Mock Trial

This apprenticeship combines an exploration of our legal system with skill-building in communication. Students will learn about the core elements of a trial from the perspectives of lawyers, judges, bailiffs, and witnesses and then will practice communicating in a courtroom through a Mock Trial that they lead. The first few lessons expose students to legal concepts, vocabulary, and opportunities to practice communicating through a variety of roles in a trial. Then the apprenticeship shifts into preparation for a Mock Trial where students will analyze a specific case, select roles to play in the trial, and develop persuasive presentations of their role. After participating in that Mock Trial in an actual courtroom in Week 8, students will reflect on that experience and prepare presentations for their WOW!. This will include an explanation and analysis of the Mock Trial they led as well as an interactive presentation on our legal system that allows students to become teachers for their community: sharing information about how to navigate trials and courts and then quizzing the audience.

This apprenticeship embeds communication skill-building -- which is essential for college and a variety of careers -- within content about our court system. In an age where the U. S. criminal justice system imprisons more American citizens than any other point in human history, the framing around a Mock Trial allows students to engage with a topic that is relevant, high stakes, and interesting to many students.

Unit Standards and Objectives

Standard #1: Citizen Schools students will demonstrate persuasive communication (oral)

Lesson Objectives:

- Students will be able to (SWBAT) list at least one of the following as an oral presentation skill: make eye contact, speak at a good volume, and use clear pronunciation when speaking
- SWBAT demonstrate the oral presentation skills: make eye contact, speak at a good volume, and use clear pronunciation when speaking
- SWBAT interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally)
- SWBAT make appropriate eye contact, speak at an adequate volume, and use clear pronunciation
- SWBAT craft their message around your knowledge of your audience
- SWBAT draw on preparation, reasoning, and reflection to form and clearly express your own ideas
- SWBAT craft your message around your knowledge of your audience
- SWBAT draw on preparation, reasoning, and reflection to form and clearly express your own ideas
- SWBAT adapt to the context and/or task to create persuasive opening and closing statements
- SWBAT delineate an argument and specific claims
- SWBAT craft their message around knowledge of their audience
- SWBAT draw on preparation, reasoning, and reflection to form and clearly express your own ideas
• SWBAT make appropriate eye contact, speak at an adequate volume, and use clear pronunciation
• SWBAT draw on preparation, reasoning, and reflection to form and clearly express your own idea
• SWBAT adapt to the task to delineate an argument and specific claims with the audience in mind
• SWBAT make appropriate eye contact, speak at an adequate volume, and use clear pronunciation
• SWBAT adapt to the task to create accurate and clear presentations on the facts and laws relevant to their case
• SWBAT adapt to the task to create accurate and clear presentations of the flow of a trial court and how different people communicate in court
• SWBAT include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations information
• SWBAT make appropriate eye contact, speak at an adequate volume, and use clear pronunciation
• SWBAT draw on preparation, reasoning, and reflection to form and clearly express your own ideas
• SWBAT include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations information

Standard #2: Citizen School students will demonstrate understanding of legal terms, core components, concepts, and strategies as they apply to courtroom trials in the U.S. judicial system

Lesson Objectives
• SWBAT define legal vocabulary including law, attorney, lawyer, trial, professionalism, and fact pattern.
• SWBAT list the 5 W’s (who, what, when, where, and why) used when analyzing an event
• SWBAT read and interpret the case fact sheet
• SWBAT identify the 5 W’s of the case
• SWBAT understand the flow of a Mock Trial
• SWBAT explain and use legal concepts including: civil versus criminal cases and innocent until proven guilty
• SWBAT identify and understand the different roles that people play in a trial court
• SWBAT explain and apply legal concepts including: Burden of proof and Reasonable Doubt
• SWBAT identify and differentiate between open and close ended questions
• SWBAT identify and apply quality Cross and Direct examinations and differentiate between them
• SWBAT understand and apply the difference between opening statements and closing arguments
• SWBAT understand and apply the importance of opening and closing statements and what makes each effective
• SWBAT understand and apply elements of strong open and close ended questions through creating cross and direct examinations
• SWBAT apply legal terms and concepts from the apprenticeship in a full Mock Trial rehearsal
• SWBAT demonstrate understanding of the facts and laws relevant to the case
• SWBAT understand the flow of the Mock Trial and who speaks and when
• SWBAT apply legal terms and concepts from the apprenticeship in a full Mock Trial
• SWBAT demonstrate understanding of the facts and laws relevant to the case
• SWBAT adapt to the task to create accurate and clear presentations on the facts and laws relevant to their case
  [Overlapping skill and content objective]
• SWBAT adapt to the task to create accurate and clear presentations of the flow of a trial court and how different people communicate in court [Overlapping skill and content objective]
• SWBAT explain the facts and laws relevant to their case
• SWBAT explain the flow of a trial court and how different people communicate in court

Essential Questions

- How do people communicate and operate within courtrooms?
- How are trials decided and influenced?

Performance Task Assessment (WOW!)

This apprenticeship allows students to showcase their learning in front of a real judge and adult jury in a courtroom during their Week Eight Mock Trial. Students will deliver all aspects of the trial including opening statements, direct and cross examinations of witnesses and closing statements. Following the trial the jury will deliberate and the judge will decide the verdict. For their WOW! students will divide into teams to (1) explain their case and roles from the Mock Trial to the WOW! community member audience; and (2) teach the community member audience about our court system and how to communicate in a trial setting.

GOAL – Students are applying their knowledge of our court system and communication skills through teaching the community audience about their Mock Trial using persuasive oral presentation and visuals (tri-fold boards including illustrations/photos/courtroom diagrams/etc.)

ROLE – Students will act as teachers presenting either on the case they used for their Mock Trial or instructing the audience about our court system. (Note: students can choose roles or CTs can assign them in Week Nine based on interest and what their role in the Mock Trial was. However, all students will have learned how to conduct cross/direct examinations and opening/closing statements regardless of their role in the Mock Trial.)

AUDIENCE – The community audience at the WOW! will include family members, CTs, and law students/professionals in the area who have been involved with the Mock Trial
SITUATION – Students will teach a community audience demonstrating knowledge of the court system and communication skills

PRODUCT – Students will demonstrate their legal knowledge and communication skills through teaching the community audience about their Mock Trial and how to navigate a trial court

STANDARDS – Students will execute their role effectively demonstrating mastery of the oral communication and persuasive communication rubric standards

Note: Some CTs have chosen to conduct the Mock Trial as the WOW! in the past. While that decision is up to the CTs who best know their own context, we recommend this format for the apprenticeship because it:

1. Allows the Mock Trial to be held in a real courtroom off-site creating a more real world experience for students
2. Allows students to conduct a full Mock Trial (90 minutes+) in Week 8 as opposed to trying to fit it into time/space limitations at a WOW! where audience members will be interested in seeing a variety of presentations

Lesson Plans At-A-Glance

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson Objectives</th>
<th>Agenda</th>
<th>Outcomes &amp; Work Products</th>
</tr>
</thead>
</table>
| 1    | ● Students will be able to (SWBAT) list at least one of the following as an oral presentation skill: make eye contact, speak at a good volume, and use clear pronunciation when speaking  
● SWBAT demonstrate the oral presentation skills: make eye contact, speak at a good volume, and use clear pronunciation when speaking  
● SWBAT define legal vocabulary including law, attorney, lawyer, trial, professionalism, and fact pattern.  
● SWBAT list the 5 W's (who, what, when, where, and why) used when analyzing an event | Students get to know each other and the teaching team  
Students and lawyers develop group norms (Mock Trial Team Laws)  
Introduction to Mock Trial  
Explanation of the apprenticeship and WOW!  
5 W's Exploration | 1. Community norms  
2. Students know what a Mock Trial is, what they’ll be doing throughout the apprenticeship, and what they’ll be doing for their WOW! |
| 2    | ● SWBAT interpret information presented in diverse media and formats (e.g., visually, quantitatively, | ● Read and interpret the case fact pattern  
● Legal Lingo Review | 1. Use a mini-case to introduce students to legal vocabulary  
2. Use a mini-case to introduce |
<table>
<thead>
<tr>
<th>Core Apprenticeship Library</th>
<th>Apprenticeship Sector: Law &amp; Government</th>
<th>Unit Guide: Mock Trial</th>
</tr>
</thead>
</table>

| 3 | SWBAT make appropriate eye contact, speak at an adequate volume, and use clear pronunciation | SWBAT make appropriate eye contact, speak at an adequate volume, and use clear pronunciation | identify the 5 Ws of the case |
|   | SWBAT craft their message around your knowledge of your audience | SWBAT craft their message around your knowledge of your audience | Mock Trial Relay Race |
|   | SWBAT identify and understand the different roles that people play in a trial court | SWBAT identify and understand the different roles that people play in a trial court | understand the flow of a trial and burden of proof |
|   | SWBAT explain and apply legal concepts including: Burden of proof and Reasonable Doubt | SWBAT explain and apply legal concepts including: Burden of proof and Reasonable Doubt | 1. Use a mini-case to introduce students to the roles people play in a trial and the concepts of burden of proof and reasonable doubt |

| 4 | SWBAT draw on preparation, reasoning, and reflection to form and clearly express your own ideas | SWBAT draw on preparation, reasoning, and reflection to form and clearly express your own ideas | 1. Use a mini case to introduce students to cross and direct examination and allow them to practice both |
|   | SWBAT craft their message around your knowledge of your audience | SWBAT craft their message around your knowledge of your audience | Attorneys introduce and model cross/ direct examinations |
|   | SWBAT identify and differentiate between open and close ended questions | SWBAT identify and differentiate between open and close ended questions | Examine differences between direct and cross examination |
|   | SWBAT identify and apply quality Cross and Direct examinations and differentiate between them | SWBAT identify and apply quality Cross and Direct examinations and differentiate between them | Write and practice cross examinations |
|   |   |   | Write and practice direct examinations |

| 5 | SWBAT draw on preparation, reasoning, and reflection to form and clearly express your own ideas | SWBAT draw on preparation, reasoning, and reflection to form and clearly express your own ideas | 1. Use a mini case to introduce students to opening and closing statements and allow them to practice both |
|   | SWBAT adapt to the context and/or task to create persuasive opening and closing statements | SWBAT adapt to the context and/or task to create persuasive opening and closing statements | Attorneys model opening and closing statements |
|   | SWBAT understand and apply the difference between opening statements and closing arguments | SWBAT understand and apply the difference between opening statements and closing arguments | Examine differences between opening and closing statements |
|   |   |   | Write and practice presenting opening and closing statements |
|   |   |   | Students choose and advocate for which role they want to play in the Mock Trial |
|   |   |   | Select Mock Trial case and |

1. Use a mini case to introduce students to cross and direct examination and allow them to practice both.
<table>
<thead>
<tr>
<th></th>
<th>student roles</th>
</tr>
</thead>
</table>
| 6 | ● SWBAT delineate an argument and specific claims  
    ● SWBAT craft their message around knowledge of their audience  
    ● SWBAT draw on preparation, reasoning, and reflection to form and clearly express your own ideas  
    ● SWBAT understand and apply the importance of opening and closing statements and what makes each effective  
    ● SWBAT understand and apply elements of strong open and close ended questions through creating cross and direct examinations  
  | ● Draft an opening and closing statement for the case *(all students; witnesses will use to better understand their position in the new trial)*  
    ● Draft direct and cross examinations for the case *(all students; witnesses will use to anticipate questions and more persuasively communicate on cross/direct)*  
    ● Practice their speaking parts in small groups  
  | 1. Opening and closing statements for the Mock Trial  
    2. Direct and cross examination plans for the Mock Trial |
| 7 | ● SWBAT make appropriate eye contact, speak at an adequate volume, and use clear pronunciation  
    ● SWBAT draw on preparation, reasoning, and reflection to form and clearly express your own idea  
    ● SWBAT apply legal terms and concepts from the apprenticeship in a full Mock Trial rehearsal  
    ● SWBAT demonstrate understanding of the facts and laws relevant to the case  
    ● SWBAT understand the flow of the Mock Trial and who speaks and when  
  | ● Mock Trial overview  
    ● Full dress rehearsal of Mock Trial in roles  
    ● Receive and give feedback on their persuasive communication and mastery of the case  
    ● Set specific actionable goals for improvement based on feedback  
  | 1. Full dress rehearsal of Mock Trial in roles  
    2. Students get and give feedback on the rehearsal according to the communication rubric *(standards for oral and persuasive communication)* |
| 8 | ● SWBAT adapt to the task to delineate an argument and specific claims with the audience in mind  
    ● SWBAT make appropriate eye contact, speak at an adequate volume, and use clear pronunciation  
    ● SWBAT draw on preparation, reasoning, and reflection to form and clearly express your own ideas  
    ● SWBAT apply legal terms and  
  | ● Full Mock Trial in a real courtroom with law students/professionals serving as the judge, jury, and audience  
    ● Celebration of students and greet the audience  
  | 1. Full Mock Trial with judge, jury, and audience |
### Core Apprenticeship Library
**Apprenticeship Sector:** Law & Government  
**Unit Guide:** Mock Trial

**Concepts from the apprenticeship in a full Mock Trial**
- SWBAT demonstrate understanding of the facts and laws relevant to the case.

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Student Roles and Activities</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9</strong></td>
<td>SWBAT adapt to the task to create accurate and clear presentations on the facts and laws relevant to their case.</td>
<td>Student roles in WOW! assigned</td>
<td>Scripts for students’ speaking parts in WOW! created</td>
<td>Visuals and props needed for WOW! created</td>
</tr>
<tr>
<td></td>
<td>SWBAT adapt to the task to create accurate and clear presentations of the flow of a trial court and how different people communicate in court.</td>
<td>Students reflect on their experiences and role in the Mock Trial</td>
<td>Students choose their roles for the WOW! (divide into two teams: one which will present on their specific Mock Trial case/experience and the other which will teach the audience about the flow of a trial and key legal concepts)</td>
<td>Students draft scripts for their contribution to the WOW! presentation</td>
</tr>
<tr>
<td></td>
<td>SWBAT include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations information.</td>
<td>Students draft scripts for their contribution to the WOW! presentation</td>
<td>Students create visuals (trifold boards, illustrations/photos, costumes, etc.) needed for the WOW!</td>
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</tr>
<tr>
<td></td>
<td>SWBAT adapt to the task to create accurate and clear presentations of the flow of a trial court and how different people communicate in court. [Overlapping skill and content objective]</td>
<td>Students draft scripts for their contribution to the WOW! presentation</td>
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<tr>
<td></td>
<td>SWBAT include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations information.</td>
<td>SWBAT explain the flow of a trial</td>
<td>WOW! overview</td>
<td>Full dress rehearsal of WOW! overview</td>
</tr>
<tr>
<td></td>
<td>SWBAT explain the facts and laws relevant to their case.</td>
<td>SWBAT explain the flow of a trial</td>
<td>Full dress rehearsal of WOW! with props and visuals</td>
<td>Full dress rehearsal of WOW! with props and visuals</td>
</tr>
<tr>
<td></td>
<td>SWBAT explain the flow of a trial.</td>
<td>SWBAT explain the facts and laws relevant to their case.</td>
<td>Receive and give feedback on their persuasive communication and mastery of the content presented.</td>
<td>Receive and give feedback on their persuasive communication and mastery of the content presented.</td>
</tr>
<tr>
<td></td>
<td>SWBAT explain the flow of a trial.</td>
<td>SWBAT explain the facts and laws relevant to their case.</td>
<td>Set specific actionable goals for improvement based on feedback.</td>
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</tr>
<tr>
<td></td>
<td>SWBAT explain the flow of a trial.</td>
<td>SWBAT explain the facts and laws relevant to their case.</td>
<td>Questions and answers before WOW!</td>
<td>Questions and answers before WOW!</td>
</tr>
<tr>
<td></td>
<td>SWBAT explain the flow of a trial.</td>
<td>SWBAT explain the facts and laws relevant to their case.</td>
<td>Celebrate student growth and the end of the apprenticeship as a learning experience.</td>
<td>Celebrate student growth and the end of the apprenticeship as a learning experience.</td>
</tr>
</tbody>
</table>

1. Full dress rehearsal of WOW! in roles.  
2. Students get and give feedback on the WOW! rehearsal according to the communication rubric (standards for oral and persuasive communication).
### Lesson Elements

<table>
<thead>
<tr>
<th>Hook</th>
<th>Each week students will begin with an introductory game that either lets them practice oral communication skills or to allow students to discover a key concept in the day’s content objectives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>The daily assessment includes paper based exit tickets. TLs use the oral communication rubric to assess student skill development in rehearsals, skill-based exit tickets, and throughout lessons.</td>
</tr>
<tr>
<td>Structure</td>
<td>Most lessons in this apprenticeship use three main activities after students are introduced explicitly to key concepts and new vocabulary (through the Word Wall which is a reoccurring tool throughout the apprenticeship.) In later weeks, some lessons will include full length (1 hour+) rehearsals for the Mock Trial and/or WOW!. [In weeks 1-4 students learn key legal concepts often using mini-cases; weeks 5-7 students practice those concepts with their Mock Trial case and then perform their full Mock Trial in week 8; weeks 9-10 are for WOW! preparation and rehearsal.]</td>
</tr>
</tbody>
</table>

### Implementation Notes

<table>
<thead>
<tr>
<th>Supplies</th>
<th>None required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td>Costs will vary based on location but consider the potential costs of apprenticeship items such as:</td>
</tr>
<tr>
<td></td>
<td>● Transportation to and from court room locale for Mock Trial in Week 8</td>
</tr>
<tr>
<td></td>
<td>● Transportation to and from WOW! location</td>
</tr>
<tr>
<td></td>
<td>● Printing costs if not covered by school site (mini-cases and Mock Trial case)</td>
</tr>
<tr>
<td>Supporting Materials &amp; Resources</td>
<td>This apprenticeship includes an Appendix of shorter Mock Trial cases to be used for practice in early lessons and longer Mock Trial cases to choose from for the full trial you select.</td>
</tr>
<tr>
<td>Location</td>
<td>● The Mock Trial in Week 8 should be hosted in a courtroom/real world setting. Consider reaching out to nearby law schools, local courthouses, etc. based on your region.</td>
</tr>
<tr>
<td></td>
<td>● Everyday class space is flexible and can vary; see lesson plans for specific teaching strategies to use the available classroom space to make each lesson work</td>
</tr>
<tr>
<td>Choice and Voice</td>
<td>Multiple opportunities exist for students choice which increases student investment in the cases and learning:</td>
</tr>
<tr>
<td></td>
<td>● Students vote on which case to do for the Mock Trial (TL chooses 2-3 options from Appendix</td>
</tr>
</tbody>
</table>
## Modifications for Student Needs

This is a literacy heavy apprenticeship where students interact with complex texts. Consider the reading and oral language levels in the room and utilize these remediation strategies where helpful:

- Emphasize the Word Wall to provide a visual reminder of spelling/definition for key terms
- Post reading strategies such as “chunking” where students visually break up a sentence to better break down its meaning
- Model reading strategies out loud when introducing new texts (Ex: using context clues and/or roots to better understand texts; “I see this word that I don’t know but the beginning sounds like this other word I do know, so I’m going to make a prediction before I look it up that it means…”)
- Vary your student grouping strategies so that sometimes students are reading in mixed ability groups and can hear stronger reading modeled and other times they are in similar-ability groups that allow you to differentiate the task/pace for advanced readers and directly support lower level readers

## Student Background Knowledge and Skills Needed

This is a literacy heavy apprenticeship where students are expected to have some foundation in reading comprehension and oral communication. Leverage ESL student strengths (Ex: cognates in their additional languages, etc.) and rely on above modifications when helpful.

## College and Career Readiness

College Connection: This apprenticeship builds key skills for college such as understanding complex texts, speaking in public, and thinking critically about situations like students are often asked to do in any small seminar class or even in STEM subjects.

Career Connections: The oral communication skills built in this apprenticeship will be useful in every job interview we ever have! Being able to confidently, clearly, and effectively share what you’re thinking is a key skill for many jobs beyond becoming a lawyer or judge. The critical thinking can aid people who are interested in becoming detectives, scientists, politicians and more.

## Co-Teaching Roles

Most daily lessons use the One Lead/One Assist model (switch leaders throughout activities to keep adult voice fresh and engaging to students and to leverage different TL strengths)

Also consider:

- Who are the guest legal professionals involved? How can we best leverage their strengths, interests, and input?
Begin conversations early to ensure that there are additional CTs available for Week 8’s Mock Trial (to act as the jury)

Optional additional resources to engage:
- Guest speakers from the legal system outside of courtroom law who could attend to speak to their roles in the legal profession (ex: police officers, detectives, forensic specialists, etc.) *This can build interest of students who see themselves in other professions and develop student understanding of the complex real world of legal proceedings.*
- Props for the Mock Trial and WOW! can vary but any real world courtroom paraphernalia that is available is a bonus (ex: gavel, judge robes, etc.)

Note to CT/TL: Create a poster-sized visual of the information listed below, display and reference weekly in your classroom.

