

Lesson Plan

Note: InTASC Model Core Teaching Standard Alignment in red

GUIDING FRAMEWORK

Name: Mitch Carter	Date: 10-27-2017	Grade: 11-12
Grouping Formats: <input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Individual: _____ (check all that apply)		
Total number of students: 20		
Individualized Learning Goals (specify for each identified student): (7e)		
Instructional Context: (1a, 2c, 4d, 6c, 6g, 7d, 9c) Students have previously studied the fundamentals of what the discipline of sociology is and several widely influential sociological perspectives, such as functionalist, conflict, and interactionist perspective. They have studied deviance and its causes, the notion of social control, and the nature of criminal law.		
Central Focus: (5b, 5f, 7f) An overview of the American criminal justice system, personalized through the case study of O.J. Simpson, defendant in what was arguably the most notorious criminal trial in American History.		
Title of Lesson: O.J. Simpson and American Criminal Justice		
State Curriculum Standard(s): (4n, 7a, 7g) <ul style="list-style-type: none"> ● I. CULTURE: Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others. In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum. ● V. INDIVIDUALS, GROUPS, AND INSTITUTIONS: Institutions such as families and civic, educational, governmental, and religious organizations, exert a major influence on people's lives. This theme allows students to understand how institutions are formed, maintained, and changed, and to examine their influence. In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history. ● V. INDIVIDUALS, GROUPS, AND INSTITUTIONS: Institutions such as families and civic, educational, governmental, and religious organizations, exert a major influence on people's lives. This theme allows students to understand how institutions are formed, maintained, and changed, and to examine their influence. In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history. ● VI. POWER, AUTHORITY, AND GOVERNANCE: One essential component of education for citizenship is an understanding of the historical development and contemporary forms of power, authority, and governance. Through this theme, learners become familiar with the purposes and functions of government, the scope and limits of authority, and the differences between democratic and non-democratic political systems. In schools, this theme typically appears in units and courses dealing with government, history, civics, law, politics, and other social sciences. ● X. CIVIC IDEALS AND PRACTICES: An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship. This theme enables students to learn about the rights and responsibilities of citizens of a democracy, and to appreciate the importance of active citizenship. In schools, the theme typically appears in units or courses dealing with civics, history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities. 		
Learning Objective(s): (4n, 7a, 7g) <ul style="list-style-type: none"> ● Students will be able to describe how the American criminal-justice system optimally functions, proceeding from police investigations, to trials in a court, to punishment in the corrections system. ● Students will be able to identify loopholes or imperfections in the administration of the American criminal-justice system, using the story of O.J. Simpson as an example. *Creates measurable learning objective(s). *Names the language function within this lesson that is in alignment with the unit of study's language function.	Assessments: (6a, 6b, 6d, 6e, 6h, 6l, 6m, 6n, 8b, 8c, 8e) Various informal, vocal formative assessments will be given to check for comprehension of the material at the teacher's discretion throughout the lesson and to review. Examples of likely questions include: <ul style="list-style-type: none"> ● These two magazine covers show the same image of O.J. Simpson, yet one is clearly darker. Why would this be scandalous? ● Why would anyone care where O.J. Simpson was during the Las Vegas shooting? ● Did O.J. Simpson get off easy for domestic violence in the 1980s? If so, why might that have been? ● Why were people so interested in the Simpson murder case? ● How was O.J. Simpson able to hire several of the best lawyers in America? Why do many of the best lawyers cost so much? Is someone without resources like his as likely to obtain service of this quality? ● Why would the Rodney King Riots have been so relevant to the Simpson trial? ● Does it seem more or less likely that O.J. Simpson was racially profiled in 1994 based on how the system treated him in the 1980s when he was accused of domestic abuse? ● Even though O.J. was not convicted of the murders in 1995, how might the experience be directly related to how he got involved in the 2007 armed robbery incident? ● Why might we say O.J. Simpson's 2008 sentence for armed robbery was retribution for his 1995 acquittal? Did he get paroled for the same reason? 	

No formal summative assessment will be taken over this material on the day of this lesson. Students will later take a comprehensive formal unit exam over this and related material.

Academic Language: (4h, 4l, 5h)

- Criminal-justice system
- Police
- Police discretion
- Racial profiling
- Courts
- Plea bargaining
- Corrections
- Recidivism

Students will learn how to use the key academic language in its correct intellectual context within the field of sociology. Students will practice by applying the key concepts just the same as professional scholars in the discipline would studying the data of real-world situations. Students will express their understanding through discourse--they will demonstrate their mastery of the concepts by logically working through their proper application.

