

Unit Title: Argumentation and Mock Trial

Grade Level: 7-8

Subject Area: English

Duration/Length/Number of class periods: 12, 43-minute class periods

Description: Students will learn how to draft a credible argument. Students will then apply that skill to the reading of “The Tell-Tale Heart.” We will hold a specifically focused Mock Trial to determine whether the narrator meets insanity criteria. Students will be asked to determine whether the narrator is insane or cold, calculating, and methodical. This “Mock Trial” is not to establish guilt or innocence. We want to determine whether or not the defendant can effectively plead insanity.

Established Goals:

MNLA.W.8.2.2.1-2 : Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice.

MNLA.W.8.2.3.1-2: Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.

MNLA.W.8.2.4.1-2: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

MNLA.W. 8.2.7.1-2: Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

MNLA.W.8.2.8.1: Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

MNLA LSVEI 8.3.1.1-3: Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.

MNLA LSVEI 8.3.2.1: Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.

MNLA LSVEI 8.3.3.1-2: Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.

What Enduring Understandings are desired?

Citizens are inundated with a variety of credible and noncredible information. Citizens need to learn: 1. how to weed through bogus information and present their beliefs in a credible manner. 2. Effective argumentation writing, writing with purpose, and presentation skills 3. how to find and present credible information to support a claim 4. to be able to think critically about the information they receive and to be able to support their opinions with factual evidence. 5. to know how to weed through bogus information and present personal beliefs in a credible manner 6. using and consulting multiple credible sources to form, communicate, and challenge their beliefs

What Essential Questions will be considered?

1. Who defines “truth”?
2. How does perspective shape or alter truth
3. What is the meaning of life, and does that shape our beliefs regarding death?
4. Is killing ever justified, if so, when?
5. How does the perception of reality impact our choices and actions?
6. IS there a difference between evil and mental illness? How do we know? Can we identify a difference?

Students will know/be able to:

1. develop a credible written argument
2. present their credible argument to the class (jury will decide which side argued more effectively. The jurors will need to evaluate the arguments and explain why one is more effective than another based on textual evidence.

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards

Digital Check out/Exit Ticket - Google Forms to capture understanding or lack of understanding	x						x
Final draft of written argument that shows		x					
Final Reflection		x					x
Google Slides and Docs collaboratively					x	x	x
Flip - Give your best summary of The Tell-Tale Heart and share your thoughts about it.			x		x		x

Materials, tools, and resources:

1. Google Slides and Docs collaboratively
2. The Text for “The Tell-Tale Heart
3. Flip

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Day-to-day lesson plan

THE EVIDENCE FOR THIS MOCK TRIAL IS FOUND EXCLUSIVELY WITHIN THE TEXT. THE ARGUMENTS DRAFTED MUST USE PROPERLY CITED SOURCES, THE VISUAL AIDS CREATED MUST INCLUDE PROPERLY CITED SOURCES

Day 1: Introduce Unit, share details, read the short story, kickoff introductory Flip activity.

- (In-class work-time will be sufficient for completion)

Day 2. Form Groups and complete Stations Activity

- Form groups (group 1 “insane,” group 2 calculated premeditated); Each group will be split in half to create 4 groups to complete 4-stations:)
- Stations will be used to find textual evidence to support their belief regarding the narrator’s sanity.
- After stations, groups will rejoin to brainstorm ideas; go through research packets.

Day 3. Complete Multimedia

- Individually, students will complete their Multimedia Text Set using Google Slides.
- Slides will include embedded video, hyperlinks, and games to help students identify credible/non credible sources and statements.

Day 4: Work on argument/presentation (In-class work-time plus help for those stuck on Multimedia Text Deck primarily but offering assistance to others as time allows)

- Begin drafting argument; begin working on visual aid: catch-up help

Day 5: Work on argument/presentation

- In-class work-time (assistance for writers/creators). If one poster or written argument is finished, do another. A second argument/visual aid will be required for students pursuing an A. Last day for catch-up help on Multimedia Text Set Deck; Continue drafting argument; continue creating visual aid

Day 6: Work on argument/presentation

- Share rough drafts on all work for editing and revision
- Start Final drafts

Days 7-8: Finish final drafts; prepare and practice in classroom

- Once final drafts are complete, 3 students from each group will be reassigned as jurors with Teacher serving as judge. The judge will be responsible for seizing teachable moments and leveraging the activity for maximum learning.
- Remaining students must prepare to present their arguments to the court. Jurors will be responsible for identifying the most credible and least credible arguments as they consider the outcome of this trial. Final rehearsal

Days 9-11: TRIALS!

Day 12: Written reflection regarding the learning opportunities within this activity. Share your reflection as a flip video and turn in the written version.