefly Review the Magna Carta especially as it pertains to trial by jury

View a painting of the Magna Carta being signed and complete the primary source chart in small groups then review as a class

For Homework Read Citizenship today handout about The Importance of Juries complete the attached worksheet about Teen Court

Day 3

Give students scenario about being arrested with questions to discuss as a group After discussion in small group complete as a whole class discussion the 4 square on pros and cons of trial by Jury versus Trial by judge

For Homework students need to write a letter to the judge explaining their reasoning for wanting to appear before the judge or go to teen court and appear before a jury of peers

Students need to weigh the arguments on both sides and think about each situation

Day 4

In small groups students share their letters and help each other with revisions Students are given assignment conclusion questions to work on their own Homework finalize letter to the judge

Special Needs of students are considered in this lesson:

Students are given the chance to work from the adopted curriculum reading aloud together as a class. Students have a chance to view some primary documents as a class on the projector. Students work together in small groups to discuss the activities. The activities are then discussed as a class with notes provided on the overhead. Students then have an opportunity to take the reading, primary source, group work, and whole class work to complete an independent project, a letter. Students then share their letter and have an opportunity to get feedback before their final product is complete.



CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

Extension Ideas:

Students became very interested in the judicial system and conversations branched off in many directions. Students requested a chance to go and visit a court. The importance of fair trials will come up when we begin our novel unit on Let the Circle Be Unbroken.