Instructional Materials:

(3d, 3g, 4f, 4g, 5l, 6i, 8g, 9d)

Student:

- *Sociology: The Study of Human Relationships* textbook, by W. LaVerne Thomas
- Paper
- Writing utensil

Teacher:

- Computer with internet
- Projector
- "O.J. Simpson and American Criminal Justice" slideshow.
- "The People vs. Simpson: A Cast of Characters" handouts.
- "O.J. spends first night as free man near scene of massacre" article. (<http://nypost.com/2017/10/02/o-j-spends-first-night-as-free-man-near-scene-of-massacre/>)
- "O.J. Simpson slides right back into the Vegas nightlife scene as he mingles with three women" article. (<http://www.nydailynews.com/news/national/o-simpson-slides-back-vegas-nightlife-mingles-women-article-1.3562955>)
- "THE SIMPSON CASE: THE MARRIAGE; Handling of 1989 Wife-Beating Case Was a 'Terrible Joke,' Prosecutor Says" article. (<http://www.nytimes.com/1994/06/18/us/simpson-case-marriage-handling-1989-wife-beating-case-was-terrible-joke.html>)
- "THE SIMPSON MURDER CASE : Nicole Simpson's 911 Calls" article. (http://articles.latimes.com/1994-06-23/news/mn-7737_1_nicole-simpson)
- "An Incendiary Defense" article. (<https://www.newyorker.com/magazine/1994/07/25/an-incendiary-defense>)
- "Most Black People Now Think O.J. Was Guilty" article. (<http://fivethirtyeight.com/features/most-black-people-now-think-oi-simpson-was-guilty/>)
- "Law and Order Audition - The Office US" video. (<https://www.youtube.com/watch?v=2imiUUXXUtk>)
- "#40: O.J. Simpson | The Top 100: NFL's Greatest Players (2010) | NFL Films" video (<https://www.youtube.com/watch?v=b1cu5ykSda0&t=4s>)
- "1978 Hertz Commercial (w/ OJ)" video. (https://www.youtube.com/watch?v=6z_VpVaPLWs)
- "The Naked Gun 2½: The Smell of Fear (8/10) Movie CLIP - Boxing Knowledge (1991) HD" video. (<https://www.youtube.com/watch?v=cEjo0ajod1M>)
- "OJ wearing THE gloves on Dec. 15, 1990?" video. (<https://www.youtube.com/watch?v=hwrG-NldGJc>)
- "World watches as police chase O.J. Simpson" video (<https://www.youtube.com/watch?v=WR2iARqGvVo>)
- "White Ford Bronco: The Chase That Changed Everything | Flashback | NBC News" video (<https://www.youtube.com/watch?v=PF6olKKAa2k>)
- "Rodney King" video. (<https://www.youtube.com/watch?v=baNVXcSmZZU>)
- "Top 5 Facts: 1992 LA Riots" video. (<https://www.youtube.com/watch?v=Eiib-Upshk8>)
- "O.J. Simpson Infamously Trying On Gloves At Trial" video. (<https://www.youtube.com/watch?v=16KaoVmVTPE>)
- "(RAW) O.J. Simpson defense: "If it doesn't fit, you must acquit."" (https://www.youtube.com/watch?v=NH-VuP_5cA4)
- "Watch Oprah's Audience React to the O.J. Simpson Verdict in Real Time | The Oprah Winfrey Show | OWN" video. (<https://www.youtube.com/watch?v=1Pevb9Ldly8>)
- "Orenthal Jones TV Show Juiced" video. (https://www.youtube.com/watch?v=wNO-Sk_3qUg)
- "Highlights from O.J. Simpson parole hearing" video. (<https://www.youtube.com/watch?v=tdECqGh30>)
- "OJ Simpson Parole - "I've Lived a Conflict Free Life, Never Pulled a Weapon On Anyone" video. (<https://www.youtube.com/watch?v=qEaRUFyFt-w>)

*Lists the specific materials (e.g., manipulatives, titles of books, handouts) required to successfully implement this lesson

*Selects materials that are accessible to all students, including technology as appropriate.

*Includes distribution & usage plans.

