### THE MOCK TRIAL OF SOCRATES (FINAL DAY) LESSON PLAN

Stefanie Graefe 9th Grade World History 53 Minute Period

Ancient Greece Unit/The Purposes of Questioning

# OVERVIEW/ RATIONALE

This is the final lesson in the Ancient Greece Unit and the last day of the mock trial of Socrates. Students will finally present their arguments and make final decisions about Socrates guilt or innocence. In the process they will practice persuasive speech and effective questioning.

**ENDURING UNDERSTANDINGS**

1. We can use questions to help form an argument or opinion on a topic or scenario.
2. The primary sources for the trial of Socrates are limited and extremely biased, these issues have clouded our understanding of Socrates’ guild or innocence
3. Socrates’ philosophic pursuit was viewed as dangerous to the Athenian elite because it questioned authority and threatened their democracy.
4. Socrates’ commitment to questioning laid the foundation for modern Western philosophy, encouraging individuals to pursue curiosity and consider how we should structure our societies.

**ESSENTIAL QUESTIONS**

1. What are the elements of a persuasive speech?
2. What are the arguments for both Socrates’ innocence and guilt?

# GOALS/OBJECTIVES

1. Student will be able to identify the qualities of an effective persuasive speech.
2. Students will be able to construct a persuasive speech and questions that could possibly challenge a positions’ argument.
3. Students practice their presentation skills by giving a speech or asking questions during a mock trial.

**MATERIALS**

1. Power Point Presentation
2. Student outlines and Case Packets

**PROCEDURES**

**OPENER**

**1) Preparing for the Trial (10-12 minutes)**

Students will have 10 minutes to review their work from yesterday and practice their roles before the actual trials.

**BODY OF THE LESSON**

**2) Mock Trial of Socrates- Part 1 (15 Minutes)**

The first group of teams (Justices, Prosecution and Defense) will enact a mock trial of Socrates (see the procedures below). I will designate a Chief Justice to be the moderator, in charge of timing sections.

Trial Procedure

1) Prosecution Team: 5-7 minute speech

2) Justice Team: 2 minutes to ask questions

3) Socrates Defense Team: 5-7 minute speech

4) Justice Team: 2 Minutes to ask questions

5) Justice Team: Deliberation for 2 Minutes

6) Justice Team: Announce Decision

As the first group performs the their trial, those groups not performing will write notes on the trial answering the questions below.

-What was the most convincing argument of the defense?

-What was the most convincing argument of the prosecution?

-What was the most challenging question posed by the Justices?

As the judges deliberate outside the classroom, we will review the questions as a class.

**4) Mock Trial of Socrates- Part 2 (15 Minutes)**

The class will repeat the process for the second trial of Socrates. Groups that did not participate last time will participate in this trial. Those that did participate will answer the same questions during the justice’s deliberation.

**5) Review of Final Paper (5 minutes**

Once both trials have finished, I will review the directions for the final paper of the unit. The directions are below, the rubric is in the case dossier. I will also answer any questions that students have about the paper.

Final Paper Assignment

For you final paper assignment you will justify your final verdict (justices) or argument (Prosecution and Defense) in an opinion paper. You will have to recognize both arguments but ultimately explain why your side has the superior argument. The paper should be 2-3 pages in length. Below is the rubric.

**CLOSURE**

**6) The Legacy of Socrates Notes (5 minutes)**

Power Point Slides

-The legacy of Socrates (1 slide)

-The role of the philosopher

This final mini-lecture in my Ancient Greece unit, explores the importance of Socrates and philosophers. I will explain how philosophers can either challenge their society’s structure or support it. While Socrates’ challenged Athens, in the next unit on Rome we will look at philosophers that supported their traditional governments, such as Cicero.

# ASSESSMENT/EVALUATION (MAY HAPPEN IN BODY/ PROCEDURES)

1. Mock Trial Presentation (as described in dossier rubric)
2. Final Mock Trial Paper (as described in dossier rubric)