

Lesson Plan: Interrogatories

1. Pre-planning

- a. Materials – Students will have electronic and/or paper copies of the student’s preparatory and module materials. The Instructor will have this lesson plan and the answers to all questions posed in the student’s prep-material.
Materials not included in the prep document: Module 2 interrogatories sample-1; Module 2 interrogatories sample-2; Module 2 interrogatories example; DISC-001; and DISC-003.
- b. Vocabulary – Terminology that students must be familiar with in order to be successful. List if necessary.
- c. Setting – Setting affects the way a lesson must be taught. The setting of class includes whether it is taught in an auditorium to 150 students or to a class of 30. It also includes the instructor ability to use materials, such as a projector, sound system, aids, or assistant instructors. This lesson will be taught in a classroom setting, and will be 3 academic hours in length.

2. Objectives

- a. To draft an objective, think about what students need to be able to do and write that out.
- b. Students will:
 - i. Familiarize themselves with the rules governing interrogatories
 - ii. Correctly differentiate between interrogatory types
 - iii. Correctly prepare Official Form Interrogatories
 - iv. Correctly prepare Special Interrogatories
 - v. Correctly prepare Supplemental Interrogatories
 - vi. Correctly respond to Interrogatories
 - vii. Correctly object to interrogatories

3. How will you assess these objectives?

- a. What will you do to check if the students have met the objective?
 - i. And how will you measure it?
- b. Assessment may be done at the beginning of the lesson (formative), during the lesson (progress monitoring), or at the end of the lesson (summative).

4. Lesson Opening

- a. Tell students the purpose for learning the particular thing
- b. Anticipatory set
 - i. The initial information given by the instructor that engages the students into learning

5. Lesson Body

- a. How will you give the information or teach the skill?
 - i. This section will include meaningful activities that help the students learn the material
 - ii. When describing what will happen in the lesson, you almost want to script what is supposed to happen
- b. **In this lesson:**
 - i. The instructor will open the lesson, state the lessons objectives and review the questions in the prep-material.
 - ii. *Official Form Interrogatories*: The instructor will lecture on Official Form Interrogatories, review the fact pattern labelled IN CLASS EXERCISE OFFICIAL FORM AND SPECIAL INTERROGATORIES (Fact Pattern), and discuss with students the proper way to complete an Official Form Interrogatory.
 - 1. *Guided Practice*: The instructor will then ask for volunteers to propose which options should be selected on DISC-001 in relation to the Fact Pattern.
 - iii. *Specially Prepared Interrogatories*: The instructor will discuss with students the differences between Form interrogatories and Specially Prepared interrogatories. The instructor will review the documents included in the module materials entitled interrogatories sample 1 and 2. The instructor will then use the Fact Pattern to give examples of what interrogatories should be propounded. Special note will be made of the process needed to arrive at a well formulated interrogatory.
 - 1. *Guided Practice*: Students will be given time to form specially prepared interrogatories for the Fact Pattern. The instructor will ask students to volunteer their interrogatories as examples and correct the examples if needed.
 - iv. *Supplemental Interrogatories*: The instructor will discuss with students the proper use and importance of Supplemental Interrogatories. The

instructor will then use the Fact Pattern to illustrate scenarios where Supplemental Interrogatories would be critical to a discovery plan.

1. One of the scenarios given will be: Petitioner propounds an interrogatory to identify witnesses, Respondent answers that there are none, a subsequent Supplemental Interrogatory reveals that there are indeed witnesses.
- v. *Responding to Interrogatories*: The instructor will lecture students on the ways to which an Interrogatory may be responded and give examples of each. The instructor will then use the document entitled Interrogatories Response Example to help students understand the proper way to respond.
- vi. *Objecting to Interrogatories*: The instructor will then go over the Objectionable Interrogatory exercise and ask students to identify the applicable objections.
 1. *Guided Practice*: When the exercise is finished, the students will form groups, students will take turns creating an objectionable interrogatory while the others will determine the applicable objection.

6. Guided Practice

- a. Students will practice a concept with instructor support.
- b. This concept is integrated into the Lesson Body.

7. Check for understanding

- a. During your lesson, how will you check understanding or progress towards the goal?
- b. The instructor will gauge student understanding from the guided practice of each interrogatory type

8. Closure

- a. Connect to prior learning
 - i. This should be done throughout the lesson

9. Follow up

- a. This may include giving an assignment or assessing the students' understanding.