

Historic Court Cases Presentation Format John Peter Zenger

Grade: 9-12

Length of class period: 45 minutes

Inquiry:

- How do historic court cases relate to the current unit's time period themes, and/or content?

Objectives:

- Students will be able to do independent outside research on a specific unit-appropriate court case using primary and secondary sources.
- Students will be able to write a case summary about the case which would include details of the case, class discussion questions and quiz questions.
- Students will demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past.
- Analyze historical and contemporary conflicts through the respective roles of local, state and national governments.
- Students will be able to present their case to the class.

Materials:

- -powerpoint presentation of John Peter Zenger court case
- powerpoint projector
- "Format/Rubric Sheet for Historic Court Case Presentation" worksheet

Initiation:

- Discussion of a modern court case (O.J. Simpson, Bill Clinton impeachment, Michael Jackson) looking for what specifics they remember from the case as well as why this case is important/noteworthy.

Activities: (This lesson would be done during or at the end of the English colonization unit.)

10 minutes: roll call/Bill Clinton impeachment trial discussion

10 minutes: John Peter Zenger powerpoint presentation done by teacher

15 minutes Hand out and discuss format/rubric sheet for historic court case presentations

5 minutes: Students are given time to make a list of units that they would like to research a court case in

5 minutes: Closure

Closure: -Students compose 5 questions based on the Zenger presentation

How will you assess what student learned during this lesson?

The assessment of this lesson will be done when the student gives his/her powerpoint presentation and will be graded based on the rubric sheet. Based on the rubric sheet, the desire is that students are able to see a court case that is not focused on in the textbook if mentioned at all, and relate it to one or more of the themes from the particular unit. The use of a student's analysis of the court case, synthesis of the case and the major themes, and evaluation of the court's decision will illustrate what he/she was able to learn from doing the presentation.

CT Framework Performance Standards:

- gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses
- evaluate data within the historical, social, political and economic context in which it was created, testing its credibility and evaluating its bias;
- demonstrate an under-standing of major events and trends in world history, United States and local history from all historical periods and from all the regions of the world
- initiate questions and hypotheses about historic events they are studying;
- describe and analyze, using historical data and understandings, the options which are avail-able to parties involved in contemporary conflicts or decision making;