Visual overview for students of their 10 week apprenticeship:

Week 1: Students create group norms, learn what a Mock Trial is, and get to know each other
Week 2: Students use a mini-case to learn legal vocabulary and the flow and parts of a trial
Week 3: Students use a mini-case to learn about witnesses and the burden of proof in criminal trials
Week 4: Students use a mini-case to learn about cross and direct examinations and practice both
Week 5: Students use a mini-case to learn about opening statements and closing arguments
Week 6: Students select a case and roles for their Mock Trial and use that case to create direct/cross examination questions and opening/closings
Week 7: Full dress rehearsal of the Mock Trial
Week 8: Mock Trial with CT jury/audience on site in real courtroom
Week 9: Students reflect on Mock Trial and prepare for WOW!
Week 10: Full dress rehearsal of WOW!

Co-Teaching Structures Guide

<table>
<thead>
<tr>
<th>Teaching Model</th>
<th>Description</th>
<th>Why should we use it?</th>
<th>When should we use it?</th>
</tr>
</thead>
</table>

10
| **Parallel Teaching** | Class is split into two (or more) small teams. Same content is taught to each team. | Low student-teacher ratio  
Greater proximity to high-risk students  
Co-teachers have equal presence and responsibility in the classroom | We can plan effectively together to ensure we teach the same content to each group well.  
Classroom’s physical structure permits it.  
Lessons with heavy independent work  
Need to provide a lot of individual attention |
| **Station Teaching** | Class is split into two (or more) small teams. Different material taught to each group simultaneously and then teams switch or teachers switch. | Low student-teacher ratio  
Co-teachers have equal presence and responsibility in the classroom.  
More variety in teaching methods for teachers and students | When a lesson can be split into two mutually exclusive and equally timed parts (e.g. using a camera/critiquing a photo, chopping vegetables/measuring ingredients)  
Classroom’s physical structure permits it  
Lessons with a lot of knowledge or skill-building |
| **Team Teaching** | Both teachers actively teach the material taking turns during the lesson to lead teach. While one teacher is lead teaching the other goes around to groups or individual students. | One teacher can pay attention to high-risks students while one teacher leads the full class.  
Co-teachers have equal presence and responsibility in the classroom. | When it’s difficult to effectively split a lesson into two stations  
When a lesson has lectures and independent practice time  
If most SPED students can follow whole-group instruction  
Best with well-developed co-teaching relationship  
Lessons with a lot of group work |
| **Alternative Teaching** | One teacher remediates a small group of students (pre-teach, re-teach, supplement, or | Low student-teacher ratio.  
To remediate in class for a small group of students.  
To catch students up who may | When the benefits from a few minutes of remediation/pre-teaching will pre-empt greater misunderstandings for the |
The Pitch

Preparation Needed:

- Identify topical event to reference to use in the made-up trial. When choosing the topic pick something funny and relatable to students (consider their age, interests, and the school culture) so that the pitch is engaging. This is often something from popular culture that students are likely to recognize (eg: a celebrity breakup, big game that’s just been won/lost; something that’s happened at the school.)

- This pitch can include up to six Citizen Teachers (CTs); it is best done with multiple people but can be rearranged to just be one if additional CTs are not available.

Apprenticeship Pitch:

CT1 enters classroom from the back and says “All rise. The Honorable Judge [CT 2’s Last Name] presiding” (acting as bailiff.) Then CT2 enters in a judge’s gown and gavel (if available) and says “In the case of [Enter details about topical event] how do you plead?” CT3 and CT4 (already in room) stand up acting as attorneys and give a one minute description of Mock Trial and the apprenticeship: “If any of you want to learn how to join us up here, join the Mock Trial apprenticeship. In Mock Trial we will explore how lawyers, witnesses, bailiffs and judges communicate in court and will dig deep into a case that you all will lead. That means by the end of this apprenticeship, all of the students who participate will have taken part in running an actual Mock Trial which is a performance of a trial in a real court room where students play all the parts in order to ensure that justice is served. Whether you’re a lawyer, a bailiff, or a witness we will all practice top level communication skills that will set students in
this apprenticeship up to ace any job or college interview and to feel more confident and skillful whenever asked to communicate in any job.”

Save time for questions from students.

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**Materials Needed for Pitch Day**

1. Judges’ gown and/or gavle (if available)

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**Apprenticeship in Action**

Mock Trial CTs say...
“Students love getting into the courtrooms especially when they pick the case and their roles”

“Many students know someone who has been involved in our legal system and so sharing information about how it works at the WOW! was powerful for some of the students I worked with”

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**Apprenticeship Description for WOW! Communications**

This apprenticeship lets us explore our legal system while we build skills for the kinds of public speaking people use in courtrooms and beyond! Students will learn about the core elements of a trial from the perspectives of lawyers, judges, bailiffs, and witnesses and then will practice communicating in a courtroom through a Mock Trial that they lead. In an age where the U. S. criminal justice system imprisons more American citizens than any other point in history, Mock Trial allows us to engage with a topic that is relevant, high stakes, and interesting.
Core Apprenticeship Library
Apprenticeship Sector: Law & Government
Unit Guide: Mock Trial
Lesson #1: Our Courtroom Community

**Essential Question**

- How do people communicate and operate within courtrooms?
- How will we operate as a learning community during this apprenticeship?

**Lesson Overview**

During this lesson, the teaching team will build community, norms, and excitement within the apprenticeship group. Students will learn the beginnings of what it means to be a lawyer as well as learn that they will participate in a Mock Trial and a WOW! at the end of the semester. Excitement builds as students witness a robbery and learn about fact patterns.

**Lesson Objectives**

**Standard #1: Citizen Schools students will make an effective oral presentation**

Lesson Objectives

- Students will be able to (SWBAT) list at least one of the following as an oral presentation skill: make eye contact, speak at a good volume, and use clear pronunciation when speaking.
- SWBAT demonstrate the oral presentation skills: make eye contact, speak at a good volume, and use clear pronunciation when speaking.

**Standard #2: Citizen School students will demonstrate understanding of legal terms, core components, concepts, and strategies as they apply to courtroom trials in the U.S. judicial system**

Lesson Objectives

- SWBAT define legal vocabulary including law, attorney, lawyer, trial, professionalism, and fact pattern.
- SWBAT list the 5 W’s (who, what, when, where, and why) used when analyzing an event.

**Lesson Agenda**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>10 Min</td>
<td>Hook: Introductions</td>
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<tr>
<td>5 Min</td>
<td>Introduction to New Material: What is a Mock Trial?</td>
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<tr>
<td>25 Min</td>
<td>Activity 1: Team Laws Time</td>
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<td>15 Min</td>
<td>Assessment: Exit Ticket</td>
</tr>
</tbody>
</table>
### Lesson Preparation

**Preparation**
- Greet the students at the door since it is the first day
- Provide name tags or placards for students and teaching team members to learn each others' names
- Set up a large table or a circle of chairs with seating that alternates students and teaching team members
- Prepare puzzle pieces for each participant from a poster board for Activity 1
- Select 2-3 cases that make sense for the context of your school site and teaching team (you will introduce these cases to students today and then students will vote to select one [student choice here will increase investment])
- Print words for the Legal Word Wall and prepare the Legal Word Wall visual. You can use a poster or a trifold board for easy display each week.

**Co-teaching Planning**
- Divide up today's agenda between the teaching team (you may find that the TL is best positioned to lead community building and norm setting in Activity 1 while the CT is best positioned to lead Activity 2 or 3 where legal vocabulary are introduced)
- If you have multiple co-teachers, ensure that each has sufficient time to introduce him/herself. If there are many co-teachers, shorten individual introduction time to accommodate all introductions but keep the overall time brief as you may lose student engagement.
- It is recommended to use Team Teach or One Teach, One Assist method and tradeoff who is the lead for a majority of this lesson. This will introduce students to both the CT(s) and the TL and set the stage for a true shared teaching experience. Plan ahead for which teacher will take the lead on which activities.

### Materials

- Mock Trial 3-ring binder for each student with the following sections
  - case materials
Lesson #1: Our Courtroom Community

- Vocabulary
- Open ended questions
- Close ended questions
- Direct examinations
- Cross examinations
- Opening statements
- Closing statements

- Flip chart paper or white-board
- Poster titled “Team Laws” divided into 4 quadrants labeled Respect, Courtesy, Focus, and Professionalism
- Visual for a Legal Word Wall - one per class
- Words for the Legal Word Wall (at the end of this lesson)
- Props for the 5W’s “robbery”
- 5W’s handout - one per student
- Exit Tickets - one per student
- Markers
- Scotch tape
Hook: Introductions
(10 Minutes)

- **Teacher’s Note:** It is recommended to use Team Teaching or One Teach, One Assist method and tradeoff who is the lead for a majority of this lesson. This will introduce students to both the CT(s) and the TL and set the stage for a true shared teaching experience. Plan ahead for which teacher will take the lead on which activities.

- **Post** the following on a piece of flip chart or a slide: “What is one movie or TV show that you’ve seen that has to do with lawyers or court? What is something about lawyers or a courtroom that you remember from that tv show or movie?” **Ask** students to think of their answer and keep it in mind to share in a minute.

- **Introduce yourself:** Citizen Teacher(s) (CT) introduces self as a lawyer and a teacher in this apprenticeship over the next ten weeks. Share one reason why you chose to volunteer as a CT and what you’re excited to teach students. The TL should also introduce him/herself as a co-teacher of the apprenticeship.

- **Say:** In this apprenticeship, we’re going to learn a lot about lawyers and the law. There’s going to be a lot of new vocabulary, so we’re going to keep a Legal Word Wall to remind ourselves what these words mean.
  - **Reveal** the Legal Word Wall visual (See lesson prep for more detail)
  - **Say:** Lets start with a few words that we’ve already been using in this apprenticeship.
  - **Reveal** each of the following words and read its definition.
    - Law
    - Lawyer/Attorney
  - **Say:** We’ll add words as we use them today.

- **Facilitate shareback:** Have students stand in a circle. Tell students that you are going to toss the ball to one of them, then they will introduce themselves and share one of their responses to the Hook. After they have shared, have them toss the ball back to you. Then toss the ball to another student.
  - **Note:** Connecting to an easy conversation topic (courtrooms on tv) is an easy first opportunity to encourage speaking at volume where everyone can hear. Be sure to praise students for using sufficient volume and other good oral communication skills.
  - **Note:** Use this as an opportunity to memorize your students’ names. When the ball gets tossed back to you, say, “Thank you ___” and pass to the next student. Go back and see if you can
remember everyone’s name at the end and remind students of your name as well.

○ **Highlight** true details about lawyers and courtrooms as they are shared and note ones that aren’t as true to real life. For example, murders are defended by lawyers and a jury of citizens really does decide if s/he is guilty or not. However, the theatrics of court tv are often just for tv.
Introduction to New Material:
What is a Mock Trial?
(5 Minutes)

- **Teacher’s Note:** This Intro to New Material is where you will teach what a mock trial is, provide an exciting outline of what will happen in this apprenticeship, and share what the WOW! will be. Modify this section to fit your campus specific details of where the mock trial will take place, what the WOW! will be, and to highlight any other exciting details that may build student investment.

- **Say:** As you have pointed out, a trial is a formal meeting in a court in which evidence about crimes, disagreements, etc., is presented to a judge and often a jury so that decisions can be made according to the law.
  - **Reveal** the word for the word wall. Post “trial” on to the Legal Word Wall.

- **Say:** Does anyone know what “mock” means? Because the name of this apprenticeship is “Mock Trials!” Let’s figure out what this apprenticeship is about.
  - **Solicit answers.** Students may be able to tell you that “mock” means pretend or imitation. If not, provide them with this definition.
  - **Explain** that a mock trial is a trial that isn’t real, but is pretend. It’s just like a trial in most ways - the courtroom, the attorneys, the judge, etc, but it is for practice and learning, not for actually determining the outcome of a case..

- **Explain** that students will have an opportunity to conduct a mock trial in this apprenticeship in Week 8. They will travel to a courtroom and present their case to a real judge and the judge will decide which side wins the case.

- **Explain** that in this apprenticeship they will learn some of what it is like to be a lawyer and they will have a chance to play a role in our mock trial.

- **Say** after our mock trial is completed, you will have learned a lot about our country’s judicial system and what it means to be a lawyer. Then, in Weeks 9 and 10, we’ll put together our WOW! presentation to share all that we have learned.
  - **Note:** Customize this section to fit your campus specific WOW! plans.

- **Transition:** We have a lot to do! Let’s get started with setting guidelines to how we will work together during this apprenticeship.
Activity One: Team Laws
(25 Minutes)

- **Teacher’s Note:** This activity is written for a TL and CT. If you have 4 or more co-teachers, consider assigning a value to each co-teacher. Divide the students up into four groups and assign each to a co-teacher. Have each facilitate the discussion and brainstorm of what that value should look like in the apprenticeship in 2-4 minutes and then rotate the groups and repeat in a carousel type activity. You will need 4 posters if you use this alternative activity, but students will have more hands on time to grapple with these concepts and they will better get to know each of the teachers.

- **Post** the poster titled “Team Laws” (see Materials)

- **Say:** This apprenticeship, we are all going to act and work like lawyers. Therefore, to start off we need to set some class expectations based on these values: Respect, Professionalism, Courtesy, and Focus.
  
  - **Say:** One of these values is a word that we’re going to add to our Legal Word Wall because it is so important to our task in this apprenticeship to be lawyers.
    
    - **Reveal** the word and read the definition for “professionalism”
    - **Post** it on the Legal Word Wall.
  
  - **Note:** Reviewing each of these values offers an opportunity for the attorney to share things like courtroom behaviors, courtroom language, the importance of standing when you speak, etc. Plan ahead to have a lawyer share one or two sentences about what this value looks like for him/her.
  
  - **Say:** We’ll take each value one at a time, but let’s start with Professionalism since we just defined it. What does Professionalism look like for a lawyer?
    
    - **Ask** students to offer any ideas of what they think respect should look like in this apprenticeship.
    
    - **Write** their answers on the visual under the “Professionalism” quadrant.
    
    - Have the lawyer share a little bit about what respect looks like for a lawyer in a courtroom.
    
    - **Write:** key behaviors that you want students to emulate on the poster in the “Professionalism” Quadrant.
    
    - **Note:** Be sure to include any campus expectations that are relevant.
Repeat for each of the remaining three values - Respect, Courtesy, and Focus.

- **Say**: Let’s all agree to upholding these expectations by signing our “Team Laws.”
  - **Facilitate**: have each student come up and sign their name to the visual. Post this visual every class and refer back to it when necessary.

### Activity Two:
**5 W’s Exploration**
(15 Minutes)

- **Teacher’s Note**: Before the lesson, identify one volunteer (preferably not someone working with the students) to participate in this activity. This individual will need to run in and steal something obvious at the appropriate moment. They should be in the room long enough that all the students are aware of what is happening and will be able to remember at least a few details. Have your volunteer wear something noticeable, perhaps have their face covered, and make some distinctive noises. Plan ahead sufficiently so they know their cue and what they are supposed to do.

- **Teacher’s Note**: While it is unlikely, it is possible that you have students who will not understand that the “robbery” is a planned part of the activity or who will be upset by a surprise “robbery” such as this. Plan ahead to clue these students in to what’s about to happen. Loop them in as “in the know” to a fun surprise that is going to happen to help all the students - them included - learn more about law and lawyers.

- **Say**: Great! Now that we’ve established how we’re going to work together, we need to get to work to decide which case we’re going to debate for our mock trial. That’s right folks! We’re going to decide today which case we’re going to work on!

- **Say**: First, we need to add another word to our Legal Word Wall - “fact pattern.”
  - **Reveal** the word.
  - **Read** the definition: “A fact pattern is a true and accurate description of what happened in a crime. It includes the who, what, where, when, and why of the crime.”
  - **Post** the word on the Legal Word Wall visual.

- **Cue volunteer**: At this moment the volunteer should run into the room, steal something, knock over some stuff and run out. See Teacher’s Note for more.

- **Exclaim**: Oh my goodness! We’ve been robbed! (Laugh to make sure the students understand that this is
a planned part of the lesson.)

- **Say:** Ok, so now we have a crime - and we need to establish a fact pattern. We need to establish the 5 W’s! The who, what, where, when, and why of the crime.
  - **Show** a blowup of the 5W’s handout. Use either an Elmo or a slide or a large poster.
  - **Say:** Ok, so “who”. That includes any of the people who are involved in the crime. Who could we put down here?
    - **Solicit answers.** Students may know who your volunteer was so they may say a name. If it wasn’t obvious, students may debate - “it could have been Ms. R or Mr. T!” **Write** down all possibilities or descriptive qualities (brown hair, purple sweatshirt) in the “who” box.
  - **Repeat** for what, where, when, and why for this crime.
  - **Highlight** how hard it is to get the facts 100% straight when you aren’t expecting the crime to happen and it all happens so fast. This is why there are lawyers and courtrooms and trials. Sometimes, even when people are trying their best to remember accurately what happened, there is a dispute as to what the facts really are. Lawyers collect as many facts as they can to paint a picture of what happened that is as accurate as possible to determine who is at fault and what should be done.

- **Transition:** Next, we’re going to review fact patterns and basic information from three different cases. You, the students, will have a chance to say which case you want to use for our apprenticeship.

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**Activity Three:**

**Presentation of Cases**

**(20 Minutes)**

- **Teacher’s Note:** This activity calls for a very public vote of which case to work with all semester and try for the Mock Trial. If you doubt that this public voting method will work for your students or you want some deliberation time behind the scenes, you can create a ballot for students to fill out after the presentations and the student teams share their convincing arguments. Then you can determine the “winner” between weeks one and two. If you choose this alternative voting method, you will need to accommodate the unveiling during week two.

- **Teacher’s Note:** If you have multiple co-teachers, assign one co-teacher to each case for presentation and team support during the mini-debate.
Say: Today we are going to pick the case that we are going to use for our Mock Trial! I have two options for you to choose between and here’s how we’re going to pick.

- Explain that the students will now listen to two court cases, and choose one case which they will use for their Mock Trial.
- Explain how the students will vote.
  - After the presentations of each case they will vote for their favorite case. Students will vote by walking to the number case that they are most excited about (Case 1 is against one wall, Case 2 an opposite wall).
  - Each team will have 5 minutes to come up with 3 reasons why their case is the best in an effort to convince the other team to join your side. After each side makes their argument, the students can revote. The majority of votes wins.
  - Note: See Teacher’s Note for an alternative if you’d like to determine the final winner behind the scenes rather than in the middle of class.

Say: Before I present the cases to you though, I want to pause for a moment to talk about another main skill that we are going to practice in this apprenticeship: oral presentation. Today, I want to talk about three aspects of oral presentation that we’re going to start practicing right now.

- Review and write on the board: 1) Speak at a good volume, 2) Clearly pronounce words (don’t mumble!), and 3) Make eye contact
- Explain what each of these mean and give examples of what they do look like and what they don’t look like. Be humorous and theatrical to maintain and build student engagement.

Say: Great, so now, I’m going to present the cases to you! While I’m presenting the cases, I am going to model the good oral presentation skills - except for one time. For each oral presentation skill, I will at some point during presenting stop doing it! For example, I might start whispering, mumbling my words, or staring at the floor. When that happens, I’d like for one of you to raise your hand and ask me if I could please speak at a good volume, clearly pronounce my words, or make eye contact.

Say: In addition to keeping an eye on my oral presentation skills, also think about the fact pattern of the case - the 5 Ws - and think about which case seems most interesting to you. Remember, after we hear the cases, you’ll be voting on which case to try at our Mock Trial!

Present the cases – making them fun and interesting by using role plays, props, costumes, etc. (This should take ten minutes at the most.)
At some point during your presentations, drop your volume, drop your eyes, and start to mumble - do each separately one time - so that students will ask you to fix your oral presentation three times. Do this with humor and praise the students for “catching you” and for encouraging you to be better. This will lay the groundwork for you to also encourage them to develop their skills later. Be sure to repeat the information you share while you are not presenting fully so that no students miss anything.

- **Facilitate** the initial vote. Students will vote by walking to the number case that they are most excited about (Case 1 is against one wall, Case 2 an opposite wall).
- **Give** each team of students 5 minutes to generate 3 reasons why their case is the “right” choice in an effort to convince students on the other team to change their vote.
- **Facilitate** the mini debate over which case is better for the apprenticeship’s Mock Trial. Encourage students to practice these same oral presentation skills that have been discussed. Praise students for good demonstration of these three skills.
- **Facilitate** the final vote. Do one of the following
  - Ask students to come back to the center of the room and vote again by walking to the case that they want to represent OR
  - Ask students to write down their final choice and why.
  - Be clear that they do not need to vote for the case they initially picked but can change their vote at this time if they’d like. Tally the votes and announce a winner.
  - (See Teacher’s Note for an alternative if you are wary about doing a public vote with an immediate outcome.)

