

TITLE: Jury Duty

ESTIMATED TIME: 2.25-2.75 hours

LESSON OBJECTIVES:

- Students will analyze and negotiate how to fill out an outline form.
- Students will apply the writing process and develop an outline for a multi-paragraph opinion paragraph composition.
- Student will use modals ‘should’ and ‘had better’ to write an opinion composition outline.

<p>Essential Vocabulary:</p>	<p>Materials Needed:</p>
<ul style="list-style-type: none"> • contempt • jury duty • opinion • summons • juror(s) • call-in • favor • against 	<ul style="list-style-type: none"> • Introduction Power Point Jury Duty • Handout#1 Opinion Outline Template (copy one for each student) • Importance of Jury Duty Composition and Outline Handout (copy one of each for every student). Copy on separate sheets of paper so students can look at the composition when they are doing their reverse outline. *Do Not Copy the Outline Key unless you want to share it with the students after you have reviewed their outlines. • Optional Jury Duty composition and Outline Handout (copy one of each for every student). Copy on separate sheets of paper, so students can look at the composition when they are doing their reverse outline. Do Not Copy the Outline Key unless you want to share it with the students after you have reviewed their outlines. • Presentation Power Point “The Writing Process”



WARM UP (5 - 10 minutes):

- Project the Jury Duty PowerPoint and show students Slide #1.
- Ask students if they have heard of a jury and what a jury system is.
- Explain to them that in a jury system, 12 jurors decide the guilt or innocence of the accused.



INTRODUCTION (15 minutes):

This lesson is aimed to introduce the jury system and lead to an opinion composition on whether or not people who avoid jury duty should be punished.

- Begin the Introduction by showing Slide #2 on the Jury Duty Power Point. This slide is the picture of a typical summons and explains what a jury summons is. Point to the different sections of the summons. For example, the top left hand corner is perforated and can be used as a badge when they go to the court. The bottom part gives the date and time they have to report to the court, and it gives the directions to the courthouse.
- Slide #3 is the example of a postcard summons. Go over the highlighted information. Explain that if the juror receives a postcard, then the postcard is folded and used as a badge.



INTRODUCTION (15 minutes):

- Slide #4 is an example of a postcard summons for call-in jurors. Go over the highlighted material. Explain that if a juror receives this postcard, he/she has to call the courthouse every day for 5 days and a message will let them know if they need to report to the courthouse. If they don't need to go in as a juror after 5 days, then their jury service is finished.



PRESENTATION (20 minutes):

This lesson is to teach students about writing an outline and the importance of the writing process for good writing organization. Refer to the Writing Process Power Point presentation if you would like to use it.

- First, explain to students that writing is a process. This means that students cannot simply start writing off the top of their heads. They must think what they want to say, plan it, write it, and revise and edit it to have a good piece of writing.
- The writing process is generally thought to have 5 steps: getting ideas, planning, first draft, revising and editing, and final draft.
- First, we must get ideas. We can brainstorm, journal, or use another piece of writing, film, art, etc., to get ideas. (In this lesson, we are using the two articles that the students will be reading as the source to get these ideas.)
- Second, we must plan the writing. This is known as an outline. (Our focus for this lesson will be on writing the outline.) Students generally don't understand the importance of an outline and think of it as an unnecessary extra step that the teacher wants them to do. Explain to them that without a plan, nothing can be achieved. Discussing the importance of planning for a party is a good example to drive home the idea of why we need to do this. If you are planning to have a birthday party, you must order the cake, buy and prepare the food or get a caterer, hire a band or DJ, clean the house or find a venue, prepare party favors and send out invitations. Everyone should be able to relate to the work that goes into throwing a good party.
- Show the students the copy of the blank outline from Handout #1 and go over the different parts of an outline. Point to the title, topic sentence, the body part of the outline which will include reasons and supports, and finally the concluding sentence.
- Now we are ready to do a Reverse outline in the Guided Practice.



GUIDED PRACTICE (30-40 minutes):

- Give each student a copy of the composition titled 'The Importance of Jury Duty'.
- Ask student volunteers to read the different paragraphs in the composition aloud and discuss the meaning of each section.
- After reading and discussing the article, give each student a blank copy of 'The Importance of Jury Duty Outline'. Then, go back to the composition and go over its different parts with them, so you can show them where each part of this paragraph falls in the outline. Ask them to use highlighters or different color pens to underline and circle the transitions. Guide them in finding these important markers and show them what they would expect when they see these. For example when they see transitions like 'first', 'the second reason is', 'another



GUIDED PRACTICE (30-40 minutes):

reason is', then they know that the writer is going to introduce a new reason. If they see 'in my opinion', 'in my view', 'I think', 'I believe', then they know that the writer is going to give his/her opinion.

