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| **Author:** | **Priya Sonty** | **OCLRE Program:** | **Moot Court** | **Skill level:** | High School |

#### 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 explain each part of the CREXAC method and what it contributes to the legal analysis * SWBAT identify each part of CREXAC in a legal argument | * Students of moot court will come into this lesson having read through the case file and with a working theory of what they plan to argue for the appellant or appellee in their written brief * Students will recognize how to effectively and concisely convey the important parts of a legal analysis | |
| **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 read through a legal argument and pull out the components of CREXAC, and explain why they identified each component as such  (SEE INDEPENDENT PRACTICE FOR ASSESSMENT TEXT) | | |
| **CONNECTION TO ODE STATE STANDARDS** | | |
| **College and Career Readiness Anchor Standards for Writing, Grades 11 & 12, Standard 1**:  1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  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 claim(s), counterclaims, reasons, and evidence.  b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.  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.  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.  e. Provide a concluding statement or section that follows from and supports the argument presented. | | |
| **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 answer the following questions on a sheet of paper:   1. What are the two parts of an appeal for moot court? 2. What is the difference between a brief and an oral argument? 3. Which one matters more? Why? | | Sheet of paper |
| **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 identifying the parts of a CREXAC with the teacher. (see handout #1) | | Student handout |
| **1. INDEPENDENT PRACTICE ( 5 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 be given a set of facts, an issue statement, and a case to read. They will have to identify the CREXAC components on their own. | | Powerpoint and individual piece of notebook paper |
| **5. CLOSING ( 5 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 be asked to come to the next moot court meeting ready to create a working CREXAC outline of their theory of the case they are preparing for competition  Exit Ticket: Without looking at your notes, answer the following questions to the best of your ability   1. What does the acronym CREXAC stand for? 2. In your own words, why would you use the CREXAC unit of discourse in a legal argument? | | 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. | | |