

**TEACHING AMERICAN HISTORY PROJECT**  
***Lesson Title - Connecticut Supreme Court Visit***  
***Russell T. Hart***

**Grade – 10**

**Length of lesson: 3 days**

Inquiry – (What essential questions are students answering, what problem are they solving, or what decisions are they making?)

What are the purposes and procedures of the Connecticut Supreme Court and what evidence can students observe during their visit?

**Objectives (What content and skills do you expect students to learn from this lesson?)**

- Students will learn essential legal vocabulary and procedures.
- Students will collaborate to create a list of their expectations for their courtroom experience on Day 2.
- Students will create a list of questions they will answer during their hour long hearing session and review in class on Day 3.

**Materials (What primary sources or local resources are the basis for this lesson?)**  
– (please attach)

Connecticut Court Visitation Program Manual (available upon request - [www.jud.ct.gov](http://www.jud.ct.gov))

CT Judicial Branch website- [www.jud.ct.gov](http://www.jud.ct.gov)

-Contact for more info, and to schedule your visit.

**Activities (What will you and your students do during the lesson to promote learning?)**

1. As an initiation activity, the class will take an 18 question True/False exam to test their prior knowledge of various legal matters. (p. 4 in Connecticut Court Visitation Program Manual) - Can be given as a Post test later.
2. Upon completion of the test, the teacher and students will review the correct responses, opening discussion of the numerous terms and topics.
3. Students will work collaboratively (in small or large groups) to compose a list of questions to answer as we observe the 1 hour Supreme Court hearing.

4. As an extension of the field trip, students may also visit the Museum of CT History and the Colt Museum, which is located within the same building. (1 hour)
5. An additional extension if time permits, would be scheduling a tour of the CT State Capitol, which is located directly across the street from the Judicial Building. (1 hour or longer if the Legislature may be observed in session)

**How will you assess what students learned during this lesson?**

- Teacher will collect the student generated questions and type up a master list of questions for students to answer while in the hearing.
- As a follow up, upon returning from the trip, students will complete a short essay outlining their experience, their impressions and what they learned.

**Connecticut Framework Performance Standards –**

Standard 3.1- Use evidence to develop an interpretation of a historical event.

Standard 3.2- Evaluate primary and secondary interpretations of a historical event.