Instruction: (1b, 1d, 1e, 1g, 2a, 2d, 2e, 2g, 2h, 2i, 2j, 3b, 3d, 3g, 3h, 3i, 3m, 4a, 4e, 4f, 4g, 4i, 4j, 4k, 4m, 5b, 5d, 5e, 5f, 5g, 5h, 5m, 6e, 6g, 6h, 7a, 7b, 7c, 8a, 8c, 8d, 8f, 8g, 8h, 8i, 9c)

- Ask students to answer the following question in writing: "These two magazine covers show the same image of O.J. Simpson, yet one is clearly darker. Why would this be scandalous?" Discuss answers (Seven minutes).
- Present, lecture on, and discuss "O.J. Simpson and American Criminal Justice" slideshow. (35 minutes).
- Read "O.J. spends first night as free man near scene of massacre" with students and discuss why Simpson's whereabouts at the time

- of the article were of public interest. (Seven minutes).
- Show assorted videos relevant to O.J. Simpson and his experience with the American criminal-justice system. (30 minutes.)

Analysis of Student Learning & Next Steps (Post Conference): (9d, 9e, 9g, 9i, 9n)

Formative assessments will give me some indication of how well the material is being comprehended by students in the course of lecture.

The People vs. Simpson: **A Cast of Characters**

Orenthal James "O. J." Simpson (a.k.a. "the Juice"): All-star running back who won the 1968 Heisman Trophy at the University of Southern California, set the NFL single-season rushing yards per game record (143.1 YPG average in 1973), is the only player to ever rush for over 2,000 yards in a 14-game NFL regular season, and was inducted into the Pro Football Hall of Fame in 1985. Simpson was prominently featured in many commercial advertisements, and went on to further fame as a sportscaster and actor in several films and television series' (*Roots*, the *Naked Gun* trilogy). Accused of murdering his ex-wife, Nicole Brown Simpson, and her friend Ron Goldman on June 12th, 1994. Acquitted after a deeply controversial trial. Later served nine years in prison for armed robbery and kidnapping after an incident in Las Vegas in 2007.

Nicole Brown Simpson: Born in Germany, Brown met Simpson at the age of 18 while she was waiting tables at a nightclub. They began dating soon after, and she eventually became Simpson's second wife. Nicole was hospitalized following a domestic abuse incident in 1989, the ninth such incident she called the police to report. O.J. was and sentenced to serve 120 hours of community service, which he fulfilled with a Ronald McDonald House fundraiser, and pay \$700 in fines. The Simpsons divorced in 1992, but continued seeing each other until she was murdered.

Ronald Lyle "Ron" Goldman: A platonic friend of Nicole Brown Simpson, Goldman was working as a waiter at the restaurant where Nicole and her mother ate the evening of the murders. Nicole's mother left her sunglasses at the restaurant, and Goldman offered to return them after work. Goldman was stabbed to death at some point after arriving at the property.

Marcia Clark: Clark was the Deputy Los Angeles District Attorney who was assigned to serve as lead prosecutor in the Simpson case. Often described not having built a good connection with the jury.

Christopher Darden: Darden was another Deputy Los Angeles District Attorney who was assigned to work the Simpson trial alongside Clark. At trial, it was Darden who asked Simpson to try on the pair of bloody gloves--one of which was found at the crime scene, the other apparently found at Simpson's home--that were said to be stained with the blood of Simpson and both victims.

Gil Garcetti: District Attorney for Los Angeles County; assigned the Simpson case to Clark and Darden.

Mark Fuhrman: Perhaps the most controversial figure at the trial next to Simpson himself, Fuhrman was the LAPD detective who discovered the second bloody glove at Simpson's estate. Fuhrman had hopped the fence onto the property without a search warrant, claiming he did not know Simpson was not home and had probable cause to be concerned about Simpson's safety. After being accused of racial bias against black people, Fuhrman testified under oath that he had not uttered certain racial slurs for at least ten years--audiotape was discovered by a screenwriter

who had interviewed Fuhrman on which he referred to black people by those slurs, claimed to have committed acts of violence against black suspects, and also claimed to have sometimes planted evidence against suspects. Fuhrman refused to answer further questions about whether he planted evidence against Simpson. Fuhrman was later convicted of perjury for lying under oath at the Simpson trial--making him the only person ever convicted of a crime in relation to the murders of Nicole Brown Simpson and Ronald L. Goldman.

Johnnie Cochran: Perhaps the most notorious of Simpson's lawyer, Cochran vigorously argued the theory that Simpson was framed for the murders because he was black. Cochran memorably uttered the phrase "if it doesn't fit, you must acquit," in reference to the gloves appearing to not fit comfortably on Simpson's hands.

Robert Kardashian: A lawyer, businessman, and close friend of O.J. Simpson, Kardashian was the father of Kourtney, Kim, Khloé, and Rob with Kris Kardashian, before they divorced and she married Olympic hero Bruce Jenner (now known as Caitlyn). Kardashian has been accused of smuggling away bloody clothes allegedly worn by Simpson during the murders and disposing them. Later publicly expressed doubts about O.J.'s innocence.