- It is best if you or a student writes this outline on the board, preferably projected on the board.
- Start by asking students what the title is and write it in the middle of the board. Ask students to copy on their own paper.
- Next, ask them to identify the first reason and its supports.
- Do this for all the reasons and supports, and then move on to the conclusion.
- There is a completed example of the outline for your reference. You can also make copies and share with students after you have written the outline together.

Teacher Tip: It is not necessary for students to understand every word, so this is a good opportunity for students to practice what they have previously learned in understanding the words in context.



COMMUNICATIVE PRACTICE (30-40 minutes):

- Give each student a copy of the composition titled, 'Optional Jury Duty'.
- Put students in pairs or groups of three and ask students to take turns reading this paragraph in their group and discuss its meaning and points.
- After reading and discussing the article, give each a blank copy of the 'Optional Jury Duty Outline'.
- Ask students to extract the parts of the composition and complete an outline for this paragraph. *Remind students to look for their markers (e.g., transitions, etc.).
- After students are finished with the outlines, make sure that you review it as a class. Either you or a student should write this on the board, or you can give each person a copy of the key if you wish.

Teacher Tip: You can also read this composition as a class like you did in the Presentation if your class can benefit from reading together. You may also want to do this to save time if you are in a time crunch.



APPLICATION (30-40 minutes):

- Give students a copy of Handout #1 'Opinion Outline Template'.
- Go over the first page and the directions with the students.
- Explain to them that they will be making an outline based on their own opinion. They can choose to be in *favor of* or *against* punishing people who do not show up for jury duty.
- If possible use a program like Google Docs or Padlet so everyone can have access to it to fill out the outline.



APPLICATION (30-40 minutes):

Mini Lesson: Modals ‘Should’ and ‘Had Better’

Since the students are writing an outline based on their own opinion and possibly an opinion composition, it may be useful to remind students of modals ‘should’ and ‘had better/had better not’.

- ‘Should’ is usually used for advice. When the speaker uses ‘should,’ it means that the listener has a choice.
 - For example, ‘You should study tonight’, means that the speaker thinks it is a good idea for the listener to study; however, it is not mandatory and the listener is free not to follow that advice.
- ‘Had better’, on the other hand, means that if the advice is not followed, it may result in a negative consequence, and therefore, it is much stronger than using ‘should’.
 - For example, ‘You had better study tonight’, means that if the listener does not study, it will have a negative result such as, ‘You will fail the test’.
 - Sometimes the negative result is stated in the sentence. For example, ‘You had better leave now, or you will miss your flight.’
- The negative form of ‘had better’ is ‘had better not’.
 - For example, ‘You had better not eat that rotten food.’



EVALUATION:

- The Reverse Outline in Communicative Practice can be used as an assessment.
- The students’ individual outlines in the Application can be used as an assessment.



EXTENSION (Approximate Time):

- Students will use their outline to write an opinion composition.

CORE LESSON COMPONENTS:
BASIC COMMUNICATION: <ul style="list-style-type: none"> • Produce a well-developed outline for a multi-paragraph opinion composition.
COLLEGE/WORKFORCE PREP: <ul style="list-style-type: none"> • Apply critical thinking, creative thinking and problem solving skills.
DIGITAL PREP: <ul style="list-style-type: none"> • Use collaborative technologies to work with others.
21ST CENTURY SKILLS <ul style="list-style-type: none"> • Critical Thinking Skills • Collaboration & Leadership • Agility & adaptability • Initiative & entrepreneurship • Oral communication • Written Communication • Access & analyze information • Have & use curiosity & imagination • Play, passion & purpose beyond the classroom
ONLINE RESOURCES: <ul style="list-style-type: none"> • Did you ignore a summons for jury duty NPR article (http://www.scpd.org/news/2018/03/15/81713/ignored-la-court-summons-to-serve-on-a-jury-there/) • Absentee jurors risk penalties from court Video clip (https://www.youtube.com/watch?v=bUD-TACfynU) • Legal Zoom (https://www.legalzoom.com/articles/jury-dodgers-what-really-happens-if-you-ignore-your-jury-summons)

ADAPTATIONS:
Multi-level: Put higher-level and lower-level students in pairs. High Tech: Ask students to use computers to write their outlines. Teach them how to use multi-level indentation. Low Tech: Students will write their outlines on paper.

TEACHER TIPS: