JUSTICES GROUP

DAY 1: USING QUESTIONS TO DEVELOP AN ARGUMENT

What questions do you need to ask to make your final decision about Socrates’ Guilt?

Are there any additional questions that other groups posed that you find useful?

DAY 2: THE SUMMARY OF THE APOLOGY

You read The Summary of the Apology last class and finished it for homework. During that reading you highlighted useful information and answered questions on the side margins.

Discuss as a group: How will this source help you make your decision?

Do you believe Socrates is innocent after reading this source? What is your evidence?

Are their any flaws in Socrates’ argument?

Does this source help answer any of the questions that you generated as a group?

DAY 2: BRIEF INTERVIEW WITH I.F. STONE

You read I.F. Stone’s brief interview. During that reading you highlighted useful information.

Discuss as a group: How will this source help you make your decision?

I.F. Stone presents arguments that would help the prosecution. What are they?

Do you disagree with I.F. Stone in any way?

Did this source help answer any questions you generated yesterday?

TRIAL OF SOCRATES

DAY 3: FINAL DAY OF PREPERATION

**Structure of Trial**

1) Prosecution Team: 5-7 minute speech

2) Juror Team: 2 minutes to ask questions

3) Socrates Defense Team: 5-7 minute speech

4) Juror Team: 2 Minutes to ask questions

5) Juror Team: Deliberation for 2 Minutes

6) Juror Team: Announce Decision

**Preparation for Trial**

**Justice Teams**

!) Write an outline that examines the possible arguments for both the defense and the prosecution teams. (approx. 3-4 pgs.)

2) Develop 4 questions for each team that challenges their position. You will ask them these questions after they give their speeches

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DAY 4: AFTER THE TRIAL

**Final Paper Assignment**

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

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| --- | --- | --- | --- | --- |
| **Worksheet** | **4-5** | **2-3** | **0-1** | **Score** |
| **Introduction** | Clear and Well-written introduction than explains the situation and takes a position for or against | Disorganized introduction  May have not introduced their positions | No clear introduction paragraph |  |
| **Organization** | The essay has a clear organization; with a introduction, supporting body paragraphs and a conclusion | Students attempted to organize their paper but it was illogical at some points | Student did not make paragraph indents or does not have a logical organization to their paper |  |
| **Support for Position** | The students argument for their position is clear and logical. They provide ample evidence from the sources and lectures to support their argument | The student’s argument for position was clear but they did not provide enough evidence to support their claims | Did not take a position |  |
| **Challenging Opposite Position** | Student also challenged or discredited the position opposite from their own, using specific evidence or logic | Students recognized an opposite position but did not sufficiently challenge that position with specific evidence or logic | Student did not address the opposite opinion |  |
| **Sentence Structure** | All Sentences were complete and parallel, with a consistent tense. There are no repetitive sentences | Some sentences were complete or parallel. Repetitive sentences were present. | A majority of the sentences were either incomplete, run-ons, repetitive or fragments. |  |
|  |  |  | **TOTAL** |  |