- **Transition**: Our apprenticeship is off and running! It’s already time to wrap up for today, but next week we will continue working with our Mock Trial case and we will learn more about what it means to be a lawyer.
### Assessment

#### Exit Ticket

(10 Minutes)

- **Reinforce key concepts (5 minutes):**
  - Ask for students to teach-back the day’s core concepts in review: what the WOW! is, what a Mock Trial is, vocab from the day, why they are excited to be a part of this apprenticeship.
  - If there is time: Have 1-3 students model examples and non examples of the oral presentation skills taught today.

- **Students complete exit ticket independently and silently (5 minutes)**
  1. Give an example of an oral presentation skill that you learned today (Answer: One of the following: speak at good volume, clearly pronounce words, or make eye contact).
  2. Match the following words to their definitions
     i. **law** - a rule made by the government of a town, state, country, etc.
     ii. **attorney/lawyer** - a person whose job is to guide and assist people in matters relating to the law
     iii. **trial** - a formal meeting in a court in which evidence about crimes, disagreements, etc., is presented to a judge and often a jury so that decisions can be made according to the law
     iv. **professionalism** - the skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well
     v. **fact pattern** - A fact pattern is a true and accurate description of what happened in a crime. It includes the who, what, where, when, and why of the crime.

- **Clean Up Time (3 Minutes)**
  - What roles can you designate for each student to build team accountability?
  - Students should put their folders and binders in the designated area.
  - Team Leader assists with clean up.
  - One Citizen Teacher completes the CT Weekly Self-Evaluation.

- **Close (2 minutes):** Next week we will really start to buff up our legal vocabulary while we dig in to our
Mock Trial case.
Exit Ticket – Lesson #1

Name: ____________________________________________________________

1. Give an example of an oral presentation skill that you learned today

_______________________________________________________________________________________________________

_______________________________________________________________________________________________________

2. Match the following words to their definitions

Law ● a person whose job is to guide and assist people in matters relating to the law

Attorney/Lawyer ● the skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well

Trial ● a true and accurate description of what happened in a crime. It includes the who, what, where, when, and why of the crime.

Professionalism ● a rule made by the government of a town, state, country, etc.

Fact Pattern ● a formal meeting in a court in which evidence about crimes, disagreements, etc., is presented to a judge and often a jury so that decisions can be made according to the law

3. What are the 5Ws?

_______________________________________________________________________________________________________

_______________________________________________________________________________________________________
Handout - The 5W’s - Lesson #1

Name: _____________________________________________

<table>
<thead>
<tr>
<th>THE 5W’s</th>
<th>Who?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What?</td>
<td>When?</td>
</tr>
<tr>
<td>Where?</td>
<td>Why?</td>
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</tbody>
</table>
**Word Wall Lesson #1:**

<table>
<thead>
<tr>
<th><strong>Law</strong></th>
<th>a rule made by the government of a town, state, country, etc.</th>
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<td><strong>Trial</strong></td>
<td>a formal meeting in a court in which evidence about crimes, disagreements, etc., is presented to a judge and often a jury so that decisions can be made according</td>
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Professionalism

the skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well

Fact Pattern

A fact pattern is a true and accurate description of what happened in a crime. It includes the who, what, where, when, and why of the crime.
Essential Question

● How do people communicate and operate within courtrooms?

Lesson Overview

During this lesson students will learn new legal vocabulary that will help them build their understanding of the flow of a trial and the roles one can play within a trial. By the end of the lesson, students will have begun to apply that new understanding to looking at the case for this apprenticeship.

Lesson Objectives

Standard #1: Citizen Schools students will prepare a clear written and oral communication

Lesson Objectives:

● Student will be able to (SWBAT) interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally)

Standard #2: Citizen School students will demonstrate understanding of legal terms, core components, concepts, and strategies as they apply to courtroom trials in the U.S. judicial system

Lesson Objectives

● SWBAT read and interpret the case fact sheet
● SWBAT identify the 5 W’s of the case
● SWBAT understand the flow of a Mock Trial
● SWBAT explain and use legal concepts including: civil versus criminal cases and innocent until proven guilty

Lesson Agenda

<table>
<thead>
<tr>
<th>Time</th>
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<tr>
<td>10 Min</td>
<td>Hook: When We Enter a Courtroom</td>
</tr>
<tr>
<td>5 Min</td>
<td>Introduction to New Material: Review Agenda and Set Up Context</td>
</tr>
<tr>
<td>15 Min</td>
<td>Activity 1: Legal Lingo Development and Review Laws</td>
</tr>
<tr>
<td>35 Min</td>
<td>Activity 2: Reviewing the Fact Pattern</td>
</tr>
<tr>
<td>10 Min</td>
<td>Activity 3: Parts of a Mock Trial Relay Race</td>
</tr>
<tr>
<td>10 Min</td>
<td>Assessment: Exit Ticket &amp; Close</td>
</tr>
</tbody>
</table>
Lesson Preparation

- Preparation:
  - Attorneys work with the Team Leader to split the group into defense and prosecution groups
  - Groups should...
    - Be split based on students strengths and behavior
    - Sit around the table alternating attorney/student/attorney.
    - Students sit next to their assigned attorney.
  - Create materials for the Mock Trials Relay Race (see resource section)
  - Choose and cue up video for the Hook
  - For Activity 1, select 10-20 phrases from [this list of common courtroom phrases](#) that you would like your students to use in this apprenticeship. For example, "May it please the court..." and "May we have a short recess."
  - Create cards using these phrases for Activity 1 (see template in resource section).
  - Prepare a visual of the phrases you want students to use regularly to refer back to throughout the apprenticeship. Post this every lesson.
  - Prepare a visual of the components of a mock trial for Activity 3.

- Co-teaching Plan
  - For Activity 1, if you have co-teachers available, have one teacher teach and the rest of the co-teachers participate in the activity. That way teachers can support in context by reviewing more phrases AND helping keep students on task or clarifying information as needed.
  - In Activity 2, if you have co-teachers available, consider splitting the class in half and facilitate using Parallel Teaching. This will give the students more hands on practice and time 1:1 with a teacher.
  - For Activity 3, it would be ideal to set up the relay race ahead of class. If it is not possible to set up ahead of time, have a co-teacher post the materials during Activity 1 or 2 so that your time is maximized.

Materials

- Case fact pattern for each student on paper with holes so it can go into the binder
Lesson #2: The Core Elements of a Trial

- Flip chart paper and markers
- Legal pad for each student
- Mock Trial Relay Race Kit (see resource section)
- Projector and speakers to show video in Hook
- Courtroom phrases cards (1 per student)
- Mock Trial components visual
- Courtroom phrases visual
- 5Ws handout - one per student (to be kept in binder)
Core Apprenticeship Library
Apprenticeship Sector: Law & Government
Unit Guide: Mock Trial
Lesson #2: The Core Elements of a Trial

Hook:
When We Enter A Courtroom
(10 Minutes)

- **Note to Teacher:**
  - Today’s focus builds student understanding of communicating within a courtroom setting. This Hook is about becoming a compelling public speaker. Below are video clips that you can choose from for the Hook or you can select your own. The provided clips were selected to reflecting student identities and highlight other youth so that students begin to see themselves and their peers as public speakers and public speaking as a powerful tool that is relevant to their lives now.
  - Note that you will repeat this hook in Lesson 5. Plan to choose a different video in each lesson.
  - It is recommended to use One Teach, One Assist method for this hook.

- **Say:** Welcome back! Today we’re going to learn more about how a lawyer communicates in the courtroom. Before we start, let’s come up with our own list of what makes a speaker compelling -- a great word for something that is both powerful and persuasive.

- **Think-Pair-Share:** Think of someone in your life or in the media who you think is a powerful speaker. What is one thing they do when they’re talking in public that you think makes them effective? Turn to your shoulder partner and share.

- **Solicit 2-3 short student responses** and connect to today’s communication objectives from the rubric where possible.

- **Play Video Clip:** Now we’re going to check out someone who is still building skills for public speaking just like all of us, but who is strong enough that thousands of people have checked out their video online. The clip is short and we are going to talk about it afterwards, so watch silently and write down any thoughts you have about what makes this person a compelling speaker.

- **Think-Pair-Share:** What did you all think of that? [Allow for student reaction before moving on] Turn to your shoulder partner and tell them what one specific thing was that you noticed this speaker doing and thought was powerful. You can look at the list we came up with and at our communication rubric on the wall if you want ideas of what to look for.

- **Solicit 2-3 student responses** about strengths and opportunities for improvement.
  - Note to Teacher: This is a great moment to emphasize that every speaker, from Obama to the
student we just watched, has opportunities to grow even stronger. The communication rubric is one tool for making intentional choices about how we communicate to be as persuasive as we can in front of different audiences.

- **Transition:** Say “These skills for public speaking are helpful with everything from convincing my parents that we should order pizza for dinner to being a successful attorney. We’re going to practice those skills today so that we can use them in our Mock Trial and our WOW! and we will have chances to practice them daily just in our regular lives. Keep your eyes peeled for those moments in your day to day life to become an even more convincing speaker!”

Potential Video Clips for Hook:
- Student from the Bronx Talks about Beauty Ideals in a slam poem (2:51)
- Student from Baltimore Talks about Justice in Public Schools in a speech (9:21 -- select short clip to show)
- Student from DC Talks about their School Closing Down in a slam poem (watch from 3:27-4:50)

### Activity One: Legal Lingo

(10 Minutes)

- **Note to Teacher:** This activity is designed to help students master common courtroom phrases. While you can include legal vocabulary as well, most of the vocabulary will come up as needed and be added to the Legal Word Wall. This activity focuses on phrases that will not be on the word wall.

- **Note to Teacher:** In preparation for this activity, select 10-20 phrases (ideally select the same # as # of students you have) from [this list of common courtroom phrases] that you would like your students to use in this apprenticeship, planning ahead for the Mock Trial.
  - For example, “May it please the court...” and “May we have a short recess....”
  - Create the cards for this activity (see template in resource section).

- **Note to Teacher:** For this activity, if you have co-teachers available, have one teacher teach and the rest of the co-teachers participate in the activity. That way teachers can support in context by reviewing more phrases AND helping keep students on task or clarifying information as needed.
Core Apprenticeship Library
Apprenticeship Sector: Law & Government
Unit Guide: Mock Trial
Lesson #2: The Core Elements of a Trial

- **Explain:** Let students know that it is very important to use "courtroom" manners. That is why we will say phrases such as "may it please the court." Explain when and why this phrase is used.
  - **Note:** This is a good time to review the team laws from last week.
  - **Review:** When we speak we will introduce ourselves as an attorney would in court and in front of a judge (May it please the court, Your honor my name is ____ and I am an attorney for ____).
- **Review** the Legal Word Wall from Week 1. Note that this will be the place where we store the vocabulary we learn along the way in this apprenticeship.
- **Say:** Today, we're also going to learn common courtroom phrases. In fact, we're going to learn 10-20 phrases.
  - **Handout** one phrase card to each student.
  - **Say:** Instead of going over each phrase, one by one, each of you is going to be the “owner” of a phrase. Each card has a phrase, what it means, and when we use it in the courtroom.
- **Facilitate:** First off, read the phrase you have. Pair up with your elbow neighbor and for 1-2 mins, discuss which phrases you have, when they are used, and what they mean. If you aren’t sure, raise your hand for assistance.
  - **Note:** Ideally, though the phrases aren't used in day to day common communication, students should be able to understand what they mean and when they are used. If not, plan to review the meaning of these phrases in a teacher led activity.
- **Facilitate** stand up, hand up, pair up. Ask students to stand up, put a hand up, and pair up with a new student.
  - Give 1-2 minutes to review both phrases, then give a signal (play music, blow a whistle, or shout “hooray!”) to again stand up, put a hand up, and find a new student to pair up with. In this manner students will get to review what each of the phrases is and means.

**Bring the group back together.** This is a fun activity to give us a brief review of typical courtroom phrases that we'll be using in our Mock Trial. Here is a poster of the phrases to remind you what they are. I'll also be reminding you of the phrases as we begin to practice for our Mock Trial!

**Transition:** Now let’s dive right in to reviewing the fact pattern of our case!
### Activity Two:

**Reviewing the Fact Pattern**

(35 Minutes)

- **Note to Teacher:** If you have co-teachers available, consider splitting the class in half and facilitate using Parallel Teaching. This will give the students more hands-on practice and time 1:1 with a teacher.

- **Say:** The title of a case indicates the type of case (civil or criminal)
  - **Say:** Civil case = A legal dispute between two or more parties; Add to the Legal Word Wall
  - **Say:** Criminal case = A case where one or more parties is charged by the government with breaking a law; Add to the Word Wall
  - **Briefly describe the difference** between civil and criminal cases. We can use the title of a case to tell what kind it is: civil or criminal. If there are two civilian or private parties against each other it is a civil case, whereas if one side represents the government then it is a criminal case.

- **Say:** Each case has two sides - a plaintiff/prosecutor and defendant.
  - **Define** both plaintiff, prosecutor, and defendant. Add these to the Word Wall.

- **Practice:** Give students three case titles and ask them to identify which type of case it is
  - The State of Texas v Joe Smith
  - Idris Elba v Mariah Carey
  - Cook v Boston Central Charter School

- **Say:** Now we’re going to read the fact pattern of this last case - Cook v Boston Central Charter School. Remember we talked about what a fact pattern was last week.
  - **Review:** Ask: Can someone remind me what a fact pattern is?
  - **Refer back** to the previous discussion from Lesson 1 and reference the definition on the Legal Word Wall.

- **Read Aloud to the whole group:** the fact pattern for Cook v Boston Central Charter School. Read in a manner that is engaging and akin to storytelling.

- **Pause** to ask the students comprehension questions every few paragraphs. Sample questions:
  - What exactly is going on here?
  - Hmm, so now it seems like [explanation based on mini-case] is happening. Why did that happen?
○ How would you have reacted when [Event from Case] happened? Do you think that’s how [Name from Case] felt?

- **Say:** Last week we practiced identifying the 5Ws of a case’s fact pattern. Let’s do that again now for this case. We want to identify the Who, What, When, Where, and Why of the case.

- **Break** the students up into groups of 3-5. Handout the 5Ws handout (originally used in Lesson 1, but included in this lesson’s resources as well).

- **Facilitate:** In our groups, we are now going to fill out our handouts for the 5Ws for this case. Let’s do the first one, the “Who,” together.
  ○ **Use a projector, doc camera or poster** to model how you will think and write on the handout.
  ○ **Ask:** Does anyone remember any “who” details from the case? Solicit answers and write down those that are relevant and correct in the “Who” box.
  ○ **Say:** Great! Now there are 4 boxes left - What, When, Where and Why. Work together in your groups to put at least 3 details that you remember in each box.
  ○ **After 7 minutes, bring** the group back together and debrief. Have each group share out one section. Praise students who add to their handouts when they hear details shared by other groups that they didn’t have.

- **Wrap-up:** by reminding the Apprentices that this is the way lawyers organize information when they start working on a new case.

- **Transition:** Make sure students place all of their materials in their binders and remind them that they will be using the 5 W’s for their mini-case and witnesses every week!

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**Activity Three:**

**Parts of a Mock Trial Relay Race**

*(10 Minutes)*

- **Note to Teacher:** In the interest of time, predetermine the starting and ending points of this relay before class begins. If it is not possible to set up ahead of time, have a co-teacher post the materials during Activity 1 or 2 so that your time is maximized.
Say: In every case, we have two groups of lawyers - the Defense and the Prosecution.
  ○ The Defense defends the defendant (that's a lot of 'defend' words!) and the
  ○ Prosecution represents the plaintiff.
  ○ Today we're going to learn what the different parts of a trial are by playing a game. We will split
    into two teams - The Defense and the Prosecution - to mimic the competition that happens in the
    courtroom.

Facilitate game.
  ○ Begin by splitting the team in 2 groups "Defense and Prosecution." Explain that these will be the
    groups that the students break into for the rest of the apprenticeship and the side they will take in
    the Mock Trials.
  ○ Before the apprenticeship begins, determine a starting line and ending line.
    ■ At the ending line tape/secure the "Parts Of A Trial Outline Sheet" (see resource section
      below).
    ■ At the start line tape/secure the various components of a Mock Trial--make sure you mix
      these up and post them randomly.
    ■ Note: If space is an issue, you can do this as a seated relay race.
  ○ Explain the rules: (and write them on the board if needed)
    ■ The goal of this activity is to be the first team to successfully fill in their Parts Of A Trial
      Outline Sheet.
    ■ Only 1 person per team can cross the starting line at a time.
    ■ Players can only carry 1 Mock Trial component card at a time.
    ■ BE SAFE: No running, watch out for other people, etc.
    ■ Once the team thinks their Mock Trial Outline is complete the team must sit down and be
      silent.
  ○ Check for Understanding: Ask a student to teach back the directions for how this race will work.

Post an outline of the components of a Mock Trial and walk through this with the students. Explain it will
be covered for the relay race. Give the students 3 minutes to look at it before beginning the race.

Facilitate race.
  ○ When the race is over, attorneys check to make sure the outline is correct, any incorrect card
placements will be taken off the outline and the team will need to fix their outline--once they've made the corrections they sit silently and attorneys check for accuracy.

○ The first team to successfully complete their Parts Of A Trial Outline Sheet Wins.

● Debrief:
  ○ Why is it important to understand the components of a Mock Trial?
  ○ How do the courtroom phrases and the fact pattern of our mini-case connect to this?

Assessment
Exit Ticket & Close
(5 Minutes)

● Reinforce key concepts (5 minutes):
  ○ Ask students to name the various roles lawyers play in the Mock Trial.
  ○ Ask students to name the 5 W's of their case (keep these posted visually).

● Students complete exit ticket independently and silently (5 minutes)
  a. List 3 common courtroom phrases you learned today. (Answers will vary)
  b. Briefly, what are the 5 Ws of our mini-case?
     i. Who
     ii. What
     iii. When
     iv. Where
     v. Why
  c. Circle which of the following are components of a Mock Trial.
     i. Opening Statements, Stump Speeches, Open Debate, Closing Argument, Cross Examination, Witness Speech

● Clean Up (3 Minutes)
  ○ What roles can you designate for each student to build team accountability?
Students should put their folders and binders in the designated area.
Team Leader assists with clean up.
One Citizen Teacher completes the CT Weekly Self-Evaluation.

Close (1 minute): Next week we will look at the laws that are relevant to our mini-case and think about what we need to prove to win!
Exit Ticket – Lesson #2

Name: __________________________________________

1. List 3 common courtroom phrases you learned today.
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________

2. Briefly, what are the 5 Ws of our mini-case?
   Who ________________________________________________________________________________
   What ______________________________________________________________________________
   When ______________________________________________________________________________
   Where ______________________________________________________________________________
   Why ______________________________________________________________________________

3. Circle which of the following are components of a Mock Trial.
   Opening Statements, Stump Speeches, Open Debate, Closing Argument, Cross Examination, Witness Speech
The 5W’s

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<th>The 5W’s</th>
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Name: ____________________________________________
Template: Common Courtroom Phrases - Lesson #2

Note to Teacher:, use this template to build Cards for Common Courtroom Phrases in Activity 1. Insert one phrase per card. Include the phrase, what it means, and when it is used. Create the same number of cards as you have students in your apprenticeship. That way each student will have one phrase.

**EXAMPLE**

“**May it please the court...**”

What it means: “excuse me, can I say something?”

When to use it: Any time you want to speak or start saying anything.
Word Wall Lesson #2:

Civil Case

a rule made by the government of a town, state, country, etc.

Criminal Case

a person whose job is to guide and assist people in matters relating to the law
Plaintiff

a person who sues another person or accuses another person of a crime in a court of law

Defendant

a person who is being sued or accused of a crime in a court of law
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Apprenticeship Sector: Law & Government
Unit Guide: Mock Trial
Lesson #3: Digging into our Case

Essential Question
● How are trials decided and influenced?

Lesson Overview
Today we will dig into a mini-case to understand the flow of a trial, the roles people play, and legal concepts including burden of proof and reasonable doubt. Today’s Hook also explicitly introduces oral communication skills that can then be layered into other activities through teacher modelling, praise, and feedback that is communication specific.

Lesson Objectives
**Standard #1: Citizen Schools students will make an effective oral presentation**
Lesson Objectives:
● SWBAT make appropriate eye contact, speak at an adequate volume, and use clear pronunciation
● SWBAT craft their message around their knowledge of your audience

**Standard #2: Citizen School students will demonstrate understanding of legal terms, core components, concepts, and strategies as they apply to courtroom trials in the U.S. judicial system**
Lesson Objectives:
● SWBAT identify and understand the different roles that people play in a trial court
● SWBAT explain and apply legal concepts including: burden of proof and reasonable doubt

Lesson Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10 Min</td>
<td>Hook: Talking Like Lawyers</td>
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<tr>
<td>5 Min</td>
<td>Introduction to New Material: Trial Courts</td>
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<td>15 Min</td>
<td>Activity 1: Burden of Proof</td>
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<td>30 Min</td>
<td>Activity 2: Reasonable Doubt</td>
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<td>Activity 3: Using Witnesses to Prove Your Case</td>
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<td>10 Min</td>
<td>Assessment: Closing &amp; Exit Ticket</td>
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Lesson Preparation

- The visual from Lesson 1: Team Laws should be posted visually.
- Choose mini-case from the Appendix:
  - Consider: Today’s lesson is content heavy with the introduction of key legal concepts. Students will not be practicing prosecuting with the mini-case but using it to frame their understanding of these new concepts. Because of this, a short and simple mini-case complements this lesson well.
- Choose interesting topical/local case or create one using people/events that are likely to engage your students:
  - Consider whether the example created or chosen reinforces stereotypes about who participates in crime etc.
- Word Wall: Prepare the Word Wall board along with the words for this week (included at the end of this lesson).
- Print Student Handouts for Activity Two.

