

# 3rd Grade Mock Trial Instructional Materials

These materials have been designed to prepare students and teachers for the 3rd grade **Constitution Day** Mock Trial virtual event. These instructional activities have been created by the Olathe Public Schools to create a greater understanding of the branches of government, with a focus on the judicial branch, as well as laws and the Constitution.

We highly encourage you and your students to utilize these resources in the week(s) leading up to the mock trial. While completing all of the instructional activities will best prepare students for the mock trial, educators can choose those that meet the needs of their students and the order in which to present the activities in class.

These materials are designed to be completed before, during and after the mock trial to enrich the experience for 3rd grade students. The slide deck coincides with this PDF of Instructional Materials for the 3rd Grade Mock Trial. [Click to access the slide deck for class presentation.](#)

We are so happy that you have decided to participate in the 3<sup>rd</sup> grade virtual mock trial in celebration of Constitution Day!

Learn more about the virtual mock trial from Judge Wonnell by watching the [promotional video](#), then use the [link to register](#).

For more information, visit: <https://www.olatheschools.org/mock-trial>

Email questions to: [#Johnson-ConstitutionDay@kscourts.gov](mailto:#Johnson-ConstitutionDay@kscourts.gov)

## Standards Alignment:

### **C3 Standards**

D2.Civ.2.3–5. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.

D3.2.3–5. Use distinctions among fact and opinion to determine the credibility of multiple sources.

D4.1.3–5. Construct arguments using claims and evidence from multiple sources.

D4.2.3–5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

### **Kansas History, Government and Social Studies Standards**

KSDE HGSS Standard 1.4: Choices have consequences. *The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.*

KSDE HGSS Standard 2.4: Individuals have rights and responsibilities. *The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.*

This Constitution Day event was made possible by Kansas District Court Judge Robert J. Wonnell, the 10th Judicial District in Kansas, and the Olathe Public Schools USD 233 in Olathe, Kansas. This resource is the intellectual property of the Olathe Public Schools and Johnson County Kansas 10th Judicial District Court. It is intended for educational use only. You may not edit, reproduce, distribute, or sell this content in any form without the express written permission of the Olathe Public Schools and Johnson County Kansas 10th Judicial Court.



10th Judicial District  
Johnson County



# Before the Mock Trial

## Instructional Materials

### Why do we have laws?

#### Process:

1. Begin with reading or watching the book, "What if Everybody Did That?" by Ellen Javernick.
  - a. Video linked in slides.
  - b. (Full link to video: [https://www.youtube.com/embed/72CugCPkXM8?playlist=72CugCPkXM8&autoplay=1&iv\\_load\\_policy=3&loop=1&start=](https://www.youtube.com/embed/72CugCPkXM8?playlist=72CugCPkXM8&autoplay=1&iv_load_policy=3&loop=1&start=)
2. Use a discussion strategy (e.g., Think/Pair/Share, Stand Up/Hand Up/Pair Up, Numbered Heads Together, Inside/Outside Circle, etc.) to discuss these questions:
  - a. What rules are being broken in the book?
  - b. How do those relate to classroom rules?
  - c. Why are rules made?
  - d. Why are rules in the classroom useful?
  - e. What would the classroom be like if there were no rules?

#### Materials:

1. Instructional Slides for class presentation.
2. Projection ability to watch "What if Everybody Did That?" by Ellen Javernick as a class. The video is linked above and in the instructional slides for class presentation.
  - Or, check out the book from your library and read as a class.

# Before the Mock Trial

## Instructional Materials

### Let's Play a Game!

(The Game with No Rules)

#### Process:

The purpose of this activity is to show how important rules are by allowing students to engage in a game with no rules. Do NOT tell students they are playing a game with no rules before playing.

1. Set up to play game.
  - a. Divide students into groups of 3 to 5.
  - b. Provide each group with a prepared baggy/bin of materials as described in the materials section below.\*
  - c. Instruct students to begin playing the game with the provided materials. Students will not be given any instructions on how to play the game. If they ask about the rules during the game, you can tell them to try their best to play with what they have.
  - d. After about 10 minutes, stop the game and declare a person from each group as the winner.
2. Use a discussion strategy (e.g., Think/Pair/Share, Stand Up/Hand Up/Pair Up, Numbered Heads Together, Inside/Outside Circle, etc.) to discuss these questions related to the game:
  - a. Did you like the game? Why or why not?
  - b. Did your group encounter any problems while playing the game? If so, what were they?
  - c. What was fair about the game?
  - d. What was unfair about the game?
  - e. Would it have helped to know the rules of the game before playing? Why or why not?
3. Wrap up the lesson by discussing the purpose of rules and laws: to keep us safe and maintain order. Make connections to how the game may have felt chaotic and more difficult to play because it had no rules. This is how our communities and country could feel if there were no laws.

#### Materials:

1. Instructional Slides for class presentation.
2. Prepare baggies or bins with materials such as a deck of cards, dice, math manipulatives, paper clips, etc. in order to create a "game." These could include different materials for each group.\*

# Before the Mock Trial

## Instructional Materials

### The Constitution and the Law

#### Process:

1. Ask students to think about all the things they have done since waking up (e.g., brushed their teeth, ate breakfast, rode or walked to school).
2. Allow students to share out while the teacher lists their ideas on chart paper.
3. Begin to connect the shared activities with the law. For example, one must have a driver's license to operate a vehicle and must obey traffic laws including the speed limit. Likewise, when eating breakfast, food products have labels that list the ingredients. This is very helpful if you are allergic to peanuts so that you can easily avoid eating something that contains this ingredient. Explain that almost everything we do is connected to laws.\*
4. Use a discussion strategy (e.g., Think/Pair/Share, Stand Up/Hand Up/Pair Up, Numbered Heads Together, Inside/Outside Circle, etc.) to discuss these questions:
  - a. Why do we need laws?
  - b. How do they help us?
  - c. What would life be like without laws?
  - d. Do we need more laws or fewer laws? Why do you think that?
5. Wrap up the discussion by summarizing key points and tie them to the idea that the Constitution is the "Supreme Law of the Land."
6. Use the United States Constitution worksheet to read and learn more about the Constitution. Point out that each of the three branches of government have responsibilities that deal with the law.

