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#### FIVE-STEP LESSON PLAN

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| **VISION-SETTING: KNOW, SO, SHOW** | **OBJECTIVE.** | **KEY POINTS.**  What knowledge and skills are embedded in the objective? | |
| * SWBAT articulate the process of appealing a decision through appellate court system at the state or federal level * SWBAT describe and explain the reasons why someone might appeal a trial decision | * The different levels of courts in the state of Ohio and the U.S. and the names of those courts * An understanding of the variety of methods it is possible to use to appeal a trial decision | |
| **ASSESSMENT.**  Describe, briefly, what students will do to show you that they have mastered (or made progress toward) the objective.  Attach your daily assessment, completed to include an exemplary student response that illustrates the expected level of rigor.  *Indicate whether you will administer the assessment as the independent practice or during the lesson closing.* | | |
| Students will act as attorneys to write a letter to a client who is unhappy with the judge’s trial decision and wants to know how they may proceed.  (SEE INDEPENDENT PRACTICE FOR ASSESSMENT TEXT) | | |
| **CONNECTION TO ODE STATE STANDARDS** | | |
| **American Government 4**: The processes of persuasion, compromise, consensus building and  negotiation contribute to the resolution of conflicts and differences.  **American Government 14:** Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities. | | |
| **DETERMINING METHODS: GO** | **4. OPENING ( 5 min.)**  How will you communicate *what* is about to happen? How will you communicate *how* it will happen?  How will you communicate its *importance*? How will you communicate *connections* to previous lessons?  How will you engage students and capture their interest? | | **MATERIALS.** |
| Students will read the text of Article III, Section 1 of the U.S. Constitution and answer questions to establish some familiarity with the judiciary of the United State.  Directions: Look at the text of Article III, Section 1 of the U.S. Constitution below. Then, answer the questions that follow.  *“The judicial Power of the United States, shall be vested in one Supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish.”*   1. What is the Supreme Court of the United States? 2. Why is it important that we have a Supreme Court? 3. What sorts of cases does the Supreme Court hear? If you don’t know, list a few cases or topics that you have heard about in the news | | (Student handout) |
| **3. INTRODUCTION OF NEW MATERIAL ( 20 min.)**  How will you explain/demonstrate all knowledge/skills required of the objective, so that students begin to actively internalize key points?  Which potential misunderstandings do you anticipate? How will you proactively mitigate them?  How/when will you check for understanding? How will you address misunderstandings?  How will you clearly state and model behavioral expectations? Why will students be engaged? | |  |
| Students will fill in guided notes (see student handout) along with teacher’s corresponding powerpoint presentation (see powerpoint). Where there are sections of text that are bolded and underlined, students will have blank lines on their handout that they will need to fill in. | | Student handout and powerpoint presentation |
| **2. GUIDED PRACTICE ( 20 min.)**  How will students practice all knowledge/skills required of the objective, with your support, such that they continue to internalize the key points?  How will you ensure that students have multiple opportunities to practice, with exercises scaffolded from easy to hard?  How/when will you monitor performance to check for understanding? How will you address misunderstandings?  How will you clearly state and model behavioral expectations? Why will students be engaged? | |  |
| Students will work through helping a sample client (Mary and her little lamb) to understand why and how to appeal the decision on their case with teacher (see powerpoint) | | Student handout and powerpoint presentation |
| **1. INDEPENDENT PRACTICE ( 8 min.)**  How will students attempt independent mastery of all knowledge and/or skills required of the objective, such that they solidify their internalization of the key points?  How will you provide opportunities for remediation and extension?  How will you clearly state and model behavioral expectations? Why will students be engaged? | |  |
| Students will work through the following client scenario and answer the numbered questions on a sheet of notebook paper as provided on the powerpoint to turn in as an entrance ticket the next day. If they cannot finish the assignment during the 5 minutes allotted, they may take the assignment home for homework. Either way, they must turn it in the following day as an entrance ticket. | | Powerpoint and individual piece of notebook paper |
| **5. CLOSING ( 2 min.)**  How will students summarize and state the significance of what they learned?  If the independent practice did not serve as an assessment, how will students attempt independent mastery of the knowledge and/or skills introduced and practiced above?  Why will students be engaged? | |  |
| Students will answer the following short questions as an “exit ticket” that the teacher will collect from each student before they leave the classroom:  1) List the three levels of Ohio courts  2) List the three levels of Federal courts  3) What is the difference between “mistake of fact” and “mistake of law?” | | Individual piece of notebook paper |
| **REINFORCEMENT** | **HOMEWORK (if appropriate).** How will students practice what they learned? | | |
| If students did not finish their independent assessment in class, their homework assignment will be to complete it. | | |