Updated by JAG National October 2021

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| **P R O J E C T O V E R V I E W** | | | | | |
| **Name of Project:** You Have the Right to Remain Silent | | **Duration (days):** 6 Weeks | | | **Written For:**  ☐Period Schedule ☐Trimester  ☐Block Schedule ☐Semester |
| **Subject/Course:** Law & Public Safety | **Teacher(s):** Coberly | | **State:** Iowa | | **Grade Level(s):**  ☐7/8 ☐Alternative Ed.  ☐9/10 ☐Out of School  ☐11/12 ☐Any |
| **Other Subject Areas to be Included:** Psychology, Law, Communication | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | The law is involved in our daily lives from when we wake up in the morning to when we go to sleep. This PBL will teach students how the law is involved in their everyday lives and how they can/can better navigate situations that they may encounter involving the law. Students will also participate in a mock trial. | | | | |
| **Driving Question**  What problems/questions will students be learning about? | \*Students will explore law practices and get a better understanding of how the law interacts with our everyday lives.\*  How does the law interact with our everyday lives and how can we better navigate situations that we may encounter in our future involving the law? | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | Students will be introduced to clips from the show "Live PD". Students will then journal about components of the law they understand/don't understand and what they may have questions about. When they read our rights, what do they mean? What could have been done differently by the citizen? What could have been done differently by the police? Etc.  -Journal reflection/fishbowl discussion  ”Live PD” clips:  <https://www.youtube.com/watch?v=fHX0yjm4bZ8> → 5:08 long  <https://www.youtube.com/watch?v=faMcOGzRKsU> → 3:08 long | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:** Mock Trial: Students will be split into two groups and be assigned to be the prosecution or defense team for the trial. Students will be given "Preparing for a Mock Trial" PDF to help get a better understanding about preparation for a mock trial. Roles will be assigned.  When it is time to present the cases, students will present with help from a guest (law student, local lawyer, police officer, etc.). Students will also invite other community members and school staff members to be involved with our mock trial.  Let students choose their own topic to argue for the mock trial Even if they were assigned "for" or "against"... "pro" or "con" ... or whatever... they would still have to build their case, using the inquiry process to build their case.  The Specialist may even challenge/assign the students to their "opposite" point of view to increase learning and understanding of diverse perspectives. | | | **Presentation Audience**  ☐**Class**  ☐School  ☐Community  ☐**Experts**  ☐Web  ☐Other: | |
| **Individual:** Individual reflection: What role did you most identify with throughout this unit/the mock trial? How? Why? | | |

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| **Competency Attainment**  What competencies should students understand, know, and be able to do as a result of this PBL? | **What competencies will you introduce in this project?** (Level 1):  J.104 Identify, understand and effectively manage emotions  J.105 Demonstrate ability to make healthy choices  J.106 Identify and understand personal interests, aptitudes and abilities  L.113 Demonstrate organizational skills  N.118 Explain the importance of taking responsibility for actions and behaviors  **What competencies will be in progress during this project?** (Level 2):  J.101 Identify, understand and apply knowledge of social roles  K.109 Express needs and wants K.110 Listen and contribute appropriately in a group situation  P.123 Explain the significance of respect for self, others and rules  P.127 Demonstrates effective leadership skills  **What competencies will students be able to demonstrate mastery by the end of the project?** (Level 3):  K.108 Identify and demonstrate key communication skills | | |
| **Formative Assessments**  (Check all that apply or add your own)  How will you assess student learning throughout the PBL? | ☐Checklists | ☐Notes | ☐Plans/Outlines/Prototypes |
| ☐Concept Maps | ☐Online Test/Exams | ☐Quizzes/Tests |
| ☐ **Journal/Learning Log** | ☐Practice Presentations | ☐Rough Drafts |
| ☐ Other (see PBL Library for ideas): **Exit Tickets** | | |
| **Summative Assessments**  (Check all that apply or add your own)  How will you assess student learning at the completion of the project? | ☐Essay | ☐Oral Presentation w/Rubric | ☐Peer Evaluation |
| ☐Multiple Choice/Short Answer Test | ☐Written Final w/ Rubric | ☐Self-Evaluation |
| ☐ Other (see PBL Library for ideas): **Final Journal Reflection, Mock Trial** | | |
| **Reflection Methods**  (Check all that apply or add your own)  How will you provide intentional opportunities for students to reflect on learning throughout the PBL? | ☐Journal/Learning Log | ☐Fishbowl Discussion | ☐Survey |
| ☐Whole-Class Discussion | ☐Focus Group |  |
| ☐Other (see PBL Library for ides): Click here to enter text. | | |

