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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections, and Security |
| **Course Name** | Court Systems and Practices |
| **Lesson/Unit Title** | Courtroom Roles and Responsibilities |
| **TEKS Student Expectations** | **130.340. (c)** **Knowledge and Skills**  (3) The student explores the roles and responsibilities of members of courtroom work groups.  (A) The student is expected to explain the roles of professionals such as the police, prosecutor, judge, victim advocates, and criminal defense attorney in the criminal process  (B) The student is expected to examine the roles and importance of members of the courtroom such as the jury, bailiff, and court reporter  (4) The student recognizes communication skills needed for courtroom policies and procedures.  (A) The student is expected to use communication skills to evaluate body language such as gestures, verbal tone, and inflection during testimony  (B) The student is expected to demonstrate interpersonal communication skills |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | |  |  | | --- | --- | | The student will be able to: | | | 1. | Explain the roles of the police, prosecutor, judge, and criminal | |  | defense attorney in the criminal process | | 2. | Examine the roles and importance of members of the courtroom work | |  | group such as the jury, bailiff, and court reporter | | 3. | Utilize communication skills to evaluate body language, gestures, | |  | verbal tone, and inflection | | 4. | Utilize interpersonal communication skills | | 5. | Distinguish what makes a good witness | |
| **Rationale** | |  |  |  | | --- | --- | --- | | The courtroom is a vital part of the criminal justice system. In the courtroom | | | | there are specified roles that allow the courtroom to function and work | | | | properly so that justice is served. There are also standards that witnesses | | | | must meet to be effective on the stand. | | | |  |  |  | |
| **Duration of Lesson** | 3 to 10 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* |  |
| **Materials/Specialized Equipment Needed** | * Courtroom Roles and Responsibilities computer-based presentation * Courtroom Testimony Case Scenario Courtroom Testimony Trial Questions (Teacher) |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | |  |  |  | | --- | --- | --- | | Use the following for a classroom discussion: | | | | 1. | List all the different types of people involved in a trial. | | | 2. | Which one would you like to be and why? | | | 3. | What do you think that person does during the trial? | | | Use the Discussion Rubric for assessment. | | | |  |  |  | |
| **Direct Instruction \*** | |  | | --- | | 1. Roles of the Courtroom Work Group 2. Police Officer 3. Prosecutor 4. Defense Attorney 5. Judge 6. Defendant 7. Victim 8. Bailiff 9. Court Reporter 10. Jury |   II. Responsibilities of Each Courtroom Role   * 1. Police Officer      1. Has directly worked on the case      2. Is there to tell the facts of the case      3. Will go over the report with the prosecutor before the trial      4. A good report done by the officer will joggle the officer’s memory      5. The quality of the case management and the precaution the officer has taken at the crime scene accumulates at the trial   2. The police officer’s appearance in court is important to his department’s and his own reputation  1. The Prosecutor    1. Is the representative of the state    2. Opens the trial with an opening statement    3. Is the first to present his or her case by calling the first witnesses    4. Will redirect the witness if necessary    5. Will cross and re-cross the witnesses that the defense attorney has called    6. Will deliver closing statements after the defense has delivered theirs    7. Has an obligation to object to the judge when the defense has violated courtroom procedure 2. The Defense Attorney    1. Is hired by the defendant or appointed by the state to represent the defendant    2. Gives an opening statement after the prosecutor    3. Crosses and re-crosses the prosecutor’s witnesses    4. Presents the case and calls his or her witnesses    5. Redirects witnesses if need be    6. Gives a closing statement when done with the case    7. Has an obligation to object to the judge when the prosecutor has violated courtroom procedure 3. The Judge    1. Is the referee in the courtroom and has final say on all things, including objections by the attorneys.    