Materials

- Team Laws (visual from Lesson 1)
- Flip chart and markers
- Visual or student handouts of mini case
- Word Wall board and new words to add to the wall - one per class
- Student Handouts for Activity 2

Hook: Talking Like Lawyers

(10 Minutes)

- **Note to Teacher**: This hook focuses on making basic oral communication skills explicit so that you can refer back to them throughout the apprenticeship. A second goal for today’s hook is for students to continue to get to know each other and build peer culture. Keeping the tone light and fun and
Review Presentation Skills

- **Say:** In this apprenticeship we’re really honing our oral presentation skills. Let’s make a list of all the skills we’ve learned and practiced so far!
  - **Write** student-led brainstorm on a visual
  - Sample items to ensure make it on to the list
    - i. Speak at a good volume
    - ii. Make eye contact
    - iii. Speak clearly (don’t mumble!)
    - iv. Use common courtroom phrases
    - v. Use legal vocabulary
    - vi. Optional: anything else you’ve discussed. For example, professional introductions, attire, manners, body language, etc. These may have come up and all contribute to being a great lawyer and public speaker

**Presentation Skill Practice Game**

- **Say:** We’re going to play a quick game. We’re going to have an oral presentation skill SHOWDOWN!
  - **Divide the class into two groups and have each group make a line.**
  - **Explain** the rules: One member from each team comes forward and you will give a skill that they either need to provide an example OR a non-example, as you instruct. Whichever student demonstrates the correct skill (or non skill) first earns a point for their team.
  - **Give a demonstration with a co-teacher.** Have another co-teacher or a student pick a skill off the list for you to demonstrate.

- **Play** the game for several rounds until you have run through the current list of oral presentation skills
  - **Note:** Alternatively, you could play this like Pictionary or charades.

- **Transition:** Today we’re going to continue building on our oral presentation skills as we start to learn about how a trial runs and what kinds of people and decisions can influence what happens in a trial
## Introduction to New Material: Trial Courts

**Note to Teacher:** Keep the content delivery fast-paced in this section since all of the definitions will be reinforced throughout the lesson.

**Say:** Today, one of the most important things we’re going to do is learn what happens in a trial. We need to know who does what and how people can influence the trial so that whether we’re attorneys someday for real, or witnesses in a Mock Trial, or explaining a real life case to a family member we know what goes on in a trial and how people influence the outcome.

**Ask students to popcorn read the new words for the word wall and their definitions**
- **Words:** Prosecution, Defense, Reasonable Doubt, and Burden of Proof
- **Note to Teacher:** If you have time, ask students for guesses of definitions before introducing them based on context clues and/or prior knowledge (ex: “Who here plays a sport?” [Students show hands] “In soccer, if I am on the defense, what does that mean my job is?” [Guide student responses towards legal definition of defense.])

**Transition:** Today we’re going to work in teams, the prosecution and the defense, to review what happens in a trial through a game!

## Activity One: Burden of Proof

**Say:** We’ve learned in earlier weeks that there are two sides to any court case. Silently raise your hand if you can remember the name of the party who represents the government in a criminal trial? [Student Answer: Prosecution] **Teacher Note:** If pacing allows scaffold up by asking students the name of the party trying to prove guilt in a civil trial [Mock Trial will focus on criminal cases so this is less relevant information but it is related.]

**Ask:** Now silently raise your hand if you can tell us what the other side is called in a trial? [Defense]

**Say:** In a trial both sides are responsible for proving that their version of what happened is true. That is
called the burden of proof. How much proof they need depends on what kind of trial it is, so later today we are going to learn more about criminal trials where guilt needs to be proved beyond a reasonable doubt. But for now we’re going to focus on understanding what the Burden of Proof is in a couple different cases.

Model the Burden of Proof in Example Case

- **Introduce local/topical court case:** Share the title, basic fact pattern, and then model identifying what the burden of proof is for students.
  - Example: “In this case because it is a criminal trial where Martha Stewart is being accused of stealing, the prosecutor needs to prove that she actually did it. Otherwise, we say someone is innocent until they’re proven guilty because the government has the burden of proof.”

- **Introduce 2-3 example cases [from mini-cases or CT/TLs generated]:** Present the title and fact pattern and ask students to explain what the burden of proof is and how they determined their answer.
  - **Note to Teacher:** Since this is the first guided practice with this concept, start with more guiding language and summarizing of correct answers/rationale and ease away from that towards more questions/soliciting student explanations as you go through multiple examples.

Students Generate an Example Case

- **Direct:** Students turn to a shoulder partner and to generate their own example of a case (coming up with a basic fact pattern and identifying what the burden of proof is). [3-5 minutes]
  - **Note to Teacher:** During this time, circulate to support student understanding and engagement [Ask scaffolding questions to prompt student understanding when you overhear incomplete or incorrect answers or pause whole group to model an additional example if you hear trends in misunderstanding.]

- **Solicit 2-3 student scenarios to share with the whole group:** Ensure that the concept was understood and clearly intervening (with questions to guide them to the correct answer or by asking for peer help) when student answers are incomplete/incorrect.

- **Transition:** Say “People are innocent until the government can prove that they’re guilty of a crime and this responsibility on the government to prove it is called the burden of proof. Now that we’re getting used to the concept of the burden of proof in a trial, we’re going to look more carefully at criminal trials where the
government needs to prove someone's guilt beyond a reasonable doubt."

Activity Two: Reasonable Doubt
(30 Minutes)

- **Note to Teacher:** This activity involves more abstract concepts and so referencing the word wall definitions often and creating additional visuals (poster board, powerpoint, or writing on chalkboard) can be helpful to reinforce otherwise complicated concepts for students.

What is Reasonable Doubt?

- **Explain** that the preponderance of evidence standard is satisfied in a civil case if there is more than a 50% chance that a proposition is true. (Put up/write visual definition for student reference)
  - Reinforce understanding of definition with student friendly language: if it’s more likely that they did it, then they are considered guilty in a civil trial

- **Explain** that the beyond a reasonable doubt standard is satisfied if a reasonable person would not doubt that the proposition was true. (Put up/write visual definition for student reference)
  - Reinforce understanding of definition with student friendly language: if there’s any reason to think they might not have done it then they are considered innocent in a criminal trial (it takes more evidence)

- **Explain:** This means that the prosecutor needs more proof that someone broke the law in a criminal trial than the plaintiff does in a criminal trial. Because our Mock Trials all focus on criminal trials, we’re going to look more at the higher standard (which means the one that requires more proof.) This is the burden of proof required in all criminal trials and it’s called proving that someone is guilty beyond a reasonable doubt (point to word wall definition for student reference.)

Relate to Familiar Cases

- **Re-introduce the earlier local/topical court case:** Quickly restate the title, basic fact pattern, and then model thinking aloud through any reasonable doubt that might exist
  - Provide a detailed example:
    - Say: If I am the prosecutor I need to prove that Martha Stewart stole this money, so as her
defense attorney I would want to come up with any possible explanation for what happened besides Martha stealing it. That could be through showing evidence that maybe she couldn't have done it because she was somewhere else when it happened or it could be introducing evidence that suggests someone else did it.

Either way, it could give a judge or jury a doubt that Martha did it and that’s all we need. In a criminal trial, we don’t need to prove that Martha is innocent, just that it’s possible that she is. That is because the burden of proof is on the prosecutor to prove that someone is guilty beyond a reasonable doubt.

- **Introduce the mini-case you chose for the day:** Together read through and ask students to unpack the basic facts of the case.
  - **Note to Teacher:** Model reading comprehension strategies based on context clues where possible by narrating your thought process
    - Example: “I recognize the first part of this word because it sounds like this other word I know…” or “I predict this paragraph will tell me who is being accused of what, so I’m going to look for the word ‘defendant’ as we read…”

- **Direct:** students to work in pairs to identify what the burden of proof is in the case and then come up with an alternative explanation for the crime that a defense attorney could use to create reasonable doubt
  - Give students approximately 10 minutes (based on length/complexity of selected mini-case)
  - CT/TLs circulate to support student learning throughout.

- **Solicit 2-3 student scenarios whole group:** ensuring that the concept was understood and clearly intervening (with questions to guide them to the correct answer or by asking for peer help) when student answers are incomplete/incorrect

- **Transition:** Say “Today has introduced us to some tricky concepts and we are nailing them! This is especially great because not only are you all thinking like lawyers now, but we’re also thinking like puzzle solvers and that ability to use critical thinking to prove or disprove something is a skill needed in lots of high paying jobs. Next we’re going to look more into how lawyers prove or disprove their case which has a lot to do with witnesses.”
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Apprenticeship Sector: Law & Government
Unit Guide: Mock Trial
Lesson #3: Digging into our Case
Activity Three: Using Witnesses to Prove Your Case
(20 Minutes)

![Image]

- **Note to Teacher:** This activity assumes that you have at least 2 co-teachers, but ideally you will have one co-teacher per group of 4 students. If you do have the capacity, split the defense and prosecution teams in half so that each small group of students can work with 1 attorney or co-teacher. Consider splitting the groups by ability so that you can provide more strategic support to students who need it when reading the affidavits and identifying key ideas.

- **Note to Teacher:** Students remain in the defense and prosecution teams, but work 1:1 with the attorneys. Starting from this point, the students will be partnering as much as possible with the same attorney every time. Each group has copies of every affidavit.

- **Review:** the mini-case fact pattern from last week. Remind the Apprentices that the facts of our case can be organized by answering 5 questions. Refer to the “5 Ws” (Who, What, When, Where and Why/How) and the answers that the students gave last week when they applied the 5 Ws to our case.

- **Distribute** affidavits.
  - Explain what an affidavit is: a written statement made under oath by a witness. Add this word to the Legal Word Wall
  - Explain that our affidavits will describe the following information:
    1) name of the person providing the affidavit,
    2) his/her relationship to the Plaintiff or Defendant,
    3) his/her statement of the incident as he/she saw/heard it occur and
    4) his/her opinion of the Plaintiff’s/Defendant’s innocence or guilt.

- **Facilitate:** The prosecution/plaintiff and defense/defense groups work with their attorneys work on half of the affidavits associated with the case.

- **Note to Teacher:** this is an opportunity to build/reinforce oral communication skills. Pick one or two focus areas (ex: eye contact or tailoring message to audience, etc.) and let students know that you’re modelling them when introducing the activity. During and after activity reinforce using specific praise of communication skills and feedback aligned to the rubric.
Have attorneys read the affidavits to their small groups.
- Have students circle key facts that support the plaintiff and circle key facts that support the defendant, respectively. Attorneys should stop reading after each paragraph to check for understanding and make sure students have identified key information.
- Explain that they will be responsible for stating the facts in their affidavit to the rest of the group.

**Facilitate:** After reading one affidavit, write the name of the witness and the 5Ws on a piece of flipchart paper. Ask the students to record their key facts on the flipchart by the one of the appropriate 5Ws for that witness.

- **Ask** the student whether the witness supports the plaintiff or the defense in our case?
- **Repeat** process for each affidavit and witness.

**Discuss what we learned from each affidavit and witness**
- **Discuss:** After you have finished reviewing each witness, review the brainstorm list of what makes a good witness from the INM earlier in the lesson.
- **Discuss** which witnesses best support their side in the case and why.
- **Note to Teacher:** If your defense and prosecution teams have been split into two groups each, bring the defense teams and prosecution teams back together at this time to debrief. Check to see if both groups picked the same “best witnesses.”
- **Debrief:** Why were these witnesses the “best”? Which witnesses best support the other side? Why might it be important to think about and predict what the other side will do too?

- **Transition:** There’s more to a case than just the 5Ws and supporting our claims. We also have to know the law and how we can use the laws to help us win our case. Next time we’ll take a closer look at the law.

**Assessment Closing & Exit Ticket**

**5 Minutes**
- **Review** what you covered in this session and tell them what is coming for the next session. Be sure students learned by having one or more of them teach back.
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Apprenticeship Sector: Law & Government
Unit Guide: Mock Trial
Lesson #3: Digging into our Case

- **Ask** one student to teach back the difference between defense and prosecution?
- **Select students to briefly answer** these questions:
  - What is an affidavit?
  - What is burden of proof?
  - What does 'beyond reasonable doubt' mean?
- **Reinforce** key concepts (5 minutes):
  - What is the difference between defense and prosecution?
  - What is a burden of proof and what is the standard for proof in a criminal trial?
  - What is an affidavit and how do you select your witnesses?
- Students complete exit ticket independently and silently (5 minutes)
  a. In a criminal case, the legal party representing whoever was accused of a crime is called the **Defense Attorney**
  b. In a criminal case, the standard of proof is **beyond reasonable doubt** which means (Wording can vary) that there cannot be any alternative explanation for the crime that is likely or believable
  c. In the space below, generate your own criminal case. Identify who is being accused of what and then explain one possible explanation their defense attorney could use to try to win the case using the concepts we learned today about proof. *(Answers will vary; must be written in complete sentences, include all parts listed above, and reference the burden of proof in a case they create.)*
  d. What is an affidavit? *(Wording can vary)* A written statement that a witness makes under oath
- **Clean Up** (3 Minutes)
  - What roles can you designate for each student to build team accountability?
  - Students should put their folders and binders in the designated area.
  - Team Leader assists with clean up.
  - One Citizen Teacher completes the CT Weekly Self-Evaluation.
Exit Ticket – Lesson #3

Name:_________________________________________________________

1. In a criminal case, the legal party representing whoever was accused of a crime is called the ________________________

2. In a criminal case, the standard of proof is _____________________________ which means
_______________________________________________________________________________________________________________

3. In the space below, generate your own criminal case. Identify who is being accused of what and then explain one possible explanation their defense attorney could use to try to win the case using the concepts we learned today about proof.
________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________

4. What is an affidavit?
________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________
Word Wall Lesson #3:

**Prosecution**

The party responsible for presenting the case in a criminal trial; they represent the government.

**Defense**

The party responsible for arguing on behalf of the person who has been accused of breaking the law.

**Reasonable Doubt**

In a criminal trial, the prosecution needs to prove that there is no believable other explanation for what happened besides the idea that the defendant committed the crime.
Burden of Proof

The duty put on a legal party to prove or disprove a disputed fact

Affidavit

A written statement of facts voluntarily made by a witness under oath

Handout - Lesson #3

Name:_____________________________________________________

You may work independently or with a partner on this! Make sure to write in complete sentences and use legal vocabulary from our Word Wall whenever you can, so that this is the work of an attorney!

What is the burden of proof in this case? (What does the prosecutor need to prove?)

If you were the defense attorney, what is an alternative explanation for the alleged crime that you could use to create reasonable doubt that your client might be innocent?
Handout - Lesson #3

Name:_____________________________________________________

You may work independently or with a partner on this! Make sure to write in complete sentences and use legal vocabulary from our Word Wall whenever you can, so that this is the work of an attorney!

**What is the burden of proof in this case?** (What does the prosecutor need to prove?)

If you were the defense attorney, what is an alternative explanation for the alleged crime that you could use to create **reasonable doubt** that your client might be innocent?
Essential Question

- How do people communicate and operate within courtrooms?
- How are trials decided and influenced?

Lesson Overview

Today we will begin to think about this case through the eyes of the attorneys and witnesses. Students will prepare questions for the direct and cross examinations that persuasively illustrate their side of the mini-case as well as beginning to think from the witness’ perspective about how to communicate on the stand.

Lesson Objectives

Standard #1: Citizen Schools students will make an effective oral presentation

Lesson Objectives:
- SWBAT draw on preparation, reasoning, and reflection to form and clearly express your own ideas
- SWBAT craft your message around your knowledge of your audience

Standard #2: Citizen School students will demonstrate understanding of legal terms, core components, concepts, and strategies as they apply to courtroom trials in the U.S. judicial system

Lesson Objectives
- SWBAT identify and differentiate between open and close ended questions
- SWBAT identify and apply quality Cross and Direct examinations and differentiate between them

Lesson Agenda

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Lesson Preparation

- Select a mini-case from the apprenticeship appendix to use in today’s lesson (Note: if group size or other factors have made pacing slower in previous lessons, use the same mini-case as Lesson Three to save time by not having to introduce a new case.)
- Word Wall: Prepare the Word Wall board along with the words for this week (included in the Materials section at the end of this lesson).
Materials

- Case materials for mini-case selected for today's lesson (Witness Affidavits for each student printed out from Appendix)
- Handout: Open Ended Questions
- The 5 W's worksheets for each witness that the students completed in Lesson 3
- Word Wall: board and new words to add to the wall - one per class

Hook: 20 Questions
(7 Minutes)

- **Note to Teacher:** It is recommended to use One Teach, One Assist method for this hook.

- **Say (Lead CT):** “Silently give me a big thumbs up if you've ever played the game 20 questions” and then will call on a student to give a one minute explanation if their are hands not raised.
  - **Clarify** directions as necessary “This is a simple game where I pick something in the room that I want you to guess and you can ask 20 questions that I have to answer to help you figure out the answer.”

- **Facilitate game:**
  - **Lead** one round of 20 questions while the assist CT supports students in asking good questions to guess and times the activity
  - **Say** (Lead CT): “That was pretty good! I bet we could make our questions even stronger though and beat our previous time. What do you all think?”
  - **Choose** student to lead the second round of 20 questions

- **Facilitate group reflection:**
  - **Ask:** “What were some of the best questions that we asked during the game? Silently raise your hand if you can think of an example”
  - **Ask:** “What would be a really unhelpful question to have asked?” (Ask a follow-up question to guide thinking, if needed): “How are these weak questions different from the strong questions we
came up with?"

● **Explain connection to objectives:**
  ○ **Say:** "In a trial, there are two sides -- shout it out if you remember what they're called! (Answer: prosecution and defense.) Both sides are trying to influence the judge or jury to draw the conclusion they want. Really persuasive lawyers will do this, not just by saying the answer but by asking crafty questions that guide the audience to the conclusion they want. Today we're going to learn about two parts of a trial -- the cross examination and the direct examination -- both of these parts of a trial are all about asking and answering questions in a smart way just like 20 questions."
Introduction to New Material: Cross and Direct Examinations
(15 Minutes)

- **Note to Teacher:** This Intro to New Material is where you will teach the difference between open ended and close ended questions and how they are used in cross and direct examination. Modify this section to fit the mini-case that you selected from the appendix by including examples from the case where relevant to ground the new information in an engaging and real-world context.

What are open and closed ended questions?

- **Say:** “We just learned in our opening game that asking strong questions is a big part of influencing a trial. But not all questions are the same. We’re going to learn today about two different kinds of questions that serve different purposes.”
  - **Reveal** two words for the word wall. Post “open ended question” and “close ended question”

- **Ask:** Based on what we already know about the words “open,” silently raise your hand if you have a guess about how someone might answer an “open ended question” *(This use of context clues before providing the definition will build literacy skill and cement a more conceptual understanding of the word.)*
  - **Solicit answers.** Students may be able to tell you that “open means there are lots of possibilities for how you could answer (guide to that conclusion if their guesses are off track).

- **Define open ended questions clearly:** An open ended question is a question that you ask where there could be many different answers and you are curious to hear whatever the person says. For example: “what happened that day Mr. [Use a Student’s last name]?”
  - **Ask:** Say you just walked in to find a plate broken on the floor of our classroom and cookies everywhere.
  - **Direct** students to turn to a shoulder partner now and come up with your own example of an open ended question you could ask to figure out what happened.
  - **Teacher Note:** this is the student’s first attempt so CTs should circulate to listen for incorrect/incomplete examples and give clear corrections or ask a peer to model when needed.
  - **Solicit 2-3 student examples and ask** students to explain how they know that there question is open-ended.
Define close ended questions clearly: A closed-ended question is the opposite; it is a question you ask when you have an answer in mind and you want to make sure the person you ask answers you directly. For example: “Did you tell your friend that you love cookies and would do anything to eat one before coming to school this morning Mr. [Use a CT’s last name]?”

- **Ask:** Now it’s your turn! Remember, you just walked in to find a plate broken on the floor of our classroom and cookies everywhere. Turn to your shoulder partner now and come up with your own example of a close ended question you could ask to try and get them to admit they spilled the cookies.
- **Teacher Note:** this is the student’s first attempt so CTs should circulate to listen for incorrect/incomplete examples and give clear corrections or ask a peer to model when needed.
- **Solicit 2-3 student examples and ask** students to explain how they know that a question is close ended.

Using open and close ended questions

- **Explain** that these questions serve different purposes and so we use them strategically at different parts of the trial.
  - **Solicit:** Based on how it feels to ask open and close ended questions, raise your hand silently if you can guess which type of question you would use with a friendly witness who is on your side?
  - **Guide students to answer with follow up questions if needed.**
  - **Explain** that open ended questions are used when you are questioning a witness that you brought to the trial because you think they will have information that will support your side. This is called **Direct Examination.**
  - **Explain** that close ended questions are used when you are questioning a witness that the other side brought to the trial because you want to force them to admit the things that will help your case or discredit them (make them look unreliable.)

**Transition:** Today we all get to become expert question-builders which is a skill that will help us in any job because it let’s us use questions to slyly guide people to the conclusions we have in mind. We’re going to
dive in now by looking at a real case and creating our own cross and direct examinations!

Activity One: Write and Practice Direct Examinations
(25 Minutes)

- **Note to Teacher:** This activity provides an overview of what direct examinations are and models this skill. It also allows students to create and present their own direct examinations using the mini-case.

- **Introduce** today’s mini-case (or summarize the case from previous lessons if you choose to continue with one you’ve already introduced to save time.)
  - **Note to Teacher:** Decide whether to use a new case or not based on group size/pacing from previous lessons as well as how complex the case you used in Lesson 3 was.
  - If using a new mini-case give students time to explore the case after framing it, and ask questions that check-for-understanding of the basic facts in framing below.

- **Frame** the mini-case:
  - **Tell** the students that the jury will decide on the case by reasonable doubt.
  - **Ask** 2 students to teach back what this means--give immediate feedback and build on their definition.
  - **Ensure** that the students understand what they need to prove.

- **Reinforce** understanding of Direct Examination:
  - On chart paper **introduce** visual for student reference. (Definition: Open-Ended Questions that encourage the witness to talk and explain what happened)
  - **Tell** the students that one way to conduct a direct examination is to form questions that begin with the 5 Ws. A strong question in direct examination will give the witness lots of space to provide information in their answer that could help your side.
  - Two attorneys **model** 1-2 direct examination questions with the mini-case (one acts as attorney and one as the witness.)
  - **Ask** the students what word made the question open-ended (it should be one of the 5Ws).
Ask students to divide up two groups: attorney’s for the plaintiff and for the defense.

- **Teacher Note:** this is a great place to reinforce Lesson Three objectives about the roles of people in a trial and the terms plaintiff and defense if time allows.

- Distribute Handout: Open and Closed Ended Questions (1 per student)

- Give students 5 minutes to brainstorm 3+ open ended questions each working with their group. CTs circulate during this time to listen for incomplete/incorrect question types and support students through scaffolded questions when needed (eg: “are there lot’s of ways to answer that question” or “can you tell what answer they want from their question”)

- Instruct that each member of the group should write down their questions, because they will need their questions for the next part of the activity.

- Ask students to find a partner from the other side.

- Tell students that the attorney for the plaintiff will go first, acting as an attorney to ask their open ended questions in a direct examination of their partner who will be the witness (6 minutes).

- Give students 1 minute to provide specific positive and constructive feedback to their partner.

- Ask for 1-2 examples that students heard from their partner of strong direct examination questions.

- Prompt students to explain why they are identifying questions as strong if needed.

- Repeat cycle with the defense attorney leading a direct examination of their partner who will act as a witness.

**Note to Teacher:** One way to engage more students in this activity is to have students who are not speaking show whether or not a question is open or closed by using their arms. An open ended question would be represented by creating a circle with their arms, and close ended questions would be shown by creating an X with their arms.
### Activity Two: Courtroom Red Rover
(3 Minutes)

- **Note to Teacher:** *In order to give students a break to stretch between big activities this quick game will reinforce prior learning around roles/legal terms while giving students a chance to move around briefly.*

- **Ask** students to teach-back the roles learned in Lessons Two and Three (Bailiff, Judge, Jury, and Attorneys)
- **Connect to today’s objectives:** “When we created our direct examination questions, what role were we acting as?” and “When we get questioned by an attorney in a cross examination this afternoon, what role will we be playing?”
- **Ask** students to number off (1;2) and to form two human chains, facing each other on each side of the room
- **Assign** one team to be the Attorneys and the other to be the Witnesses
- **Let students play 2-3 rounds** of quick red-rover practicing projecting loud clear voices like a confident attorney who needs to be heard across the room

**Transition:** *Say* “Now that we’ve had a brain break we’re going to dive back into our prosecutor roles by learning to cross examine witnesses. The legal vocabulary we just used in this game can make us even more powerful communicators in a courtroom and in our WOW, so let’s try to keep using those words as we move into cross examinations.”

### Activity Three: Create and Practice Cross Examinations
(25 Minutes)

- **Note to Teacher:** *This activity provides an overview of what cross examinations are and models this skill. It also allows students to create and present their own cross examinations using the mini-case.*

- **Frame** the mini-case:
Ask for student to summarize what each side needs to prove in this mini-case

Tell students they will be switching gears now to think from the perspective of a cross examination in this case

Reinforce understanding of Cross Examination:

- On chart paper introduce visual for student reference. (Close-Ended Questions encourage the witness to answer in one word such as “yes” and “no”).
  - Strong questions in cross examination corner the witness into admitting a fact about the case or about their own reliability that helps your side.
  - Weak questions in cross examination allow witnesses to avoid answering or to give more information than you want.
- Two attorneys model 1-2 cross examination questions with the mini-case (one acts as attorney and one as the witness.)
- Ask the students what word made the question closed ended (it should be answerable with a “yes” or “no.”)
- Teacher Note: Model using legal terminology and phrasing that’s been introduced as well as strong oral communication skills using specific language from the rubric. Point these out explicitly when you model them so that students will recognize strategies and incorporate them themselves. Also watch for strong student examples of both in practice to highlight for the group to celebrate/reinforce.

Ask students to divide up into two new groups: attorneys for the plaintiff and for the defense

- Remind students that back of the handout, there is space to write closed ended questions.
- Give students 5 minutes to brainstorm 3+ closed ended questions each working with their group. CTs circulate during this time to listen for incomplete/incorrect question types and support students through scaffolded questions when needed.
  - For example: “could you answer that with a yes or no?” or “if I really wanted to avoid answering that question, could I?”
- Ask students to find a partner from the other side.
- Tell students that the attorney for the plaintiff will go first, acting as an attorney to ask their closed
ended questions in a cross examination of their partner who will be the witness (6 minutes)

- **Give students (1 minute)** to provide specific positive and constructive feedback to their partner.
- **Ask for 1-2 examples** that students heard from their partner of strong cross examination questions.
- **Prompt** students to explain why they are identifying questions as strong if needed. Also prompt them to give specific feedback that reinforces communication objectives for the day.
- **Repeat** cycle with the defense attorney leading a cross examination of their partner who will act as a witness

- **Note to Teacher:** One way to engage more students in this activity is to have students who are not speaking show whether or not a question is open or closed by using their arms. An open ended question would be represented by creating a circle with their arms, and close ended questions would be shown by creating an X with their arms.

- **Transition:** Today you became real attorneys! Some of you might end up in law school and running court rooms some day if you choose to. For others of us, the skill of understanding how to use different kinds of questions to guide people to the conclusion we want can be helpful in dozens of situations from being a coach for a sports team to asking strategic questions in a job interview. Congratulations at your hard work building this new skill!
**Assessment**

**Exit Ticket & Closing**

(15 Minutes)

- **Reinforce** key concepts (5 minutes):
  - Ask for students to teach-back the day’s core concepts in review: open ended questions, direct examination, close-ended questions, and cross examination.
  - Ask the students: Why is it important to ask open ended questions when delivering a direct examination? Ask students what you are trying to get a witness do do when asking open ended questions? (You want them to tell their story.)
  - If there is time: Have a student from defense and prosecution model 1 question that they created. How can you use open ended questions in school and other parts of your life?

- Students **complete exit ticket** independently and silently (5 minutes)
  - Which of the following would be an effective question to ask in a cross examination? Why? Write your answer in complete sentences and use legal vocabulary where possible. **Answer: B; wording will vary. Response must include in answer that it is a close-ended question or that it is a question seeking a specific answer.**
  - Last Thursday, two adults robbed a 7-11 downtown. Create your own example of an effective question to ask in a direct examination of the cashier who was working when the robbery occurred. In complete sentences, explain why this is an effective question. **(Responses will vary) Assess for complete sentences, existence of a rationale for their question, and the question being open-ended.**

- **Clean Up** (3 Minutes)
  - What roles can you designate for each student to build team accountability?
  - Students should put their folders and binders in the designated area.
  - Team Leader assists with clean up.
  - One Citizen Teacher completes the CT Weekly Self-Evaluation.

- **Close** (2 minutes): Next week we will start to explore the other parts of a trial that we learned about:
opening and closing statements. Lots of TV shows and movies show attorney’s delivering dramatic opening and closing statements that are very persuasive to the judge or jury and make a huge difference in the way the case ends. Keep your eye out this week for any examples you can find of these speeches at the beginning and end of a trial.
Brainstorm at least 3 open ended questions with your group.

1. ____________________________________________________________________________________________________________________________
   ____________________________________________________________________________________________________________________________
   ____________________________________________________________________________________________________________________________

2. ____________________________________________________________________________________________________________________________
   ____________________________________________________________________________________________________________________________
   ____________________________________________________________________________________________________________________________

3. ____________________________________________________________________________________________________________________________
   ____________________________________________________________________________________________________________________________
   ____________________________________________________________________________________________________________________________
Brainstorm at least 3 closed ended questions with your group.

1. _______________________________________________________________________________________________________________________
   _______________________________________________________________________________________________________________________
   _______________________________________________________________________________________________________________________

2. _______________________________________________________________________________________________________________________
   _______________________________________________________________________________________________________________________
   _______________________________________________________________________________________________________________________

3. _______________________________________________________________________________________________________________________
   _______________________________________________________________________________________________________________________
   _______________________________________________________________________________________________________________________
Exit Ticket – Lesson #4

Name:_________________________________

1. Which of the following would be an effective question to ask in a cross examination? Why? Write your answer in complete sentences and use legal vocabulary where possible.
   a. “What happened on February 17th?”
   b. “Did you trip Mr. [USE CT’s LAST NAME] on February the 17th, causing him to fall face first into a banana cream pie?”

________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________

2. Last Thursday, two adults robbed a 7-11 downtown. Create your own example of an effective question to ask in a direct examination of the cashier who was working when the robbery occurred. In complete sentences, explain why this is an effective question.

________________________________________________________________________________________________________________________
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## Word Wall Lesson 4:

### Open Ended Questions
A question that you ask where there could be many different answers

### Closed Ended Questions
A question you ask when you have an answer in mind and you want to make sure the person you ask answers directly
Essential Question

- How do people communicate and operate within courtrooms?
- How are trials decided and influenced?

Lesson Overview

Today we will continue to think through the eyes of attorneys and witnesses. We will use a mini-case to introduce students to opening and closing statements and allow them to practice creating and presenting both. Finally, at the close of the lesson, students will participate in selecting the case for our Mock Trial and will advocate for the roles they want to play in that trial.

Lesson Objectives

Standard #1: Citizen Schools students will create make an effective and persuasive oral presentation
Lesson Objectives:
- Students will be able to (SWBAT) draw on preparation, reasoning, and reflection to form and clearly express your own ideas
- SWBAT adapt to the context and/or task to create persuasive opening and closing statements

Standard #2: Citizen School students will demonstrate understanding of legal terms, core components, concepts, and strategies as they apply to courtroom trials in the U.S. judicial system
Lesson Objectives
- SWBAT understand and apply the difference between opening statements and closing arguments

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Lesson Preparation

- Sit alternating attorney/student/attorney.
- Prepare a T Chart to compare and contrast opening statements and closing arguments.
- Print multiple copies of witness affidavits for the mini-case you are using in this lesson.
- One CT prepares to model short opening statement using popular case in the media or a made-up scenario that uses public figures that you know are interesting to students. The same CT or another prepares a closing argument.
- Word Wall: Prepare the Word Wall board along with the words for this week (included in the Materials section at the end of this lesson).
Materials

- Witness affidavits and identified 5 W’s for this week’s mini-case
- Visual showing excellent oral communication skills from 21st century skills rubric
- One Feedback sheet for each student
- Word Wall: board and new words to add to the wall - one per class

Hook: Compelling Speakers (13 Minutes)

- **Note to Teacher:**
  - Today’s focus is building communication skill through an understanding of opening statements and closing arguments and so our Hook is about becoming a compelling public speaker. Below are video clips that you can choose from for the Hook or you can select your own. The provided clips were selected based on reflecting student identities and highlighting other youth so that students begin to see themselves and their peers as public speakers and public speaking as a powerful tool that is relevant to their lives now.
  - Focus on reinforcing the skills aligned to this week’s objectives through constructive feedback and praise throughout the lesson
  - This hook is similar to the hook in Lesson 2. Choose a different clip than you did in Lesson 2.
  - It is recommended to use One Teach, One Assist method for this hook.

- **Say:** “Welcome back! Today we’re going to figure out how the most persuasive and powerful public speakers make their messages heard and then channel that into the courtroom. Before we start, let’s come up with our own list of what makes a speaker compelling -- a great word for something that is both powerful and persuasive.”

- **Think-Pair-Share:** Think of someone in your life or in the media who you think is a powerful speaker. What is one thing they do when they’re talking in public that you think makes them effective? Turn to your shoulder partner and share.

- **Solicit 2-3 short student responses** and connect to today’s communication objectives from the rubric where possible
Play Video Clip: Now we’re going to check out someone who is still building skill for public speaking just like all of us, but who is strong enough that thousands of people have checked out their video online. The clip is short and we are going to talk about it afterwards, so watch silently and write down any thoughts you have about what makes this person a compelling speaker.

Think-Pair-Share: What did you all think of that? [Allow for student responses before moving on.]
- Turn to your shoulder partner and tell them what one specific thing was that you noticed this speaker doing and thought was powerful.
- You can look at the list we came up with and at our communication rubric on the wall if you want ideas of what to look for.

Solicit 2-3 student responses about strengths and opportunities for improvement.
- Note to Teacher: This is a great moment to emphasize that every speaker, from President Obama to the student we just watched, has opportunities to grow even stronger. The communication rubric is one tool for making intentional choices about how we communicate to be as persuasive as we can in front of different audiences.

Transition: Say “These skills for public speaking are helpful with everything from convincing my cousin to go to the movie that I want to see to being a courtroom attorney who wins a case through a slam-dunk opening statement. We’re going to practice those skills today so that we can use them in our WOW! and we will have chances to practice them daily just in our regular lives. Keep your eyes peeled for those moments in your day to day life to become an even more convincing speaker!”

Potential Video Clips for Hook (Choose One):
- Student from the Bronx Talks about Beauty Ideals in a slam poem (2:51)
- Student from Baltimore Talks about Justice in Public Schools in a speech (9:21 -- select short clip to show)
- Student from DC Talks about their School Closing Down in a slam poem (watch from 3:27-4:50)

Introduction to New Material: Opening Statements and Closing Arguments
(10 Minutes)

Note to Teacher: It is recommended to use One Teach, One Assist method for this hook. This is a great opportunity to switch which TF leads to incorporate a fresh voice and keep students engaged.
**Say:** “As lawyers in a trial, we want to start strong to make a good first impression on the judge or jury and we want to finish strong so that they leave thinking that our argument was the best. Our shot at doing this in our Mock Trial is through the opening statement and the closing argument.”

**Brainstorm** as a group using a Venn Diagram visual:
- Let’s look at the names for this part of a trial and deduce -- a legal word for “figure out” -- what might be different about these two speeches.
- Silently raise your hand if you can figure out when in a trial each of these speeches happen based on their names?
  - Write correct student answers in a Venn Diagram.
  - Scaffold incomplete/incorrect student answers to guide them to correct answers when needed.
- Silently raise your hand if you have guesses about what might be similar about opening statements and closing arguments?
  - Sample answer: they are both delivered by lawyers; they both involve public speaking; they both are important to a trial’s verdict; etc.
- Silently raise your hand if you can think of any other ways that these two speeches might be different based on their names?
  - Sample answer: a statement is when you just say the facts of what happened whereas an argument is where you say what you think happened and why.

**Define opening statements and closing statements** clearly using visuals that you leave up throughout the lesson.
- **Define:** Opening Statements happen at the beginning of the trial and are limited to outlining facts. This is each side’s chance to set the scene for the judge or jury by introducing them to the core dispute (main argument) in the case, who the witnesses are, and provide a roadmap of how the trial is expected to unfold.
- **Define:** Closing Arguments happen at the end of a trial when the judge or jury has seen and heard all the factual evidence. During the Closing Argument we cannot introduce any new information; instead it is our chance to tell them what we think the evidence means for the case. This is our last shot at convincing the judge or jury that they should decide the case in our favor.
- **Explain:** the biggest **difference** between the two is that in opening statements we are only allowed
to state the evidence while in closing statements we can say our opinions about that evidence and what we think it tells us about the case.

Ask a student volunteer to teach back the difference between opening statements and closing arguments in their own words.

Transition: Say “Now that we understand how these two speeches are different and why we do them, let’s dive into a real case and see them in action!”

Activity One: Opening Statements (22 Minutes)

Note to Teacher: Today’s activities will use a mini-case to let students practice writing/performing opening statements and closing arguments. Select a mini-case from the Appendix ahead of time and have copies of it printed out for students to use. When choosing your case think about which one includes content most likely to be interesting to this group of students and is simple enough to introduce quickly given pacing so far in this class.

Opening statements are like maps

Ask: Silently put your thumb up if you can think of a place that you would love to visit someday. On the count of three, shout out where you’d go! 1-2-3 (TFs also say a place to keep the energy high through our own interest in the lesson.) Now, imagine that you were plopped down in the middle of that city today. What would you want in order to get around? (If students give an answer like “My phone” guide them to say they would want to use the phone to access a map.”

Ask: Silently raise your hand if you can tell us, why are maps helpful? (Solicit 1-2 short student responses)

Say: An opening statement is important for the exact same reason. The jury doesn't know anything about the case when they walk in and it is our job as the attorney to provide a clear way for them to get a sense of what the case is about and where the trial is going.

What we already know about opening statements

Check for Understanding: Real fast, let’s review what we already know about opening statements. Call out the answer if you know it. Note to Teacher: since this is all review, keep the pace moving quickly, taking
group choral responses and then re-stating a clear succinct version of the answer.

○ When does the opening statement happen? (Answer: the beginning of the trial)
○ What does the opening statement focus on? (Answer: introducing the evidence and witnesses)
○ What's the point of an opening statement? (Answer: to provide the judge or jury with a road map of where the trial is going to go.)

● One attorney models a short opening statement using popular case in the media or a made-up scenario that uses public figures that you know are interesting to students in the room.

Opening statements in our mini case

● Introduce Today’s Mini-Case (7-8 minutes): Let’s take a look at a real case!
  ○ Ask students to popcorn read (jump in to take turns reading aloud by paragraph) the case description
  ○ Create visual of important facts in the case and what each side would need to prove by calling on students and guiding them where needed.

● Practice writing opening statements (10 minutes):
  ○ Divide students into two groups and appoint one half as the defense attorneys on this case and the other as the prosecutors.
  ○ Say: “For this activity, you can choose to work independently or with other people on your side. You have 10 minutes to use the facts of the case to create a strong opening statement. Write the statement as you would say it in a real trial. Try to use powerful language and legal vocabulary where you can. If you finish early, you can begin to practice delivering your opening statement with a partner on your side -- just don’t let the other side hear you!
  ○ Note to Teacher: Since this is the first time that students are writing their own statements and they are given a large chunk of time, it will be important for all TFs to circulate/provide feedback to keep students engaged and to ensure they’re practicing writing effective opening statements.

● Transition: Say “Before we practice these statements in front of an audience, let’s think back to closing argument and figure out how to close out a trial strong. Then we will have a chance to perform our statements for this case and try to win it for our side!”
Activity Two: Closing Arguments
(22 Minutes)

Note to Teacher: Switching the lead TF for this activity is a good way to keep the adult voice fresh and students engaged.

Closing arguments try to convince people of your side

- Ask: If you knew that your mom or dad was going to decide what to make for dinner tonight, how could you convince them to make your favorite meal?
- Pair-Share: Turn to your shoulder partner and plot out what you'd say and how you'd say it to convince them.
- Solicit 2-3 short student responses whole group and highlight the answers that align to objectives on strong communication and closing arguments.
- Say: A closing argument is very similar because you want to use the facts to argue for a specific outcome. Instead of saying, we should make empanadas tonight because we haven't made them in two weeks and we already have all the ingredients, in a trial we would argue something like “We have heard from a witness who saw the murder happen and who identified the killer as that woman sitting there. This tells us that in order to achieve justice for this family and keep our community safe, we must convict her of murder in the first degree.”