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| **P R O J E C T O V E R V I E W** | | | |
| **Career Association**  How will you build student leadership into the PBL? Think of natural ways to build leadership, extend ownership, and empower your students through this project. | **Which CA Goal(s) will be covered in this PBL?**  ☐Leadership  ☐Community Service  ☐Career Prep  ☐Civic Awareness  ☐Social Awareness  ☐Fundraising  ☐Other: Click here to enter text. | **What roles will your officers lead in planning?**  Leadership: This student will collaborate with our Civic Awareness representative and determine how to get these specific guests into our classroom and how peers will interact with them when they are visiting.  Community Service:  Career Prep:  Civic Awareness: This student leader will reach out to our guests (lawyer, police officer).  Social Awareness: This student will greet guests with GNAP and bring them into our classroom.  Fundraising:  Other: | |
| **How will you incorporate committees, or the rest of your class?**  Leadership:  Community Service: Career Prep: This student will make sure to inquire about career paths when we host guests.  Civic Awareness:  Social Awareness: Continue to make our guests feel welcome and comfortable returning to our classroom.  Fundraising:  Other: Photographer will take pictures to document our guests and mock trial. | |
| **Which Career Pathways will be incorporated into this PBL?**  Law (lawyer (including public defender), judge, police officer. | | **Which employers/businesses will you work with throughout this project?**  Iowa Bar Association, Council Bluffs Police Department, Council Bluffs courts, etc. | |
| ☐Agriculture, Food & Natural Resources  ☐Architecture &Construction  ☐Arts, A/V Technology &Communications  ☐Business Management &  Administration  ☐Education & Training  ☐Finance  ☐Government & Public Administration  ☐Health Sciences  ☐Hospitality & Tourism | ☐Human Services  ☐Information Technology  ☐Law, Public Safety, Corrections &  Security  ☐Manufacturing  ☐Marketing  ☐Science, Technology, Engineering &  Math  ☐Transportation, Distribution &  Logistics |
| **Employer Engagement Strategy**  How will you utilize employer connections to increase relevance? | **Circle One:**  ☐Meet and Greet  ☐Classroom Presentation  ☐Project Observation  ☐Skype/Webinar  ☐Mock Interview  ☐Other: Click here to enter text. | **Circle Two:**  ☐Service Learning  ☐Company Tour  ☐Mentoring  ☐Co-Develop PBL/Scaffolding  ☐Critique of Public Product  ☐Other: Click here to enter text. | **Circle 3:**  ☐Job Shadow  ☐Limited Time Work Experience  ☐Pre-Apprenticeship  ☐Internship/Apprenticeship  ☐Summer Job  ☐Other: Click here to enter text. |

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| **Scaffolding**  *\*this is a high level overview, details can be found in the Student Learning Guide*  What lessons, exercises, and activities will be integrated into the project that build a student’s understanding and experience with the content?  How is this scaffolding be leading students towards the Driving Question and ultimately to a high-quality Public Project? | **Prior to the Project Beginning:**  (What do you need to do to prepare for the project to begin?)  -Have Career Association reach out to guests  -Contact courthouse to schedule a field trip to meet judge at the end of PBL.  **Launching the Project:**  (How will you SPARK their attention?)  -Classes will view shows involving the law and civilians (Live Pd, cops, etc.)  -Students may share personal experiences that have had been made aware of/been involved in with the class if they are comfortable or can write a journal reflection.  **Project Navigation:**  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)  -The law is involved in our daily lives from when we wake up in the morning to when we go to sleep.  -This PBL will teach students how the law is involved in their everyday lives and how they can/can better navigate situations that they may encounter involving the law.  -How can we effectively and appropriately communicate with others?  Video examples of mock trial components: <https://www.scbar.org/public/students-educators/middle-school-mock-trial/msmt-training-videos/> | | |
| **Accommodations**  What modifications will you need to make to fit the needs of all students in your classroom? | **Adjustments may be made based on 504 or IEP accommodations** | **Revision & Critique**  How will you provide opportunities for students to review their work and provide feedback for improvement? | Will have guests in to guide students and will allow opportunities for formative assessment through exit tickets and personal journaling. |
| **Resources**  How will you incorporate business professionals, employers, community leaders, organizations, technology, funding and other resources to implement this project? | **WHO will you be incorporating?**  ☐School Staff  ☐Business Professionals/Employers  ☐Community Leaders/Organizations  ☐Technology  ☐Other: Lawyer, local courts, local police officers | **HOW will you be incorporating? (please describe)**  -Lawyer/law student will talk about the roles of individuals in a court case, will guide students while preparing for mock trial and will observe our public product.  -Police officer(s) will tell us about Miranda rights and various legal situations that they have encountered, talk about effectively communicating during these situations and will help students prepare for mock trial/observe public product.  -Local court: field trip to observe a public trial, meet judge, etc. | |

