**Law & Society Lawyers and Society Presentation Project**

**Objective:** To successfully explore and present information on sociolegal studies of lawyers around the world.

**Tasks**:

* Collaborate and develop your presentation with your assigned group
* Present within the given timeframe: 20 – 25 minutes
* Use the given chapter from *Lawyers in Society: An Overview* to gather information and create your presentation
* You may use PowerPoint, Prezi, or other presentation technology, but it is not required.
* Proofread all information provided and all presentation material.
* Include activities or handouts to help your audience learn the material
	+ Examples include: documentary clips, group skits, art activities, pneumonic devices, tables/graphs, t-charts, etc.
* Present **loudly, clearly, enthusiastically, and professionally. You are their teacher**!
* Each member of the group *must* present a portion of the information.
* During the presentation, your audience will actively be taking notes on your country’s legal profession. Make the information valuable, as it will be on the Unit 3 Quiz.
* Chapter List & Order –
	+ “England & Wales: A Comparison of the Professional Projects of Barristers and Solicitors”
	+ “German Advocates: A Highly Regulated Profession”
	+ “The Present State of Japanese Practicing Attorneys: On the Way to Full Professionalization”
	+ “Legal Experts in Belgium”
	+ “Venezuelan Legal Profession: Lawyers in an Inegalitarian Society”

**Criterion:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY  | **10**  | **8.5** | **7**  | **6** |
| **Content (group score)** (x2)  Score \_\_\_\_\_ /20 | Shows a full understanding of the topic.  | Shows a good understanding of the topic.  | Shows a good understanding of parts of the topic.  | Does not seem to understand the topic very well.  |
| **Activity/Material (group score)**Score \_\_\_\_\_/10 | Activity and/or resources created/shown fully aid the delivery of the content and are beneficial or interesting to the holistic understanding of the topic. | Activity and/or resources created/shown add to the delivery of the content and are beneficial to the understanding of the topic | Activity and/or resources created/shown somewhat assist the content. | Activity and/or resources created/shown present but unnecessary to the content. |
| **Enthusiasm & Preparation** Score \_\_\_\_\_/10 | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others Student is completely prepared and has obviously rehearsed..  | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others. Student seems pretty prepared but might have needed a couple more rehearsals. | Facial expressions and body language are used to try to generate enthusiasm, but seem disingenuous. The student is somewhat prepared, but it is clear that rehearsal was lacking | Very little use of facial expressions or body language. Did not generate much interest in topic being presented. Student does not seem at all prepared to present. |
| **Presentation Technique** Score \_\_\_\_\_ /10 | Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. Volume is loud enough to be heard by all audience members throughout the presentation. | Stands up straight and establishes eye contact with everyone in the room during the presentation. Volume is loud enough to be heard by all audience members at least 90% of the time. | Sometimes stands up straight and establishes eye contact. Volume is loud enough to be heard by all audience members at least 80% of the time. | Slouches and/or does not look at people during the presentation. Volume often too soft to be heard by all audience members. |