2. Will decide the guilt or innocence of the defendant if the defendant has waived their right to a jury 4. The Defendant    1. Is the person accused of the crime    2. Is protected by the 5th amendment from testifying against his or her self in court 5. The Victim   1. Is the person the crime was committed against and is usually called to testify in court   1. Bailiff    1. Is a certified peace officer that maintains order in the court    2. Administers the oath to anyone who takes the stand    3. Takes things to and from the judge and does anything else the judge needs 2. Court Reporter    1. Documents everything that is said during the trial    2. This documentation becomes an official record and may be used in further court proceedings    3. The Jury       1. Is made up of 6 to 12 U.S. citizens       2. Is selected by the prosecutor and defense attorney before the trial, but the judge has the final say on who can be in the jury       3. Decides the innocence or guilt of the defendant and may be asked to determine the defendant’s sentence if the defendant is found guilty 3. Terms    1. Direct examination – the first series of questions asked of the witness by the prosecutor or defense attorneys when they are presenting their case    2. Redirect examination – when the prosecutor or defense attorneys can ask questions after their witness has been cross-examined by the other side    3. Cross-examination – the first series of questions asked of the witness by the prosecutor or defense attorneys when the other side is presenting their case    4. Recross-examination – when the prosecutor or defense attorney can ask questions of the other side’s witness after that witness has been redirected    5. Objection – prevents illegal questioning; the prosecutor and the defense attorney have the duty to object to the judge when the other side is violating proper courtroom procedure    6. Sustain – one of two types of judge rulings on objections; the witness is not allowed to answer the question that has been asked of them    7. Overrule – one of two types of judge rulings on objections; the witness is allowed to answer the question that has been asked of them   IV. Rules of Good Witness Testimony   1. Everyone who is called to testify at court is considered a witness. 2. The following information will assist in giving an effective and professional testimony:    1. Be confident    2. Don’t look at the jury, judge, or the accused when walking into the courtroom    3. When taking the oath, look at the person administering it    4. Sit up straight and keep your hands in your lap, not near your mouth    5. Answer questions loudly and clearly    6. Make eye contact with the jurors when answering questions    7. Address the judge as “Your Honor” if it is necessary to ask the judge a question    8. Understand the question before answering it    9. Stop talking if an objection is made, until the judge has made a ruling    10. Always tell the truth    11. Admit when you make mistakes    12. Know the facts, but do not memorize the testimony   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | Have the students participate, as a police officer, in a short mock trial to practice their courtroom testimony skills. The other students in the class may assess the student who is testifying, based on the Courtroom Testimony Rubric. Cover all the proper courtroom testimony instructions using the Courtroom Roles and Responsibilities computer-based presentation. Then follow these steps to complete the activity:   1. Give the students a scenario like one they would experience as a police officer (see the sample Courtroom Testimony Case Scenario). 2. Instruct the students to write a one-page paper based on this scenario. The students create the details and each student’s report is unique. 3. Make a copy of each student’s report for each of the other class members. 4. Have each student testify about his or her case in front of the class without using the report. The other class members will have a copy and use it, along with the Courtroom Testimony Rubric, to assess the validity of the testimony, while acting as the jury. As the instructor, act as the prosecutor or defense attorney, average the peer assessment grades for the final grade, and assert your right to adjust, as needed.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | * Courtroom Roles and Responsibilities Exam and Key * Courtroom Roles and Responsibilities Quiz (Open note) and Key Courtroom Testimony Rubric (Student) * Discussion Rubric * Individual Work Rubric * Research Rubric   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  For reinforcement, students will identify terms and phrases used during courtroom procedures and roles of the courtroom work group. Use the Individual Work Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | * The Courts and Criminal Procedure, Instructional Materials Service, Trade and Industry Education * *Criminal Courts: Structure, Process, & Issues* (2nd Edition), Dean JohnChampion, Richard D. Hartley, & Gary A. Rabe |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | 1. Speaking   A. Understand the elements of communication both in informal group discussions and formal presentations   * + 1. Understand how style and content of spoken language varies in different contexts and influences the listener’s understanding   IV. Listening  A. Apply listening skills as an individual and as a member of a group in a variety of settings   1. Interpret a speaker’s message; identify the position taken and the evidence in support of that position |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | For enrichment, students will research famous court cases that were lost because of irresponsible behavior in the courtroom. Use the Research Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)