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| **S T U D E N T L E A R N I N G G U I D E** | | |
| **Project Title:** You Have the Right to Remain Silent | | |
| **Driving Question:** How does the law interact with our everyday lives and how can we better navigate situations that we may encounter involving the law? | | |
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| **Description of Activity/Product**  What will students, specialists, guests, etc. be doing during this portion? | | **Learning Outcomes/Targets**  What knowledge, understanding & success skills will  students need to successfully complete this portion? |
| ☐Formative  ☐Final Product | Watching clips from “Live PD” and various shows involving the law, journal reflection. | Students may share personal experiences with the law and can journal about knowledge that they can bring to the discussion. |
| ☐Team  ☐Individual |
| ☐Formative  ☐Final Product | Prepare questions for police officer. | Clarification about Miranda rights and what rights we have as citizens. |
| ☐Team  ☐Individual |
| ☐Formative  ☐Final Product | Guest speaker: police officer. | Learning about Miranda rights and what rights we have as citizens. Also, learning about experiences and effective communication when dealing with the law. |
| ☐Team  ☐Individual |
| ☐Formative  ☐Final Product | Team building exercises involving communication. | We can effectively communicate in stressful/all situations. |
| ☐Team  ☐Individual |
| ☐Formative  ☐Final Product | Public defender--Guest that has been accused of a crime or used a public defender. | Learning about different experiences and roles within the judicial system/courtroom and how to utilize our rights. |
| ☐Team  ☐Individual |
| ☐Formative  ☐Final Product | Mock Trial preparation: Exit Ticket: What do you want to ask our guest (law student/lawyer)? | We are aware of the different roles within a courtroom and how a trial proceeds. |
| ☐Team  ☐Individual |
| ☐Formative  ☐Final Product | Guest: Law student/lawyer | We can discuss the different roles within a courtroom. Gain knowledge regarding courtroom atmosphere and what is needed to be successful within a courtroom. |
| ☐Team  ☐Individual |
| ☐Formative  ☐Final Product | Police Officer/lawyer/law student guest during preparation for public product and throughout public product. (Participation Rubric) | Effective communication, different roles within the courtroom, understanding how the law interacts with our daily lives. |
| ☐Team  ☐Individual |
| ☐Formative  ☐Final Product | Field trip to the local courthouse to experience a public trial and speak with a judge. | Experiencing how the law interacts with civilian life. |
| ☐Team  ☐Individual |
| ☐Formative  ☐Final Product | Current events discussion: How does what we learn apply to what we see on TV or have experienced in our lives? Fishbowl discussion. | Using all that we have learned and applying it to our everyday lives. |
| ☐Team  ☐Individual |
| ☐Formative  ☐Final Product | Click here to enter text. | Click here to enter text. |
| ☐Team  ☐Individual |
| ☐Formative  ☐Final Product | Click here to enter text. | Click here to enter text. |
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| **P R O J E C T C A L E N D A R** | | | | |
| M O N D A Y | T U E S D A Y | W E D N E S D A Y 39 minutes | T H U R S D A Y 39 minutes | F R I D A Y 39 minutes |
| **P R O J E C T W E E K O N E** | | | | |
| Entry Event  https://www.youtube.com/watch?v=i2XUF06ihDo -->"Live PD" episode  ”Live PD” clips:  <https://www.youtube.com/watch?v=fHX0yjm4bZ8> → 5:08 long  <https://www.youtube.com/watch?v=faMcOGzRKsU> → 3:08 long | Students may share personal experiences with the law with the class or can journal about knowledge.  Journal prompt: How do you feel about our justice system?  (Can create specific question that is more appropriate for grade level.)  Student groups will decide on a scenario for their mock trial | Warm up:  Fishbowl discussion about their comments in their journals regarding entry event.  What are our Miranda Rights?  (Miranda Rights presentation)  [Miranda Rights PowerPoint](https://docs.google.com/presentation/d/1IploHqyd5i4i-cPuRrdACBAmWfmWaYKi-DIwQzZ5eL4/edit#slide=id.g51df62f547_0_7)  (Also a PDF attachment) | What are our Miranda Rights?  (Miranda Rights presentation)  [Miranda Rights PowerPoint](https://docs.google.com/presentation/d/1IploHqyd5i4i-cPuRrdACBAmWfmWaYKi-DIwQzZ5eL4/edit#slide=id.g51df62f547_0_7)  Share with students this link to view components and characters in a mock trial: <https://www.scbar.org/public/students-educators/middle-school-mock-trial/msmt-training-videos/> | Prepare questions and comments for police officer guest. (Exit ticket formative)  Discussion of Miranda rights.  Possible Topics:  -Career path  -How the law interacts with their daily job duties  -Experiences in the courtroom/specific situations that will get you to court (minor tickets to major crimes) |
| **P R O J E C T W E E K T W O** | | | | |
| Guest: Police Officer | Communication: How does HOW we say it affect our message?  Team building games that focus on communication: (Pick one or two that would work for your specific classroom and have a discussion about effective communication).  <https://www.weareteachers.com/team-building-games-and-activities/>  Journal: Communication Breakdown  What is communication and why is it important? Can emotions get in the way (stress, excitement, anger, etc.)? How might this relate to invoking our rights as citizens? | Prepare for guest.  -What is a public defender?  -Develop questions about what they have experienced, how using a public defender works, how they got their life back on track, etc.  Experiences of a Young Public Defender “True Believers in Justice” (6 minute *New York Times* documentary video)  <https://www.youtube.com/watch?v=rR7uYjbiS4c> | Guest: Individual that has been convicted of a crime/used a public defender/can tell us about their experience. (Motivational speaker, success story, etc.)  Does the media depict usage of Miranda rights accurately? | Public Product introduction: Mock Trial Preparation Informational Sheet Handout  -What is a mock trial?  -Why are we using this to show our understanding of how the law works?  Have students brainstorm questions about conducting a trial to ask guest.  Exit Ticket: What question will you ask our guest? |

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| **P R O J E C T C A L E N D A R** | | | | |
| M O N D A Y | T U E S D A Y | W E D N E S D A Y | T H U R S D A Y | F R I D A Y |
| **P R O J E C T W E E K T H R E E** | | | | |
| Guest: Law student  How does a trial work?  What is the role of a public defender?  -Other student generated questions.  Fishbowl discussion with guest: what role would you want to play in a trial?  Look over courtroom layout with guest.  [Prosecution and Defense Presentation](https://docs.google.com/presentation/d/1tMLjQ_5m6IJ1g7RCIBMzsrCsR063ZR1n4SdGfWqmHco/edit#slide=id.g525faa30a8_0_0)  Additional Information on Roles:  <https://judiciallearningcenter.org/the-players-in-the-courtroom/> | Assign roles for mock trial and  Students will research facts to support their argument. | Students plan their arguments based on facts. | Preparation day: students may practice roles, ask questions, etc.  <https://judiciallearningcenter.org/the-players-in-the-courtroom/>  Courtroom layout, roles, etc.  Exit Ticket: Are you confident in your role in the trial? Why or why not? Who do you predict will end up victorious? | Guest: Law student or police officer will return to help guide specific roles for mock trial and offer feedback to groups. |
| **P R O J E C T W E E K F O U R** | | | | |
| Public Product Execution: Mock Trial, opening statements and arguments. | Public Product Execution: Mock Trial.  Guest: Public Defender, Law students, Police Officer, etc. to assist with running the mock trial. | Public Product Execution: Mock Trial.  Guest: Public Defender, Law students, Police Officer, etc. to assist with running the mock trial. | (Extra cushion day to complete mock trial)  Individual Journal Reflection on Public Product: What role did you most identify with throughout the mock trial? Why? | <https://www.youtube.com/watch?v=I_3ZiiGSA6E>  Kids Meet Felons Episode: Fishbowl Discussion about clip.  -Discussion about realistic consequences of interactions with the law |

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| **P R O J E C T C A L E N D A R** | | | | |
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| **P R O J E C T W E E K F I V E** | | | | |
| Field Trip to Courtroom → meet judge, observe a trial if possible, etc. | Fishbowl Discussion:  -Differences between charges and what happens afterwards  -How do your past choices impact your future?  (BRAIN MAP) | Current events discussion: Making A Murderer, Doug the Bounty Hunter, Cops, Live PD etc.  Fishbowl discussion: Based on what we have learned, are these depictions of how the law interacts with our lives accurate or dramatized? |  |  |
| **P R O J E C T W E E K S I X** | | | | |
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| **A D D I T I O N A L I N F O R M A T I O N** |
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