**Subject area/course**: English/Language Arts

**Grade level/band**: 11-12

**Task source**: Summit Public Schools

**Mock Trial**

**TEACHER'S GUIDE**

1. **Task overview**:

In this task students will experience real-world application of argumentative rhetoric. They will create written and oral argumentation working independently and collaboratively; finally, they will conduct a mock trial.

1. **Aligned standards:**
2. **Primary Common Core State Standards**

[CCSS.ELA-LITERACY.SL.11-12.1](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-LITERACY.SL.11-12.2](http://www.corestandards.org/ELA-Literacy/SL/11-12/2/) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[CCSS.ELA-LITERACY.SL.11-12.3](http://www.corestandards.org/ELA-Literacy/SL/11-12/3/) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[CCSS.ELA-LITERACY.SL.11-12.4](http://www.corestandards.org/ELA-Literacy/SL/11-12/4/) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-LITERACY.WHST.11-12.1](http://www.corestandards.org/ELA-Literacy/WHST/11-12/1/) Write arguments focused on discipline-specific content.

[CCSS.ELA-LITERACY.WHST.11-12.4](http://www.corestandards.org/ELA-Literacy/WHST/11-12/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-LITERACY.WHST.11-12.5](http://www.corestandards.org/ELA-Literacy/WHST/11-12/5/) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

1. **Secondary Common Core State Standards**

[CCSS.ELA-LITERACY.WHST.11-12.1.A](http://www.corestandards.org/ELA-Literacy/WHST/11-12/1/a/) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

[CCSS.ELA-LITERACY.WHST.11-12.1.B](http://www.corestandards.org/ELA-Literacy/WHST/11-12/1/b/) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

[CCSS.ELA-LITERACY.WHST.11-12.1.C](http://www.corestandards.org/ELA-Literacy/WHST/11-12/1/c/) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

[CCSS.ELA-LITERACY.WHST.11-12.1.D](http://www.corestandards.org/ELA-Literacy/WHST/11-12/1/d/) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

[CCSS.ELA-LITERACY.WHST.11-12.1.E](http://www.corestandards.org/ELA-Literacy/WHST/11-12/1/e/) Provide a concluding statement or section that follows from or supports the argument presented.

1. **Critical Abilities**

Analysis of Information: Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Communication in Many Forms:Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

Interpersonal Interaction and Collaboration:Develop a range of interpersonal skills, including the ability to work with others, to participate effectively in a range of conversations and collaborations.

1. **Time/schedule requirements:**

This task will take approximately 3 weeks to complete.

1. **Materials/resources:**
* Item A. Mock Trial Assignment Sheet
* Item B. Immutable Facts Directions
* Item C. Immutable Facts Template
* Item D. Written Argument Directions
* Item E. Witness or Lawyer Checklist
* Item F. Closing Statements
* Item G. Argumentation Organizing Strategies
1. **Prior knowledge:**

None provided.

1. **Connection to curriculum:**

None provided.

1. **Teacher instructions:**
2. Conduct class discussion: What is argumentation/how does logic inform an argument?
3. Entry Event: Show students an effective persuasive presentation. There are numerous websites where speeches are available, e. g., <http://www.americanrhetoric.com/top100speechesall.html> Ask students to explain the speaker's logic.
4. Select groups.
5. Have students read the case.
6. Have students collect evidence for immutable facts. Each student should fill out the Immutable Facts Template (Item C) individually. Once students are placed in teams, they should compare notes and determine a final list of immutable facts.
7. Give teams time to prepare and develop the angle for their argument.
8. Each team member should outline the written argument.
9. The team should meet to discuss the outline and reach consensus about how the argument should be arranged.
10. Each student should draft written argument (in paragraph form).
11. Peer edit
12. Incorporate teacher feedback/finalize draft
13. Prepare and rehearse case
14. Final mock trial
15. **Student support:**

None provided.

1. **Extensions or variations:**

This task can be completed using other cases, for example: http://www.classbrain.com/artteensm/publish/article\_17.shtml

1. **Scoring:**

Student work can be scored using the Summit Public Schools Mock Trial/Debate Rubric.