Check for Understanding: Real fast, let’s review what we already know about closing arguments. Call out the answer if you know it. Note to Teacher: since this is all review, keep the pace moving quickly, taking group choral responses and then re-stating a clear succinct version of the answer.

- When does the closing argument happen? (Answer: the end of the trial)
- What does the opening statement focus on? (Answer: all of the ways that the evidence supports your side)
- What’s the point of an opening statement? (Answer: to convince the judge or jury that they should side with you.)

- Attorney models short closing argument using popular case in the media or a made-up scenario that uses public figures that you know are interesting to students in the room.

- Review Today's Mini-Case (1-2 minutes): Let’s think back to today’s case!
○ Refer to visual to restate what each side is trying to prove or ask students to do so (decide based on pacing so far; teacher leads if short on time)

● Practice writing closing arguments (10 minutes):
  ○ Say: “For this activity, you can choose to work independently or with other people on your side. You have 10 minutes to use the facts of the case and the witness affidavits to create a strong closing argument. Write the argument as you would say it in a real trial. Try to use powerful language and legal vocabulary where you can. If you finish early, you can begin to practice delivering your closing argument with a partner on your side -- just don’t let the other side hear you!
  ○ Note to Teacher: Since this is the first time that students are writing their own arguments and they are given a large chunk of time, it will be important for all TFs to circulate/provide feedback to keep students engaged and to ensure they’re practicing writing effective opening statements

● Transition: Say “Now that we’ve gotten a chance to write like lawyers, let’s practice talking like them! We’re going to deliver our opening and closing statements now with you as the lawyers and the teachers as the judge.”

Activity Three:
Persuasive Communication Coaching
(10 Minutes)

Note to Teacher: TFs should circulate during this time providing specific and constructive feedback to groups throughout the room about both the content and delivery of their speeches

● Practice: Alright, now it is time to practice these speeches with a live audience.
  ○ You have one minute to quietly find a partner who is on the same side of this case as you are (prosecution or defense) and decide together who wants to perform the opening statement and who wants to perform the closing argument.
  ○ You have just six minutes to each practice your speech out loud and get feedback from your
partner before the other side and the judge hears it.

- Use the tips on the communication rubric hanging here to ensure that you both are as compelling and clear as possible. If you finish run through your speeches again so that you can make changes for the feedback you get and go into your actual performance even stronger.

- Note to Teacher: This is a good moment to reinforce today’s communication objectives by highlighting one through specific praise of a student so far.

**Transition:** Say “Now we get to put our new skills into action in a mini-trial using this case! Today’s exit ticket will be a real piece of a trial with a judge using our communication rubric and what we’ve learned about strong opening statements and closing arguments to decide who wins this case.”
Assessment: Performing the Opening and Closing
(13 Minutes)

**Note to Teacher:** It is recommended to split up the teaching team before class so that 1+ (depending on class size) CTs will be ready to work directly to coach each group of students. CTs fill in one feedback form for each student.

**Perform (10 minutes):**

- **Say:** Now, with the partner you’ve been practicing with, find another team from the opposing side (two prosecutors will match up with two students on the defense and so on.)
- **Write the speaking order on the board** for student reference:
  - Prosecution’s Opening Statement
  - Defense’s Opening Statement
  - Prosecution’s Closing Argument
  - Defense’s Closing Argument
- **Say:** Find your own space in the room with your team of four and the CT who will be your judge will come to you
- **Each CT says** to their small group: you have one minute each to deliver your speech and we will go right from one speaker to the next. As a judge I will be influenced both by the content of what you say and the impact of how you say it so keep our communication rubric in mind.
- **Each CT says** [in serious tone to create the drama and feel of a real courtroom]: “I call this court room into session. Prosecution are you ready? [students stand and say “Yes Your Honor”]; “You may be seated.” “Defense are you ready? students stand and say “Yes Your Honor”); “You may be seated.”
- Students perform.
- **Note to Teacher:** Be sure to time students and move them along when their minute is up so that all students get a turn. Use the communication rubric and the Exit Ticket slip to write feedback for each student as they deliver their performance assessment.
- Each CT gives one piece of specific positive feedback and one piece of constructive criticism (aligned to the day’s objectives) to each side and then shares their ruling for the case (in favor of the prosecution or defense.). Write on feedback form and give to student.
Transition: Say "You all have been powerful attorneys today! Whether or not the mini-case ended in our favor, we've all figured out how to be stronger communicators which will help us out in the courtroom during our WOW! and in every opportunity to persuade someone of something between now and then! Next week when we come back we're going to vote on which case we want to use for our Mock Trial and split up our roles so it's going to be an exciting day!"
# Opening /Closing Arguments Feedback – Lesson 5

**Name:**

This student delivered the (Circle One):

- Opening Statement
- Closing Argument

<table>
<thead>
<tr>
<th>Understanding of Effective Opening Statements and Closing Argument</th>
<th>Demonstration of Effective Communication Skills</th>
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<tbody>
<tr>
<td>One thing you nailed!</td>
<td>One thing you nailed!</td>
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<tr>
<td>One way you can make this even stronger:</td>
<td>One way you can make this even stronger:</td>
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### Opening Statement

The speech made at the beginning of the trial by a lawyer that is limited to outlining facts; it sets the basic scene for jurors.

### Closing Argument

The speech made by a lawyer after the jury has seen and heard the evidence to try to persuade them about its overall significance and to advocate why jurors should decide the case in their favor.
Core Apprenticeship Library
Apprenticeship Sector: Law & Government
Unit Guide: Mock Trial
Lesson #6: Building Our Mock Trial

Essential Question
- How do people communicate and operate within courtrooms?

Lesson Overview
Today's goal is for students to choose, understand, and begin to practice their roles in the case that will be used for the Mock Trial. Pacing will be essential today so that students are supported in understanding the laws, burden of proof, and their own part in the trial so that they can practice at home.

Lesson Objectives

**Standard #1: Citizen Schools students will demonstrate persuasive communication (oral and written)**

Lesson Objectives:
- SWBAT delineate an argument and specific claims
- SWBAT craft their message around knowledge of their audience
- SWBAT draw on preparation, reasoning, and reflection to form and clearly express your own ideas

**Standard #2: Citizen School students will demonstrate understanding of legal terms, core components, concepts, and strategies as they apply to courtroom trials in the U.S. judicial system**

Lesson Objectives
- SWBAT understand and apply the importance of opening and closing statements and what makes each effective
- SWBAT understand and apply elements of strong open and close ended questions through creating cross and direct examinations

Lesson Agenda

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9 Minutes Assessment: Closing & Exit Ticket

Lesson Preparation

- Select 2-3 full cases from the Appendix that you will offer to students to choose from
- All facilitators should read and internalize each of these cases fully
- Create visual summaries of the cases students will vote on
- Create visual summaries of the roles that students will choose between
- If your selected case involves additional case law or a particular burden of proof -- prepare a clear way to introduce that information to students and check for understanding during this time
- Prepare materials for students to create Mock Trial Case binders for the work they create today
- Prepare for small groups to read through the case. Group size will vary but will require one CT or TL per group to support.

Materials

- Student Binders
- Visuals with titles and basic information on cases to be chosen from (posters or write on board)

Hook: Selecting Our Case
(10 Minutes)

- Note to Teacher:
  - It is recommended to use One Teach, One Assist method for this hook.
  - In selecting 2-3 cases from the appendix for students to choose between, consider student interests in your group, reading levels, and the complexity of different cases (in terms of pacing thus far in the apprenticeship)
  - Visual summaries of the cases you’ve selected will be key to students quickly getting a sense of the options in order to vote on a case (Suggestions for visual: student friendly explanation of the basic facts of the case and what needs to be proved)
Introduce the scenario and cases to choose from

- **Say:** “Welcome back! Today we get to choose our actual case for our Mock Trial and begin to dig into it. There have been three [use the number of cases that students will choose between] very serious crimes in [City where you live] and the Law Firm of [School Name] needs to pick the one that we will take to court this week. As I introduce these cases, silently write down any questions you have and mark down which one you want to vote for.”
- **Introduce** the cases students will vote between using a visual aid for student understanding
- **Ask** for student questions about each cases or the way we will choose
- **Note to Teacher:** If student questions involve comprehension of the facts of the case that have been given, use this as an opportunity for peer scaffolding by asking “Who can give [Student’s Name] a clue?” or “Great question -- who can find evidence that supports an answer on this chart?”
- **Conduct student vote:** allow students to vote once and state that “unless there is an exact tie, the case that receives the most votes will be our winner!”

- **Transition: Say** “Congratulations witnesses, attorneys, judges, and bailiffs of [School’s Name] Law Firm! We are now going to dig into understanding just what went down in the case of [Selecting Case Name].”
Introduction to New Material: Understanding Our Case
(15 Minutes)

● **Note to Teacher:**
  ○ It is recommended to use One Teach, One Assist method for this hook and switch leads from the Hook so as to keep students engaged with a fresh adult voice
  ○ Student understanding of the relevant laws and burden of proof are key to a successful Mock Trial and so incorporating checks for understanding that are specific to your case and then addressing any misunderstandings clearly whole-group will be important in this section
  ○ If your selected case involves additional case law or a particular burden of proof -- prepare a clear way to introduce that information to students and check for understanding during this time

● Say, “When legal professionals approach a new case, just like we are today, they have a mindset, somewhat like a detective. They need to understand all the details of the case before they begin! Today we’ll learn about our case like detectives.”

● **Post visual for selected case** and review the basic facts very quickly.

● Say, “We just covered the basics. There is much more to learn about our case. You’re going to do just that in small groups next.”

● **Split students into small groups** to read over the case materials.
  ○ Each group should be paired with a facilitator (CT or TL) who can support reading comprehension and keep groups on pace to read through all materials in 10 minutes

● **Come back whole-group** to review the facts of the case through asking students the questions below and creating a large visual together for student reference later
  ○ Potential questions (tailor to the selected case):
    ■ Who is on trial here?
    ■ What have they been charged with?
    ■ What are the basic facts?
    ■ How do we know these facts?
    ■ Who are the witnesses in this case?
    ■ What could each witness prove?
    ■ What does the prosecution want to prove?
What does the defense want to prove?

- **Ask** for student questions
  - Samples might include:
    - What additional information will we need to find in order to try this case?
    - What are you still wondering or trying to figure out about this case?
  - **Create** Parking Lot (visual record to save questions to come back to) on chart paper or on the board.

- **Transition:** Say “Now that we know the basic facts of this case, we can shift out of ‘detective mode’ and think like attorneys. No matter what role you’re starting to think you might like, understanding how lawyers think about the case will help us fill our role successfully. If I end up as a witness it will be key for me to have thought through the opening statements that lawyers will give so that I can ensure that my testimony and performance support my side of the case. Let’s dig in!”
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Apprenticeship Sector: Law & Government
Unit Guide: Mock Trial
Lesson #6: Building Our Mock Trial

Activity One: Creating Opening Statements and Closing Arguments
(18 Minutes)

- **Review** the purpose and structure of opening statements by asking questions that activate prior student knowledge: “What is the difference between an opening statement and a closing argument?” “What is the point of an opening statement?” and “What is the point of a closing statement?” (Answers below)

- **Post visual explanation** of opening statements and closing arguments from Lesson 5 that students refer to.
  - Opening Statements: are not an argument; they create a roadmap for the jury of the evidence that will be cited by each side and includes names of witnesses specific to the case. They also cover the 5W’s of the case and why the case is happening based on the side you are representing (prosecution or defense.)
  - Closing Statements: explain why you think the evidence in this case is significant and how you believe the judge or jury should decide the case. This happens at the very end of the trial and the attorney can only refer to the evidence that has already been introduced (no new information can be talked about.)
  - **Write on the board** or post a visual with sentence stems that are useful in opening statements and closing arguments respectively:
    - Examples include: “You are going to hear from these witnesses...” and “The evidence will show...” for opening statements versus “All of the evidence shows...” or “We hope that you find the defendant...”

Writing opening statements and closing arguments for our big case

- **Say:** Using our attorney skills that we began to build last week, we’re each going to create an opening or closing statement for one side of this case. That way, no matter which role we take the lead on in this case we will all understand the ins and outs of it at our Mock Trial in two weeks!

- **Divide students into two teams** (Form pre-selected groups, students can count off or TL can choose another creative way to split students such as winter and summer birthdays go to the left side of the room and spring and fall birthdays to the right. Ensure groups are similar sizes.)

- **Assign** one side of the room to act as the prosecution in the case and the other to act as the defense.

- **CTs split up** between the two sides of the room and a lead CT on each side gives instructions:
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Apprenticeship Sector: Law & Government
Unit Guide: Mock Trial
Lesson #6: Building Our Mock Trial

- **Say** “When I say go, we will number of 1-2. Go”
- **Assign** the students with the odd numbers to create Opening Statements and the students with even numbers to create closing arguments
- **Say:** “We now have 10 minutes to work in small groups to create strong opening statements and closing arguments for our side of the case!
  - Use the case materials and our visuals as a guide and write down your speech as you would say it so that we can all get feedback both on how well we use the facts of the case and how well we communicate our side.
  - You can choose whether to work independently or with the other students working on the same speech as you.
  - Just remember to keep our voices to a (low, level 1, use the language of your school culture) so that no one from the other side of the case hears our strategy!”
- **Note to Teacher:** CTs/TLs should each pair up with a small group or circulate (based on the number of students and number of CTs/TLs) to ensure that students are pacing themselves and to provide guidance to student questions or misconceptions. Use this time to watch for student exemplars from each side for the end of this Activity.

- **CTs individually check in with two students** on their side of the case who created a strong example of an opening statement and closing argument respectively to ask if they would be comfortable performing theirs as an example for the group.
  - **Note to teacher:** When you ask these students to model, sharing a specific and meaningful reason you chose these students reinforces learning through praise as well as encourages potentially shy students that their speech is worth sharing.
- **Come back together as a whole-group**
- **TFs introduce the four students** who will perform their opening or closing for each side.
- **Say:** “Each student will have one minute for their demonstration and we will let the prosecution open and then the defense open before moving on to the Prosecution’s Closing and the Defense’s closing.
  - If our performers don’t get through their entire speech, that is okay because we just want a taste of each of them. Those of us in the audience will be like the jury.
  - We will watch silently for ways that their speeches are strong and ways they can make them even stronger before our Mock Trial in two weeks!” (Repeating the date of the trial throughout the
Debrief: Ask students in the jury to provide specific feedback on each of the statements (specific positive feedback and opportunities to make them even stronger in terms of the facts of the case or their communication.)

Transition: Say “We’re off to a great start! It already feels like our case is coming to life. But as attorneys in training we know that an opening and closing can only be as strong as the evidence that is introduced in the trial. So, let’s work together to craft the best questions possible for this case.”

Activity Two: Creating Direct and Cross Examinations (18 Minutes)

Review the purpose and structure of cross and direct examinations by asking questions that activate prior student knowledge:

○ “What is the difference between an open ended and a close ended question? How can you tell?”

○ “What kinds of questions do we use in a cross examination? Why?”

Post visual explanation of both from Lesson 4 that students can refer to (you can also refer to the word wall for support).

○ Remind students that open ended questions are questions that you ask where there could be many different answers and you are curious to hear whatever the person says. For example: “what happened that day Mr. [Use a Student’s last name]?”

○ Remind students closed ended questions are the opposite; they are questions you ask when you have an answer in mind and you want to make sure the person you ask answers you directly. For example: “Did you tell your friend that you love cookies and would do anything to eat one before coming to school this morning Mr. [Use a CT’s last name]?”

○ Post a visual with question stems for both cross and direct examinations.

■ Examples include: “What happened that day?” or “Can you tell us what you saw?” for direct examinations and “Did you see the defendant at the school that day?” or “Did you lie to the police officer that day?” for cross examination)
Say: “Now we’re each going to create a direct or cross examination so we can really dig into understanding the witnesses in this trial and the kinds of information they might provide on the stand! This is the stuff that wins trials so let’s do even better than we did in our first activity today.”

Tell students to find their small groups from before (prosecution or defense).

Assign the students who wrote Opening Statements before to now create direct examinations for their side and the students who created Closing Arguments to now create cross examinations

  ○ Note to Teacher: Repeat directions clearly and check for understanding before saying “Go!” as these are multi-step directions.
  ○ Say: “We now have 10 minutes to work in small groups to create strong direct and cross examinations for our side of the case!
    ■ Use the witness affidavits and our visuals as a guide and write down your questions as you will ask them so that we can all get feedback both on how well we use the facts of the case and how well we communicate our side.
    ■ You can choose whether to work independently or with the other students working on the same speech as you. Just remember to keep our voices to a hush so that no one from [the other side of the case] hears our strategy!
    ■ If you finish early, write down potential answers that you want to get from witnesses and follow up questions you might ask if you don’t get the answer you want on the first try”

  ○ Note to Teacher: CTs and TLs should each be paired up with a small group or circulate (based on the number of students and number of TFs) to ensure that students are pacing themselves and to provide guidance to student questions or misconceptions. Use this time to watch for student exemplars from each side for the end of this Activity.

TFs individually check in with two students on their side of the case who created a strong example of cross and direct examination respectively to ask if they would be comfortable performing theirs as an example for the group. (Note to teacher: As before, sharing a specific and meaningful reason you chose students reinforces learning through praise as well as encourages potential shy students that their speech is worth sharing. Make sure to choose new students so that multiple students get a chance to lead and receive praise and that the whole class realizes that there are many ways to exhibit talent in a Mock Trial.)

Come back together as a whole-group.

TFs introduce the four students who will perform their direct and cross examination for each side
- **Say:** “Each student will share two questions they came up with and we will let the prosecution start with their direct examination followed by the defense's cross examination before switching to the defense's direct examination which the prosecution will cross examine just like in a real trial (Post order on board). We will watch silently for ways that their questions are strong and ways they can make them even stronger!”

- **Debrief:** Ask students in the jury to provide feedback on the questions (specific positive feedback and opportunities to make them even stronger in terms of the facts of the case or their communication).

- **Transition:** **Say** “Now that we have all become masters of this case we get to each have our own role to take the lead on in our Mock Trial!”
Activity Three: Choosing and Practicing Our Roles  
(20 Minutes)

- **Explain** to students that they have now learned all of important roles needed to conduct an excellent Mock Trial. Ask students to review the different parts of a Mock Trial, providing clarity and more information so that students understand each role.
- **Post a list of all the roles in the trial** and pass out slips for students to write in their top choices.
- **Say**: You will have 3 minutes to write the 3 roles you are most excited to play. Your top choice is 1, 2nd choice 2 and 3rd choice 3
- **Ensure** students know that they might not get their first choice, but all the roles are very important and we couldn’t have a trial without each of them.
- One facilitator reviews slips and assigns student roles while the lead CT reviews the directions for the next activity.
- **Say**: In just a moment we will all know our roles and we will get to start to get to know our part and even practice delivering it powerfully! Over the next 10 minutes we are going to work in small groups with the other people on our side of the case (prosecution or defense) to begin
  - **Announce roles.**
  - **Direct each side** to a part of the room where they can meet as a group. Begin by building the excitement with a team cheer or chant since this is the group that will work together through the Mock Trial.
  - **Ask students to identify one speaking part** they have in the trial that they want to practice today (opening statement, court instructions, getting cross examined, etc.)
  - **Ask students to pair up** with a peer on their side and give them 8 minutes to practice the part they selected in front of each other and provide each other with feedback using the communication skills posted in the room.
  - **Circulate** to model and provide feedback that is aligned to specific expectations on the communication rubric.

- **Transition**: Say “We have done incredible work today! We know what case we’re taking to trial in just two weeks. We’ve explored the ins and outs of the case and know which role we will each play. This means between now and next week we each need to read over our parts and practice them in front of friends and
family so that we will be ready to do a full run through of the Mock Trial next week!”
Assessment
Closing & Exit Ticket
(9 Minutes)

- **Review the basic facts of the case** from the visuals around the room and take down the posters as you do so, in order for students to demonstrate what they've internalized on the exit ticket without visual aids (2-3 minutes).

- **Ask** students to silently and independently complete their exit ticket so that we can make sure next week that if we have any questions or misunderstandings about the case we can support each other before the actual trial (5 minutes).

  1. Who is being charged in this case and what are they charged with? Answer: Depends on case selected
  2. I represent the (circle one): Prosecution Defense
  3. and in this case we are trying to prove that:
  4. My role in the Mock Trial is:
  5. and this week I'm going to practice my part out loud with ________________________________ (choose one person in your life that you're committing to practice with this week).

- **Transition: Say** “Thank you for your hard work today [School’s Name] Law Firm! This case is important and it’s up to us to take it to trial to bring about justice. Good luck practicing your role this week. Remember to think about what you say and how you say it so that we can really bring it next week in our first real run through of a full trial!” (1-2 minutes)
Exit Ticket – Lesson 6

Name:_________________________________________________________

1. Who is being charged in this case and what are they charged with?
________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________

2. I represent the (circle one): prosecution defense

3. and in this case we are trying to prove that:
________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________

4. My role in the Mock Trial is
_____________________________________________________________ and this week I’m going to practice my part out loud with

5. ________________________________ (choose one person in your life that you’re committing to practice with this week).
Essential Question

- How do people communicate and operate within courtrooms?

Lesson Overview

Students will complete a full run through of their Mock Trial and give and receive feedback afterwards that is aligned to the communication rubric and the facts of the case. The purpose of this lesson is to give students a chance to practice their roles in a realistic performance of the Mock Trial and to build the skill, comfort, and confidence doing so before they deliver their roles in front of an audience next week.

Lesson Objectives

Standard #1: Citizen School students will demonstrate persuasive oral communication

Lesson Objectives:
- SWBAT make appropriate eye contact, speak at an adequate volume, and use clear pronunciation
- SWBAT draw on preparation, reasoning, and reflection to form and clearly express your own idea

Standard #2: Citizen School students will demonstrate understanding of legal terms, core components, concepts, and strategies as they apply to courtroom trials in the U.S. judicial system

Lesson Objectives
- SWBAT apply legal terms and concepts from the apprenticeship in a full Mock Trial rehearsal
- SWBAT demonstrate understanding of the facts and laws relevant to the case
- SWBAT understand the flow of the Mock Trial and who speaks and when

Lesson Agenda

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<td>Activity 1: Full Mock Trial Run Through</td>
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## Lesson Preparation

- Gather and bring any props/costumes needed (or provide clear instructions/expectations for students)
- Prepare space at school that resembles a court room or arrange for a field trip to the space that will be used in the Mock Trial next week
- Print out student friendly communication rubric aligned sheets for peer feedback
- Print out communication rubric aligned sheets for coaches to provide feedback to students
- CTs and TLs confirm all logistics students need to know for Week 8 Mock Trial
Materials

- Mock Trial props/costumes
- Feedback sheets for students/coaches (1 per student)

Hook: Why We Practice
(5 Minutes)

- **Note to Teacher:** If the Mock Trial that you've selected runs longer than an hour you can cut the Hook and Intro to New Material Sections to provide extra time for the rehearsal.

- **Say:** To begin today, we have a little challenge for you. You have one minute -- yes that is just 60 seconds -- to arrange yourselves alphabetically by middle name without talking. Let's see if you can do it! [High energy from lead TF here to build student engagement]

- **Time** students and ensure that no one speaks throughout the first attempt.

- **Announce the time it took** on the first attempt and build energy further

- **Ask:** Do you think you could do it even faster if you got one more shot?

- **Time students in a second attempt**

- **Time/announce the time it took** [Cheering students on to keep engagement and enjoyment high]

- **Say:** Congrats! With just one practice round you cut your time by [time difference]! In this game the goal was our speed, but the same thing is true in any performance or competition: if we set specific goals and practice then we give ourselves the space to improve A LOT. It's the same in soccer, in learning to play the drums, and in Mock Trial.

- **Transition:** **Say** "So knowing that, we are going to take today to do a real run through of our entire Mock Trial. Let's get started and really use this time to practice and make it even stronger in our performance next week!"

Introduction to New Material: Run Through Q&A
(5 Minutes)
Note to Teacher: Use this time as needed, if students don’t have questions specific to the case and the run-through, move along to the rehearsal

Say: Before we begin our actual run through of the entire Mock Trial does anyone have any questions about the space, their roles, or our case?
  ○ Examples: where is the bathroom? Which side of the room is for the prosecution/plaintiff and which is for the defense? Where does the bailiff sit? Etc.
Activity One: Full Mock Trial Run Through
(60 Minutes)

- **Note to Teacher:** If you have more than 1 CT, plan roles in advance so that some teaching team members are taking notes on student feedback sheets throughout and at least one other CT is serving as the person that students know they can come to with questions throughout. A CT or the TL will actively monitor student engagement and the pacing of the trial. Please plan and take several quick breaks within this 60 minutes for stretches, praise and reminders about how this run through builds up to the WOW! in order to maintain student energy and focus.

- **Introduce students to the space** you’ll be using for the run-through and where they each will sit.

- **Say:** “We have one hour to run through our entire trial without stopping just as it happens in a real court room. When it is your turn to lead in the run-through we want everyone to watch and enjoy. So, when it is not our turn to lead we will sit silently and take lots of notes on how we think the Mock Trial is going in terms of the case and in terms of our communication skills.”

- **Pass out student feedback forms** and model providing specific positive and constructive feedback.

- **Identify the CT or TL who is on-call for student questions during the run through**

- **Run through full Mock Trial**
  - **Note to Teacher:** CTs take notes for each student on Coach feedback forms so that every student receives feedback as part of their assessment today to improve for next week’s Mock Trial. In order to give feedback students can digest and improve on over the next week:
    - 1) align feedback and language to the communication rubric;
    - 2) prioritize 1-2 opportunities for student growth improvement that are most needed
    - 3) ensure that you’ve identified specific and meaningful strengths to praise so that students identify and continue with those positive behaviors.

- **Transition: Say** “Can we get a round of applause for everyone in our first full Mock Trial ever?” Use this moment to build excitement and celebration through your own enthusiasm. “That was a great rehearsal and we want to ensure that we use it to make our Mock Trial next week better than ever, so let’s take some time now to get feedback and set goals.”
Activity Two & Assessment: Peer & Coach Feedback
(10 Minutes)

- **Note to Teacher:** The games used to structure peer feedback are flexible. They’ve been chosen here in consideration of the fact that students just sat through a long rehearsal, and so providing time for them to physically move and talk to peers in pairs will allow an outlet for pent up energy and capitalize on their observations while watching. Depending on your group and the length of your run-through, this might also be a good moment for a bathroom break.

**Peer Feedback**

- **Say:** “There are so many awesome performances that we just saw during that Mock Trial. On the count of three, silently find one other person in this class who you noticed do something that made our rehearsal strong in their performance and tell each other one specific thing you did well. You can use the notes you took on your peer feedback sheets if it’s helpful. 1-2-3. GO”

- **Allow students to talk for 30 seconds with a peer and switch 2-3 times**
  - **Note to Teacher:** Minimize off topic conversations by reinforcing that this time is focused on the specific positive things we each did so that we can continue to do them in the real Mock Trial.

- **Arrange students in two lines facing each other.**

- **Say:** “We’re going to play Banana Peel now and use this time to share constructive feedback with our peers about specific things we could think about and practice to get even better before next week.”
  - **Use the communication skills visual and your notes on your peer feedback sheet as a reference.**
  - **Give directions:** The way Banana Peel works is that you have just 30 seconds with a partner to tell them one important thing they could work on going forward and to listen to the feedback they give you. Then when [CT’s name] calls out “peel the banana!” the left side of our line will all move over one person and those of us facing them will stay put. The person on the very end will run back to the other side of the line which is why we call it “peel the banana!”

- **Head TF keeps pace by calling out “Peel the banana!” so students can shift 3-4 times.**

- **Note to Teacher:** If this is the first time that the class has used this game, you might choose to have some CTs participate alongside students for implicit modelling and the head CT can use behavioral narration.
during the first round or two to reinforce what’s happening for confused students.

Coach Feedback

- **Say** “Now your teaching team is going to pass out feedback on the performance and you’ll have a few minutes to think about all of the great suggestions you’ve gotten so far today about things we should keep doing because they were so strong and things to practice before next week so they can be even stronger in our next Mock Trial.

- **Explain:** when you get your feedback sheet, silently look over it on your own and start to decide what your big goal is going to be for this next week while we work on our roles before our big day in court.

- **Pass back coach feedback**
  - CT who monitored student engagement and pacing during Mock Trial can be the one to give these directions
  - 1-2 CTs continue to monitor students while other teaching team members pass back feedback to the students they took coaching notes on.
Activity 3: Goal Setting for Next Week
(10 Minutes)

- **Say:** Like in any practice, we got lots of feedback today, and it’s our job as learners to pick just a few things to really focus on for the next week so that we can actually get stronger from this practice.
  - If I wanted to get really good at basketball and I practiced kicking the ball, would I get better?
    - [Allow for student reaction] Of course not!
  - So picking the specific skill we’re going to focus on and practice is really important when it comes to setting goals and getting better at something. Because of that we’re going to give you five minutes to silently and independently look over all the feedback you’ve gotten today and choose one area that you’re going to focus on for next week’s Mock Trial and **two specific actions** you are going to take this week in order to get better in that way.

- **TF models with personal example.**

- **Give students five minutes** with heads up when they have 30 seconds left (Narrate student behavior throughout time as needed).

- **Say:** Now find someone who you trust to make sure you always do what you say you’re going to! This person is going to be your accountability buddy; just tell them what your goal and action steps are and listen to theirs. They’ll help remind you to stay on track to your goal by completing these steps this week!

**Mock Trial Logistics**

- **Say** “Before we close out for today, we have important details on our Mock Trial
  - Provide detailed logistics for next week’s Mock Trial on location as needed including dress code, meeting locations, times and any info/updates for guests/families attending.

- **Transition: Say** “Today was a huge day! We had our first rehearsal and you each have really specific goals for how you’re going to get even better, even stronger, even more magnificent before next week in our real trial in the court room. If you see your accountability buddy throughout the week, make sure to check in by asking if they’ve done their action steps yet just to keep them on their toes.”
Exit Ticket – Lesson #7

Name: ____________________________________________

During this Mock Trial one thing I did REALLY WELL that I’m going to continue to do is:

_______________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________

Before the real-deal Mock Trial next week, I am going to focus on strengthening my performance in this one area:

_______________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________

In order to get better at that, I’m going to take these two action steps this week:

_______________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________

Exit Ticket – Lesson #7

Name: ____________________________________________

During this Mock Trial one thing I did REALLY WELL that I’m going to continue to do is:

_______________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________
Before the real-deal Mock Trial next week, I am going to focus on strengthening my performance in this one area:

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

In order to get better at that, I’m going to take these two action steps this week:

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________
Essential Question

- How do people communicate and operate within courtrooms?

Lesson Overview

Students will complete a full Mock Trial in an actual courtroom and in front of an audience that will act as the jury to decide the case. The purpose of today’s lesson is to provide students with the opportunity for a culminating performance in a real-world setting.

Lesson Objectives

**Standard #1: Citizen School students will demonstrate persuasive oral communication**

Lesson Objectives:
- SWBAT adapt to the task to delineate an argument and specific claims with the audience in mind
- SWBAT make appropriate eye contact, speak at an adequate volume, and use clear pronunciation
- SWBAT draw on preparation, reasoning, and reflection to form and clearly express your own ideas

**Standard #2: Citizen School students will demonstrate understanding of legal terms, core components, concepts, and strategies as they apply to courtroom trials in the U.S. judicial system**

Lesson Objectives
- SWBAT apply legal terms and concepts from the apprenticeship in a full Mock Trial
- SWBAT demonstrate understanding of the facts and laws relevant to the case

Lesson Agenda

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Lesson Preparation

- You’ll notice that the parts of today’s lesson look different than the rest of the unit. Timing is flexible based on the agenda for your Mock Trial and Trip. Confirm schedule several days before this event.
- Gather and bring any props/costumes needed (or provide clear instructions/expectations for students)
- Arrange for space at local courtroom or law school to provide real-world environment as possible
- Recruit local law students and/or attorneys or legal professionals to join as jury members (begin early in apprenticeship)
- Communicate about the field trip to students’ families and with school (and invite family and community members to join as the audience if space permits!)
- Print out sheets for jury members to note student feedback and write their decisions on the case
- Prepare thank you notes or any small token of gratitude for the jury and plan for students to take a leadership role in developing these, if possible.
- Plan ahead to help students celebrate the audience with a few words of appreciation

Note to Teacher: Depending on class size and school protocol, TFs may consider calling families or setting up a phone tree for reminder phone calls home in the days before the field trip. This can be a good way to ensure that all students and their families remember the field trip and the Mock Trial.

Materials

- Mock Trial props/costumes
- School mandated field trip materials (permission forms, transportation, emergency contact forms, etc.)
- Student binders/scripts
- Thank yous for jury members.
- (Optional) camera or video to capture the performance (cards or other small appreciations)

Introduce Students to the Space and their Audience

(5 Minutes)

Note to Teacher: It can be helpful to divide up CT roles for the day and introduce them to the whole
group during this time so that it is clear who will be supporting student engagement and pacing and who will be available for audience questions, etc.

- **Say:** Welcome! Today we’re going to hear the case of [Mock Trial Case Name] tried by legal professionals from the law firm of [School's Name.] We are honored that our jury members from [acknowledge audience who have come] could join us [Lead students in clapping]. Before we begin our proceedings today, we want to introduce everyone to the people and the space we’re in.

- **Introduce CTs, TFs and guests** briefly and by name.

- **Introduce space** making note of where the audience will sit, an explanation of the space where the trial will happen [where the witnesses, defense, prosecution will sit etc.] and where the bathrooms are

- **Ask for any questions from the audience**

- **The TF who will serve as the point person for the audience** can stay to answer questions, pass out Jury Decision/Note-taking sheets, and explain how and when audience members will fill them out. [The students and the other TFs can transition to students preparing backstage and asking their finals questions during this time.]

- **Transition: Say** “Thank you again for joining us! Your being here to serve as our audience and jury is what makes this an actual trial. We are excited to share with you all we’ve been learning about trial courts, this case, and how to communicate effectively in a court room.”
Core Apprenticeship Library
Apprenticeship Sector: Law & Government
Unit Guide: Mock Trial
Lesson #8: Our Mock Trial

Students Prepare “Back Stage”
(5 Minutes)

- **Note to Teacher:** As noted above, this time occurs simultaneously with any Q&A from the audience to maximize time and allow students to prepare.

- **Say:** Before we begin our actual entire Mock Trial does anyone have any questions about the space or how the case will go?

- **Lead students in a cheer** to build excitement and kick off trial

- **Transition:** Say [to students and audience now] "So without further ado, let’s proceed. [Switch to dramatic and serious tone] All rise! The court of [School’s Name] is now in session. In the case of [Mock Trial name] we will hear from the prosecution and the defense. Is the prosecution ready? [students stand; “We are your honor”]; Very well, you may be seated. Is the defense ready? [students stand; “We are your honor”]; Very well, you may be seated.”

- **Note to Teacher:** If a student is assigned the role of Bailiff in your Mock Trial then some of the above lines might be said by a student as opposed to a TF.

Our Mock Trial
(60 Minutes)

- **Run through full Mock Trial**
  - **Note to Teacher:** CTs will be watching the trial and supporting any audience/jury/student questions that arise. Divide up ownership ahead of time as previously stated.
  - While handing out Jury Note taking guide and share that jurors will be taking notes on the strengths of each performance and consider this for their final decision in the case.
  - Additionally, while TFs are not providing students with written feedback today and the jury will instead, during the Mock Trial is a great time to write down notes on student performance so that you can praise students with specificity in next week’s celebration of the apprenticeship and use the notes in preparation of the WOW! as well.
For example: elements of strong communication that certain students are demonstrating well, etc.

- **Transition: Say** "Can we get a huge round of applause for everyone in our Mock Trial?" [CTs build excitement and celebration through own enthusiasm]. “That was incredible to watch; you are all real legal professionals and have shown so much understanding of how trial courts work and how to communicate powerfully. We will now adjourn for a five minute court recess so that students can use the restroom, change, and find their seats while the jury convenes before announcing their decision.”

- CTs monitor and support both groups and keep break on pace to transition back into decision after 5 minutes.
Jury Decision and Audience Feedback
(15 Minutes)

● **Note to Teacher:** For realism and the fun of competition, the jury will decide a winner of the case. Make sure to emphasize the accomplishment of all students who’ve now participated in an actual Mock Trial and their skill growth and hard work so that the energy is not solely focused on the winner of the trial.

● **Introduce Jury member to announce decision:** Everyone here has done an incredible job creating a real courtroom in pursuit of justice under the law. We will now hear from our jury, which side they have found in favor of in the case of [Mock Trial Name.] Our jury foreman, [Juror's Full Name] may now rise [Allow juror to announce side that won, punishment if applicable to case, and any other findings relevant to the Mock Trial selected.]

● **Transition to Jury feedback:** Congratulations to everyone on the completion of a full Mock Trial! As new leaders in the legal profession, we need to celebrate each and every one of you who had a role in today’s trial. Because of that, the jury would like to now share some feedback from the trial itself with us
  ○ **Explain** that our goal in this feedback session is to focus on specific celebratory feedback for all students. In this time, jury members can organically share out whole-group that feedback and TFs can supplement if/when necessary to ensure that all students hear quick and meaningful positive feedback about their role in the trial.

● **Transition:** Say “Can we get a round of applause for our jury?” [TFs lead students in thanking audience by modelling enthusiasm and gratitude]. “We could not have had this Mock Trial today without you, and so we all wanted to say a huge thank you for sharing your time, your thoughts, and for supporting the [School's Name] community”

● **Note to Teachers:** Personalize this thank you in any way that feels right to the group. This can be a great time to present audience members with thank you notes or any small token of gratitude and it can be powerful for students to lead that.
Student Celebration!
(5 Minutes)

- One CT/TL thanks and interacts with audience
- Other CTs/TLs simultaneously lead students in close-out
  - Potential options for close out: let students share-out favorite/funniest/etc. moments popcorn style; students share-out praise of each other whole group; group cheer or favorite other close out that is personal to the group

- Transition: Say "Congratulations again! Now that you’ve led a full Mock Trial in a real courtroom, you have an understanding of the criminal justice system, how these spaces work, and how we can influence what happens inside them. That understanding is a big way to contribute to our own communities through sharing that knowledge and using those skills. We might use them in the future as actual attorneys, judges, or through other careers where we need to communicate. Either way though, we can use these skills right now in our lives every time we want to convince a teacher of something, better understand how rules affect us, or advocate for an outcome we believe in. Next week when we come back we are going to start to put together everything we’ve learned so that we can share it with our community at the WOW! and start to do just that!"
Jury Feedback Guide

Note: use this guide to note feedback for the group. Focus on specific celebratory feedback for all students. Prepare to share back that feedback to the whole-group. Citizen Teachers can supplement if/when necessary to ensure that all students hear quick and meaningful positive feedback about their role in the trial.

Strengths:
Essential Question

- How do people communicate and operate within courtrooms?
- How are trials decided and influenced?

Lesson Overview

Today’s lesson provides space for students to reflect on and celebrate the hard work and accomplishments of their Mock Trial last week and then to turn that learning into a plan for their WOW! which will allow them to share what they’ve done with their community in two weeks.

Lesson Objectives

**Standard #1: Citizen School students will demonstrate persuasive and effective oral communication**

Lesson Objectives:

- SWBAT adapt to the task to create accurate and clear presentations on the facts and laws relevant to their case
- SWBAT adapt to the task to create accurate and clear presentations of the flow of a trial court and how different people communicate in court
- SWBAT include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations

**Standard #2: Citizen School students will demonstrate understanding of legal terms, core components, concepts, and strategies as they apply to courtroom trials in the U.S. judicial system**

Lesson Objectives:

- SWBAT adapt to the task to create accurate and clear presentations on the facts and laws relevant to their case

  *Overlapping skill and content objective*

- SWBAT adapt to the task to create accurate and clear presentations of the flow of a trial court and how different people communicate in court

  *Overlapping skill and content objective*

Lesson Agenda

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Lesson #9: Our Mock Trial

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Lesson Preparation

- Bring materials for students to create WOW! visuals (tri-fold boards, markers, etc.)
- Bring any multi-media equipment available for students to use in preparation or presentation of their WOW! (computers, printers, speakers, etc.)
- Print and bring any photos of students in action in their Mock Trial
- Prepare signs for Four Corners game for the Hook (4 posters with key phrases)

Co-teaching Plan:

- Select one facilitator (CT or TL) to lead the Hook and a new voice to lead the Introduction to New Materials.

Materials

- Mock Trial Photos
- 4 Posters for the Hook that say “I think,” “I saw,” “I did,” and “I know.”
- Handout: Planning Our WOW! (1 for each student)
- Student materials for creating WOW! visuals
  - Ideally: tri-fold boards markers for all students and any additional crafting materials that are readily available to you from your school site
- Technology available for WOW!
  - Ideally: 1-4 computers that students can use for research and reference while preparing for the WOW! and speakers in case any students choose to incorporate music/video

Hook: Reflect on Mock Trial

(5 Minutes)
Say: Welcome back seasoned legal professionals! Today we get to think about everything we’ve learned this semester and everything we accomplished in our Mock Trial and then decide how we want to share both with our families and friends in our WOW! First let’s think about how awesome last week was!

Lead Four Corners game for warm-up

○ Set up: Four different posters posted in each corner that read “I think,” “I saw,” “I did,” and “I know.”
○ Say: Who can read out what this corner says?
○ Point to poster in one corner of room and let students shout out the phrases on all four corners in turn.
○ Say: When I call out a statement silently think of the first story you can from our apprenticeship and move to the corner that best matches your story.
○ Provide an example: If the statement was “The silliest thing that happened” and I thought of when [CT name] slipped on a banana peel [or use an actual funny anecdote from the apprenticeship here] I would silently run to the “I saw” corner and find a partner to tell my story to

■ Potential statements to use for game:
  ● A super student speaker
  ● The funniest moment
  ● A big improvement
  ● The weirdest thing about courtrooms
  ● The most important thing about the law; etc.
  ● Add one or more of your own

Transition: Say “All these memories and things we’ve learned are going to get channeled into our WOW! to share with our friends and family. That means it’s time to start planning what we want to do and how we will each lead!”