Robert Shapiro, F. Lee Bailey, Alan Dershowitz, Barry Scheck: The most famous of other trial lawyers and law professors who were hired to defend Simpson, together with Cochran and Kardashian known as "the Dream Team."

Lance Ito: The judge on the Los Angeles County Superior Court who presided over the Simpson trial. Ito's wife was a police officer who he met at a murder scene; she also was formerly Mark Fuhrman's superior on the police force, and on the same tapes that included him saying the n-word, Fuhrman made unflattering comments about her. Ito has been criticized for allowing television cameras in the courtroom, and has been accused of seeking publicity.

Kato Kaelin: An aspiring actor and friend of Nicole Brown Simpson's who was living in a guest house on O.J.'s property at the time of the murder. Claimed to have heard three "bumps" against his wall the night of the murder--nearby where police claimed to have found one of the gloves.

Fred Goldman: The father of Ron Goldman. Filed a civil lawsuit against O.J. Simpson in 1996; the jury found Simpson financially liable for the murders, and ordered him to pay \$33.5 million to the victims' families.

Al Cowlings: Himself also a fellow former NFL player drafted from USC, Al "A.C." Cowlings was one of O.J.'s oldest and closest friends. Just like Simpson, Cowlings was the owner of his very own white Ford Bronco, of which he infamously was the driver on June 17th, 1994 while Simpson sat in the back seat with a gun allegedly pointed at his head, carrying a suicide note, his passport, \$8,000, and a fake beard disguise kit with the LAPD in pursuit.

<http://nypost.com/2017/10/02/o-j-spends-first-night-as-free-man-near-scene-of-massacre/>

From the *New York Post*

O.J. Spends First Night as Free Man Near Scene of Massacre

By Linda Massarella

October 2, 2017



The newly freed O.J. Simpson apparently nixed plans for an immediate move to Florida because he wanted to avoid hurricane-related drama — but awoke Monday to learn the worst mass murder in US history happened near the home he is staying in Nevada.

“I spoke to him this morning, and he was ‘What the heck is going on?’,” Malcolm LaVergne, Juice’s lawyer, told The Post.

“And I said, ‘well, I hope nobody tries to pin any of this on you’,” LaVergne said he told him.

Simpson is staying near Las Vegas in a private home, where he is visiting this week with family and friends.

LaVergne said Simpson’s release plans include a move to the Tampa area, near family, but he decided to stay in Nevada for at least one week because of Hurricane Irma.

“The place he is looking to move into had a power outage and other troubles,” he said. “He didn’t want any drama, he wanted to wait it out in Nevada.”

Simpson, 70, was released from the Lovelock Correctional Center in northern Nevada early Sunday morning and immediately had a pal drive him to the Las Vegas area, about six hours away.

He had been locked up for nine years after being sentenced to 33 years in prison for attempting to rob a sports memorabilia dealer in Vegas.

Hours after Simpson settled into the home – surrounded by friends and family – gunman Stephen Paddock, 64, began picking off people on the Las Vegas Strip from his hotel room at the Mandalay Bay.

“Seriously, he was looking to avoid drama, and now this just has people talking about how everywhere he goes, something happens.”

Meanwhile, LaVergne said Simpson told him he is very relieved to be out of prison.

“It was his first night in nine years on a real bed,” LaVergne reported. “He told me he loved sleeping in a big real bed.

“He has no plans to go out in public right now. He wants to stay back and lay low.”

LaVergne said Simpson told him he was upset by Florida Attorney General Pam Bondi’s open letter to the Florida Department of Corrections, asking officials to deny a transfer of parole to the sunshine state.

Bondi referred to the 1994 deaths of Nicole Brown and Ron Goldman, a case in which Simpson was acquitted of murder, but found liable in a wrongful death suit to the tune of \$25 million.

“The specter of his residing in comfort in Florida should not be an option. Our state should not become a country club for this convicted criminal,” Bondi wrote.

LaVergne called Bondi a “bimbo influenced by politics who was popping off” and accused her of “race baiting.”

He said Simpson will move to Florida by the end of the year and if Bondi tries to stop him, he’ll sue.

“Just let her try,” he said, adding that Simpson deserves a break.

“He’s 70 and he just got out of prison,” he said. “He wants to lay low and play golf.”

READ NEXT: ‘Cannibal couple’ apparently pickled their last victim.

Retrieved from the *New York Post* online,

<http://nypost.com/2017/10/02/o-j-spends-first-night-as-free-man-near-scene-of-massacre/>