**Social Studies 10**

**Unit 3: Development of the West**

**Lesson 13**

**Date: April 14, 2014**

**Duration: 80 minutes**

**Lesson Title: Riel Trial Activity**

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| **Rationale** | Students will be analyzing and recreating the trial of Louis Riel. In this trial simulation students will be in groups analyzing arguments for Riel’s innocence or guilt. They will have to present those arguments either defending Riel or the federal government’s conviction and execution of Riel. Each group will have a chance to ask one another questions in a cross examination period. Lastly, a group of students assigned as the jury will present both positions and agree upon a final verdict.  |
| **Objectives** | Students will be able to: * Defend and argue a specific position in the Riel trial (A1, A2, A3)
* Collaborate with students, constructing and organizing a case either in support of the federal government’s decision to execute Riel or in defence of Riel and his innocence (A1, A2, A3, C3)
* Question and argue the main points and issues of the Riel trial (A1, C3)
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| **Resources** | * Trial Perspectives Handout (Metis, Government, and Jury)

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| **Introduction**(10-15 minutes)  | * Current events presentation
* Give instruction on today’s activity: Riel Trial Simulation
* Divided into groups – show students which group they belong to (designate roles within group)
* In groups they will have information on the case – they will need to make arguments either in defence of Riel or in support of the government’s conviction and execution of Riel
* Presentations by Metis and Government groups
* Cross examination
* Jury presentations and verdict
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| **Body of Lesson**(60 minutes)  | **Riel Trial Activity:*** Group work: 20-25 minutes
* Divide students into groups and send them to their stations
* Students will be given 20 minutes to evaluate documents from the Riel trial and prepare their cases
* Presentations: 20 minutes
* The Metis group will present their case (5-7 minute max.)
* The Government group will present their case (5-7 minute max.)
* During presentations the group not presenting (and the jury) needs to be taking notes in preparation to formulate a series of questions for a cross-examination
* Cross Examination: 10 minutes
* Both groups will be given a few minutes to formulate 2 questions as a counter-argument
* They will pose those questions to the other group
* The jury will also have the opportunity to ask each group 2 questions
* Jury Presentation: 10 minutes
* Finally, the jury will present on both arguments, explaining the validity of each groups positions, and come up with a verdict
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| **Closure**(5 minutes)  | * Go over topics for the quiz tomorrow
* New unit starts tomorrow after the quiz; looking at the railroad and development of B.C
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| **Assessment** | **Formative Assessment:** * Students participation in the trial will be observed
* The teacher will be checking for student involvement and engagement to see if they are contributing and collaborating in their groups preparation and defence of argument
* The strength of each groups arguments will indicate how well they have formulated and defended their arguments
* The debate and cross-examination periods of this lesson will serve as assessment *for* learning
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| **Extension**  | * Students will begin reading from the textbook, getting a head start on the upcoming unit (page 204)
* Students have the opportunity to study and prepare for tomorrow’s quiz
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