Introduction to New Material: Our WOW!

(10 Minutes)

Note to Teacher: It is recommended to use One Teach, One Assist method for this hook; switch lead instructors from the Hook to keep adult voice fresh and students engaged

○ If you choose to divide students up prior to class instead of having students choose their WOW!
team, some options are:
1) student roles such as the bailiff are well suited to the team that teaches about legal vocabulary whereas witnesses have insight into the flow of their specific Mock Trial or
2) some CT teams divide students based on peer relationships/student needs
   ○ If the group size is big, consider splitting students up into three teams for the WOW!, instead of two, and adding a teach back about the order and flow of trials

- **Say**: In our WOW! we want to share our experiences from our actual Mock Trial and the case of [Case Name that you used] and we want to share what we learned about how trials work and some of the most important lessons we’ve taken away about our legal system. We will split up into two teams that will each lead those two parts in the WOW! Think to yourself right now which you would like to join.
- **Ask**: Students to move to the side of the room of the team they would most like to join [Our Mock Trial or The Legal System]; adjust group size if needed so that they are roughly even in number
  - **Note to Teacher**: Group size doesn’t need to be exact as long as both team sizes are manageable for participation and will have enough people to create a strong presentation.

- **Transition**: Say “Our goal for each of these groups is that we share important accurate information with our audience in interesting and effective ways. That means, like always, we’re going to think about what we say and how we say it as we prepare for our WOW!”

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**Activity One: Setting Our Plan**
(15 Minutes)

- **Note to Teacher**: Set student expectations about the WOW! keeping in mind the time constraints and the space that the WOW! will take place in so that they can prepare scripts and visuals accordingly. Also, depending on the audience that you’ve invited, set student expectations for who they should anticipate talking to on the night of the WOW!
  - For example, if a large number of legal professionals or law students are coming, they might approach their Teach Backs differently than if it will primarily be family and school staff.
  - The Communication Rubric is a helpful resource here in terms of thinking about tailoring your message to your audience as a specific skill we’re working on.
Say: In our WOW! we have two groups. The first, our Mock Trial team, has the important job of explaining to the audience the case we worked on and our experience with our trial. The second group, the Legal System team, has the essential job of teaching the audience some of the vocabulary and rules of trial courts that can help people navigate courtrooms. We are going to be able to talk, not just about something we learned, but about something we all actually did! This means we will get to communicate through our presentation and also through pictures, games, or visuals we create. And today is our chance to make those plans as a group.

Give Directions: Knowing the goal of your team at the WOW! [Point to visual in room where the two WOW! group names and goals are written] you know have 10 minutes to work as a team to come up with your plan about how best to teach our audience about your aspect of the case or legal concept. Think of 3 big ideas, then choose one as a group after discussion. On the back of your sheet, you'll begin to list the important details of your big idea. Keep in mind [add details about how long they'll each have the night of the WOW!, the space, and the format of the event] and remember that every member of your team needs to have a part of the WOW! that they lead.

Distribute and explain planning handout: Planning Our WOW!

CTs circulate to support students and keep the groups engaged and on pace: Consider dividing CTs up between small teams so that each student group has a go to staff adult and others are circulating to provide general support.

Transition: Say “Now that we have created a plan for our WOW! presentations, we need to start making our actual scripts of who is going to say what and when on the big night.”

Activity Two: Drafting Our Scripts
(25 Minutes)

Note to Teacher: This activity is a good opportunity to reinforce the communication skills that students will practice in their rehearsal of the WOW! in lesson 10. Align facilitator narration, praise, and feedback to
the focus areas from the communication rubric for your group (for example: voice control, volume, standing, inflection, or professional dress.)

- Say: You have 10 minutes to write out the scripts for your part of the WOW! You get to choose whether you want to work independently or quietly with the other people on your WOW! team. Write the script as you will actually say it in your performance; this means to keep in mind questions like “Am I using the legal vocabulary that we’ve learned this semester? [point to Word Wall as a resource]” and “If I ask my audience a question, what are their possible answers and how will I respond to them?” These are all things we want to think through and include in our scripts.

- Ask for any student questions before breaking off
- TFs circulate to support students and pace

- Say: Now, we want to check our scripts so far to see if they make sense to each other, if they are engaging to watch, and if they flow with the other parts of our teams’ presentation. We have 10 minutes to run through the basic flow of our parts. We may not hear all of everyone’s part this week and so we will have a full rehearsal next week. While you are watching other people's parts keep in mind feedback you can give them to make their parts even stronger and skills that they have that we can use in our own parts.

- TFs lead their small groups in mini-run through [Prioritize getting through the full flow of everyone as opposed to hearing the entire script for every student in order.] Give feedback and praise where relevant. Encourage students to add legal vocabulary and use terms accurately by referring the Word Wall.

- Transition: Say “Now that we’ve determined what we’re going to present, we get to jazz up our performance by creating visuals that will bring our presentation to life.”

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Activity Three: Preparing Our Visuals
(25 Minutes)

- Note to Teacher: Help students develop very simple visuals to support their communications. If students have ideas for visuals that include materials that aren’t accessible during this time, have them write a specific a plan (who will find, prepare, bring, what and when) with a TF during this time to request materials needed and/or redirect them to engage with materials available.
Say: Before we dive in and make our visuals, we want to think through what information did we include in our scripts that we want to illustrate for our audience and how are we going to engage them?

Present materials available to students for this time [For example: photos from Mock Trial, Tri-Fold boards, markers; etc.]

Say: During this time we want to make a plan of how to best use props and visuals in our presentations during the WOW! and then we get to actually make them. We have 20 minutes with our groups to complete all of our visuals so you can choose to work independently or quietly with other people in your small group. We will give you a heads up when the time is half-up and when we just have 5 minutes left.

TFs circulate to support and keep pace

Announce when there are 5 minutes left. You can provide reminders frequently as time passes so that students have time to finish the project they’re working on and to clean up all the materials used during this time.

Transition: Say “We need to keep our visuals safe until our rehearsal of our WOW! next week, so [provide clear instructions about where students should put visuals for safe keeping. It is best to have one spot where all visuals are kept at the school so that students don’t have to transport or remember to bring back visuals and props next week.]

Assessment and Clean-Up
(10 Minutes)

Note to Teacher: Since students will have had craft materials out to create WOW! visuals, use the beginning few minutes of Close Out time to clean up, but pace this so that students have a minimum of five minutes to complete their Exit Tickets

Ask: students to complete their Exit Tickets [there is no new content material introduced today and so student mastery is in part assessed throughout the day as CTs monitor student creation of scripts and visuals for the WOW! (in alignment with strong communication from the rubric.) The Exit Ticket checks for student understanding of their role in the WOW! and reinforces next steps to prepare for their rehearsal.]

Transition: Say “Thank you for all your work today! We’ve come up with a strong plan for our WOW! and
I’m looking forward to see you all in action next week when we do a full run-through. Whether it is in a courtroom, a classroom, or a job interview the ability to stand in front of other people and say what’s on our mind in a way that is clear and interesting is a HUGE skill. It will open doors for us now and in the future, and I’m glad we’re going to use those communication skills to sharpen our WOW!”

Handout: Planning Our WOW! - Lesson #9

Name: ____________________________________________

Please use this handout to brainstorm and select your group’s topic

My WOW! team will teach our audience about:

Big Idea - Option #1
________________________________________________________
________________________________________________________

Big Idea - Option #2
________________________________________________________
________________________________________________________

Big Idea - Option #3
________________________________________________________
In your group, discuss why you think one of the ideas is best.

**Circle** the one idea your group selects after discussion.

On the back, brainstorm 3-4 important details your group should present to our WOW! audience.
Exit Ticket – Lesson #9

Name:_________________________________________________________

My WOW! team focuses on teaching our audience about:

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

My role in the WOW! will be to:

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

In order to prepare for our WOW! rehearsal next week, one communication skill from our rubric that I’m going to practice independently  this week is:

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________
Essential Question

- How do people communicate and operate within courtrooms?
- How are trials decided and influenced?

Lesson Overview

This is the final lesson in this apprenticeship and so today is the last chance to practice and prepare for next week’s WOW! through students putting the final touches on their contributions. The other goal for the day is that students leave having had a chance to reflect on and appreciate the group, the learning, and the accomplishments from this apprenticeship and how they connect to students’ lives and goals going forward.

Lesson Objectives

Standard #1: Citizen School students will demonstrate persuasive and effective oral communication

Lesson Objectives:

- SWBAT make appropriate eye contact, speak at an adequate volume, and use clear pronunciation
- SWBAT draw on preparation, reasoning, and reflection to form and clearly express your own ideas
- SWBAT include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations

Standard #2: Citizen School students will demonstrate understanding of legal terms, core components, concepts, and strategies as they apply to courtroom trials in the U.S. judicial system

Lesson Objectives

- SWBAT explain the facts and laws relevant to their case
- SWBAT explain the flow of a trial court and how different people communicate in court

Lesson Agenda

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5 Minutes | Closing Celebration

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- Bring student visuals to WOW! site
- Bring any multi-media equipment needed for presentation of WOW! (computers, printers, speakers, etc.)
- Plan CT/TLs roles in facilitating activities and the closing (including selecting a favorite cooperative game for the celebration)
Materials

- Student WOW! visuals (posters etc.)
- Laptops, speakers or other technology as needed for the WOW!
- Scrap paper, yardstick or measuring tape, and tape for the Hook

Hook: Why We Share Our Skills and Knowledge
(10 Minutes)

- **Note to Teacher:** It is recommended to use One Teach, One Assist method for this hook.

- **Divide students up into three groups** and give them each a number (groups 1-3)

- **Say:** Group 1 has a challenge: they need to build the tallest tower they can using just scrap paper and tape in one minute. All of the rest of us need to close our eyes so that we can’t see what they’re doing until the minute is up. Group one are you ready? [Allow for student response] Go!
  - Lead TF times group one and stops them
  - Ask for student volunteer to measure paper structure

- **Say:** Now Group 2 has the same challenge and gets to make the tallest structure they can with the same materials and the same time.
  - Ask: Who thinks their tower will be taller? Why?
  - Solicit 1-2 student predictions
  - Say: Well let’s see! This time as an audience we can watch how they build their structure but we have to stay silent so that they’re doing it on their own. Group 2 are you ready? [Allow for student response] Go!
  - Lead TF times group one and stops them
  - Ask for student volunteer to measure paper structure [React dramatically to the height to set engaging tone for hook and raise student interest]

- **Say:** Now our last group, group 3 gets a turn! But this time the last two groups can provide two pieces of advice so that we can make this the tallest structure yet.
  - Solicit one piece of student advice from someone from groups 1 and 2
  - Say: Alright, let’s see if they can do it! This time, we can cheer them on, we just can’t actually help the group with their challenge
Lead TF times group one and stops them

Ask for student volunteer to measure paper structure [Big TF reaction to height of final tower to keep energy of activity high]

Ask: What kinds of progress did we see from the first challenge to the last one? Why? [Solicit 1-2 student answers]

Synthesize and transition: When a community faces a challenge, they start to build a tool kit of information and skills that other members of that community can use in future challenges. But in order to tap into this resource, we need to share that information when we learn it and celebrate our skills and accomplishments. Just like in this game, the information we’ve learned about how the court system works and how we can effectively navigate courts and trials is a huge resource for all of the communities we’re a part of. This WOW! is a chance for us to share that learning with our friends and families so that our communities can celebrate the learning we’ve done and also get a chance to take some of that same learning with them.
Introduction to New Material: Overview of WOW!
(5 Minutes)

● **Say:** We have already split up into two awesome teams and prepared our scripts and visuals for a strong WOW! Today we need to actually run through our presentations so that we can make our performance stronger before doing it in front of our community audience next week.

● **Ask:** Who here is on the team that will teach about Our Mock Trial? [Ask with high energy to build student interest; Allow for student response]; And who here is on our team that's going to teach about the Legal System? [Allow for student response]

● **Transition:** **Say** “Now let’s gather our visuals and sit with our teams so that we can start a full dress rehearsal of our WOW!”

● **Note to Teacher:** If time allows and you feel that your student group would benefit from seeing examples of strong WOW!s modelled, this is an opportunity to show a video clip from a past WOW! at your school site. The purpose of this could be to build student interest if it has taken a dip after the Mock Trial finished or to expose students to strong communication modelling from peers if content mastery has been strong but oral communication skills need improving.

Activity One: Full WOW! Dress Rehearsal
(45 Minutes)

● **Note to Teacher:** Rehearsal format can be personalized to fit the time/space constraints of your WOW! Below is one option that takes into consideration how students can participate as presenters and audience members as well as how they can be actively making observations to provide feedback to peers.

● **Say:** We get to run through our entire WOW! presentation now just like we will perform it in front of our friends and family next week.
  ○ First the team focused on Our Mock Trial will present and the rest of us will get to be audience members and then we’ll switch.
  ○ When it’s our turn to be an audience member we get to pretend to be a family member or friend who doesn’t know anything about Mock Trial and we also will be watching as communication
experts taking notes on their presentation so we can give each other feedback that will make us even stronger in our real WOW!

- **Direct:** The Mock Trial team is presenting first so if you are on that team, silently and quickly move to the right side of the room when I say go. You will have the next 5 minutes to meet with your team, gather your materials, and set up and then we will begin. Everyone on the Legal System team will move to the left side of the room when I say go and will wait for directions from [TF's name].

- **CTs move** to the team they will support and direct students to prepare for the first practice round
  - The team that will be the audience first will get instructions during this time on how to take notes for peer feedback while they watch.

**Practice Round 1**

- **Run through** Mock Trial WOW! (20 min)
- **Circulate:** CTs walk around like they are the audience at the WOW!
  - If students ask for support with the presentation or taking notes on their peers who are presenting, give minimal help where necessary and encourage students to treat it like a full rehearsal (no stops, just try it once through and save questions for the end.)

- **Direct:** The Legal System team is presenting next so if you are on that team, silently and quickly move to the right side of the room when I say go. You will have the next 5 minutes to meet with your team, gather your materials, and set up and then we will begin. Everyone on the Mock Trial team congrats on finishing your run-through! When I say go you will move to the left side of the room when I say go and will wait for directions from [CTs name].

- **CTs move** to the team they will support and direct students to prepare for the second practice round [The team that is the audience gets instructions during this time on how to take notes for peer feedback.]

**Practice Round 2**

- **Run through of Legal System team WOW!** (20 min)
- **CTs walk around like they are the audience at the WOW!** If students ask for support with the presentation or taking notes on their peers who are presenting, give minimal help where necessary and encourage
students to treat it like a full rehearsal (no stops, just try it once through and save questions for the end.)

- **Transition: Say** “Congratulations to everyone -- we just finished running through our whole WOW! You are all already brave just for getting up there and practicing public speaking -- something that a lot of adults get nervous doing as part of their jobs. In order to go into the actual night of the WOW! even stronger, we're going to share some of our thoughts as audience members with our peers.

### Activity Two: Receive and Give Feedback

*(15 Minutes)*

- **Note to Teacher:** If there are group-wide themes in feedback then share those with the group using a funny example/non-example or by asking a student to model an example/non-example (for example: professional and confident body language, etc.)

- **Say:** We are going to use the notes that we took as audience members and our communication skills [point to where these are posted in the room] to give each other one piece of feedback that can make us better and better as we prepare to present in front of a real audience. When you’re giving feedback, try to be specific and to pick one thing to focus on that you think will have the biggest impact on our performance. It can be about what they say in their presentation or how they say it.

- **Say:** When I say go, quickly and silently find a partner who is on a different WOW! team than you. You will have just three minutes to share with each other one thing you saw them do well so they can keep doing it and one focus they can practice to get even better. Go!

- **TFs circulate to support and pace**

- **Repeat cycle 3-4 times** allowing students to switch partners each time [How many cycles depends on how fast students are naturally taking to give each other feedback; keep the pace brisk for student engagement by changing partners for a new cycle when 80-90% of students seem to be winding down.]

- **Transition: Say** “With these insights from each other, it’s like we each have our own private coaches! Silently think to yourself now: what is one piece of feedback I’m going to focus on when I practice this week? Now that we've set those commitments, let's stick to them so we can knock the socks off our audience at the WOW!”
Activity Three: Preparing for our WOW!
(10 Minutes)

- **Note to Teacher:** This time is provided for addressing student questions and building student excitement and confidence before the WOW! If your rehearsal or feedback activities require more time to answer questions in the moment, this time can be moved throughout the lesson or re-shaped here to address what’s most relevant to your group.

- **Ask** for any student questions before the actual presentation
  - Consider: location, communication to families and the community about the WOW!, student dress and/or props.
  - **Note to Teacher:** TLs may decide to create systems for WOW! event management like students having a peer buddy to check in with throughout the night, a phone tree for reminders about the event before it happens, etc.

- **Transition:** Say “We have put in solid practice today and are going to do an incredible job at our WOW! Before we leave our last class though, we want to take a minute to celebrate all of you and how much fun we’ve had these last few months watching you become legal wizards running a real courtroom.”
  (Personalize to some of the specific victories and memories from the group.)

Closing Celebration
(5 Minutes)

- **Note to Teacher:** Since today’s lesson is a rehearsal of the WOW!, the run-through and feedback activities themselves serve as a student assessment. Instead, because it is also the last day of apprenticeship, the close-out serves as a way to celebrate the group. This is most fun and impactful when it’s organic, so this select a cooperative game can be personalized in a way that relevant to the group - students likely have a favorite game or you can repeat a Hook from an earlier week that was popular.
### Mini-Cases

*Shorter cases that do not include in-depth witness statements*

- **Cook v. Boston Central High School** [14 pages]
  - **Summary:** A student’s mother packs her a butter knife in her lunch after a school rule is passed declaring zero tolerance for weapons because of a school stabbing. The student’s butter knife is found and they are expelled. In this case, the mother is suing for her child to be re-admitted.
  - **Notes:** Case focuses on specific school rule that students can debate the implementation of; local connection to Boston. This case has limited materials and so is ideal for using in a lesson where time will be tight and the case doesn’t need to be fully developed.

- **Sawyer v. Williams** [14 pages]
  - **Summary:** Teen girl tries out for the football team, is not chosen, and sues for gender discrimination.
  - **Notes:** Accessible reading level; local connection to Boston

- **O’Brien v. International Place High School** [7 pages]
  - **Summary:** Two students are caught smoking in the school bathroom. A search of their backpacks reveals evidence of marijuana and they are charged with drug possession.
  - **Notes:** Realistic and complex case: cites case laws and written in a more adult voice which could be engaging for a student group that have higher literacy or legal background and want realism in a Mock Trial

- **Danny and Maria v. Uppercrust Academy and Edna Paddle Mock Trial** [5 pages]
  - **Summary:** A principal at a private school uses free software to monitor the cellphones of students. She listens to a phone conversation where a student threatens another student and punishes them before anything happens. In this case, their parents sue.
  - **Notes:** Bigger themes of right to privacy and how it applies to students; Case includes witness affidavits and cites relevant case law; Consider whether private school setting will interest students in apprenticeship

### Mock Trial Cases

* Longer, more complex cases which include witness statements and/or affidavits *

- **The Commonwealth v. Chrissie Snow** [14 pages]
  - **Summary:** Teen working part-time at a movie theater snaps at a frustrating customer and her boss gets upset.
After work she forgets her bag and walks back on a dimly lit path to get it where she sees a man following her. She uses pepper spray on him and hits him in the face. The man turns out to be her boss, following her with her bag, and she is charged with assault and battery for his injuries.

- **Notes:** Potentially relatable subject (teen with part-time job); Case includes grade-level vocabulary and specific legal concepts; realistically complex (some readers will likely empathize and others will read critically of teen); Humorous photos of boss in case file; local connection to Boston

- **Commonwealth of Massachusetts v. Betty Borden** [20 pages]
  - **Summary:** Two teen girls fight over a boy at a dance and later get in a physical fight where one girl is stabbed with school scissors
  - **Notes:** Uses Archie Comic Book characters; local connection to Boston; Affidavits make the case complex (it is unclear whether or not Betty Borden intended to hurt Veronica and the statements provide evidence that could be used by either side.)

- **Thomas Cartman v. Harmonix Music, Inc.** [9 pages]
  - **Summary:** A kid plays Guitar Hero so much that he develops carpal tunnel syndrome and can’t play the piano anymore. He and his parents sue saying that the game uses subliminal messages to addict kids.
  - **Notes:** Rigorous vocabulary in conversationally written case materials; Potentially engaging for students interested in video games; case materials state that subliminal messages are used and so the case is less complex (there is a clear right/wrong answer before the trial which is less realistic)