

Lesson Plan: 2025 WV Law Day Contest

Objective: The students will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format. The students will demonstrate their capacity for originality, concentration, commitment to completion, and persistence to develop unique and cogent products.

Assessment:

The students will demonstrate their mastery of the objective by completing a project for the 2025 West Virginia Law Day Contest. The project can be in the form of a poster, essay, poem, song, or digital art, and will be evaluated based on the following criteria:

- Originality and creativity of the content
- Effective use of technology and multimedia elements
- Clarity and coherence of the communication
- Adherence to the contest guidelines and submission requirements

Key Points:

- The 2025 West Virginia Law Day Contest theme is "The Constitution's Promise: Out of Many, One." (E Pluribus Unum)
- Students will review the contest rules, guidelines, permission, and submission forms.
- Students will read an informational text about the motto E pluribus unum.
- Students will review and analyze past winning projects <https://wvbar.org/law-day-2024/>
- Students will choose their project format (poster, essay, poem, song, digital art) and inform the teacher.
- Students will engage in the writing/creation process and make revisions to improve the quality of their work.
- Students will complete all required permission and submission forms.

Materials:

Chromebook, posterboard, art supplies such as colored pencils, markers, pastels, etc.

Link:

<https://wvbar.org/2025lawday/>

Opening:

- The teacher will introduce the 2025 West Virginia Law Day Contest and the theme "The Constitution's Promise: Out of Many, One." (E Pluribus Unum).
- The teacher will engage the students in a discussion about the meaning and significance of the motto E pluribus unum.

- The teacher will present the contest guidelines, rules, and submission requirements, and encourage students to think about the creative project they would like to pursue.

Introduction to New Material:

- The teacher will provide an informational text about the history and meaning of the motto E pluribus unum, highlighting its relevance to the contest theme.
- The teacher will guide the students in analyzing the text and discussing its implications for the contest projects.
- The teacher will anticipate the common misconception that the contest is only about the U.S. Constitution, and clarify that the theme also encompasses the diverse identities and experiences that make up the United States.

Guided Practice:

- The teacher will provide examples of successful contest entries from previous years, and guide the students in analyzing the elements that made them effective.
- The teacher will scaffold the questioning from simple (e.g., "What is the main message of this project?") to more complex (e.g., "How does the use of technology enhance the communication of this project?").
- The teacher will monitor the students' progress as they brainstorm and plan their own contest projects, providing feedback and support as needed.

Independent Practice:

- The students will work independently to develop their contest projects, following the contest guidelines and submission requirements.
- The teacher will set clear behavioral expectations for the work time, and provide resources and guidance as needed.
- The students will evaluate the changes and revisions they make to their projects to improve the quality of their work.

Closing:

- The teacher will lead a class discussion where students share their progress and reflections on their contest projects.
- The teacher will summarize the key concepts and skills that the students have developed throughout the lesson.

Extension Activity:

- The students who finish their contest projects early can engage in a peer review activity, providing constructive feedback to their classmates.

Homework:

- Students will edit, revise, and rewrite the poem, song, essay as needed. Students will revise the digital art/poster as needed. Students will obtain parent/guardian signatures as needed for submission forms.

Evaluation: Students will be evaluated based on the quality of their final product (50% of grade) and the ability to follow the rules/guidelines for their specific contest, including (but not limited to) permission and submission forms completed correctly (50% of grade).

Accommodations: Students with 504/IEP accommodations will be followed per 504/IEP.

Standards Addressed:

The following West Virginia standards are addressed in this lesson:

1. 21st Century Learning Skills and Technology Tools

The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills.

- The student will communicate information in an appropriate oral, written, or multimedia format.

2. Creativity and Innovation

- The student will demonstrate capacity for originality, concentration, commitment to completion, and persistence to develop unique and cogent products.

West Virginia Content Standards:

ELA.7.L.C15.1 Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking

ELA.7.C.15.2 Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

ELA.9.W.C9.3 Students will write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.

ELA.9.W.C10.1 Students will produce clear and coherent writing in which the development organization and style are appropriate to task, purpose, and audience.

ELA7.W.C10.2 Students will, with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well the purpose and audience have been addressed.

ELA.9.W.C12.1 Students will write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

West Virginia Standards for 21st Century Learning

21C.S.9-12.1 The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.

21C.S.9-12.2 The student will demonstrate the ability to explore and develop new ideas, to intentionally apply sound reasoning processes and to frame, analyze and solve complex problems using appropriate technology tools.

21C.O.9-12.1.LS1 Student recognizes information needed for problem solving, can efficiently browse, search and navigate online to access relevant information, evaluates information based on credibility, social, economic, political and/or ethical issues, and presents findings clearly and persuasively using a range of technology tools and media.

21C.O.9-12.2.LS1 Student engages in a critical thinking process that supports synthesis and conducts evaluation using complex criteria.

21C.O.9-12.2.LS4 Student visualizes the connection between seemingly unrelated ideas and independently produces solutions that are fresh, unique, original and well developed. Student shows capacity for originality, concentration, commitment to completion, and persistence to develop unique and cogent products.

21C.O.9-12.3.LS3 Student demonstrates ownership of his/her learning by setting goals, monitoring and adjusting performance, extending learning, using what he/she has learned to adapt to new situations, and displaying perseverance and commitment to continued learning.

21C.O.9-12.3.LS4 Student demonstrates ethical behavior and works responsibly and collaboratively with others in the context of the school and the larger community, and he/she demonstrates civic responsibility through engagement in public discourse and participation in service learning.

21C.O.9-12.3.LS6 Student maintains a strong focus on the larger project goal and frames appropriate questions and planning processes around the goal. Prior to beginning work, student reflects upon possible courses of action and their likely consequences; sets objectives related to the larger goal; and establishes benchmarks for monitoring progress. While working on the project, student adjusts time and resources to allow for completion of a quality product.