Teacher Note: For a more detailed list of connections between daily activities and the law, see the list at the end of the materials for this activity.\* The activity above has been adapted from The Pennsylvania Bar Association Mindwalk Activity "The Law is Everywhere."

(continued on next page)

# Before the Mock Trial

## Instructional Materials

### The Constitution and the Law

#### Materials:

1. Instructional Slides for class presentation.
2. Chart Paper, whiteboard, or other method for listing class ideas in 2. of the Process above.
3. Reference detailed list of connections between daily activities and the law on next page.
4. The United States Constitution worksheet - one per student or group.
  - o **Answer key:**
    - 1. Preamble; knowing why a document was written gives purpose and meaning to it and any writing
    - 2. the seven articles
    - 3. September 17, 1787; 1788
    - 4. judicial branch since the courts explain the laws
    - 5. each year on September 17<sup>th</sup>
    - 6. Students may say it looks old because of the writing or that it looks ripped at the top or discolored, etc. Answers will vary.
    - 7. Students may notice a variety of things about this document (U.S. Constitution), such as it looks old, wrinkled, torn, worn, curly or cursive writing, big and little writing, handwritten, the words, "We the People," and so on. Answers will vary.
    - 8. Students may say that this phrase means that "a group of people," etc. Answers will vary.
    - 9. the British, England or the King
    - 10. Students may say a parent, guardian, librarian, teacher, the internet/online source, a family member, older sibling, etc.
    - 11. Student drawings will vary.

# Before the Mock Trial Instructional Materials

## The Constitution and the Law

### More ideas to connect our daily activities to laws:

1. **Did you wake up at a specific time in order to go to school?** The start and stop times for school, the number of hours in a school day, and days in a school year, for example, are all regulated by law including that children must go to school.
2. **Did you make your bed?** There are labels for tags on pillows, comforters/bedspreads, clothing, furniture so that people are aware of the components. If you have an allergy to the particles in the environment, these tags will help you choose the best pillow to use.
3. **Did you take a shower and brush your teeth?** There are laws that regulate our water, so it is safe for to use for brushing our teeth, taking a shower and washing dishes in order to eat meals.
4. **Did you eat breakfast?** There are laws that must be followed by food companies and manufacturers that guarantee that our food is safe to eat. There are also warnings on boxes/cans of food to keep people safe such as "warning - handle with care - very hot." Things that are heated contain these warnings, so that we are safe and do not accidentally burn ourselves. Also, the warning "keep refrigerated" and "use by" dates help us be sure that food doesn't spoil. Laws require companies to list all ingredients. If you have a food allergy or intolerance to milk products or peanuts, for example, you and your family make decisions about what is safe for you to eat because of the required ingredient labels. Speaking of milk, it is regulated to be pasteurized so it lasts longer and is safe to drink.
5. **How did you get to school today? On a bus or in the car? What do drivers need to have to operate a bus/car? How old do you need to be to drive a car?** A driver's license is required by law and permit and license requirements vary by state. Also, some states require driver's education classes for those learning to driver and hours spent "practicing" driving with parent or driver's education teacher.
  - other modes of getting to school are listed in 8. below
6. **Are there laws about driving that must be followed? Can you go as fast as you want? Do you need to stop at a stop sign or red light? What about when the driver wants to make a turn?** Speed limits, turn signals, school zone speed, driving on the right-hand side, turning on lights when it's dark, etc - all are required by law.
7. **What about the roads we use to get to places?** Streets and interstate highways are built and maintained according to law by the states, city or county depending on its location. The federal government has helped provide money and standard rules and regulations for roads and vehicles. There are laws that dictate many things, such as: how wide a road is, the markings on the road, traffic signals, bridges, railroad crossings, etc.
8. **Did you walk or ride your bike to school?** There are laws that regulate where sidewalks are needed and built as well as crosswalks. When walking to school, we need to use a crosswalk or a sidewalk rather than walking down the middle of the road. Both are required by law to keep us safe.

# 3rd Grade Mock Trial

Name: \_\_\_\_\_

## The United States Constitution

### Directions:

**Read about the United States Constitution and answer the questions below.**

The United States Constitution is the highest law in the U.S., and for this reason it is referred to the “supreme law” of the land. This document was written and signed by a group of delegates on **September 17, 1787** and was **ratified, or passed, in 1788**. It creates the framework for our government and also includes the rights and freedoms of the people.

There are three basic parts of the Constitution; the **preamble**, the **seven articles** and the **twenty-seven amendments**. The preamble tells why the Constitution was written and is only 52 words long! The first three words, **“we the people,”** was important as the Americans fought for their independence and freedom from the British and wanted self-government.

In the early years of the Revolutionary War, the Declaration of Independence was signed in 1776. Later, after the war, the Constitution was written and ratified by the states. The United States of America will **celebrate its 250<sup>th</sup> anniversary in 2026!**

The seven articles in the Constitution outline our government structure and establish the three branches of government. The **legislative branch** makes or writes the laws, the **executive branch** makes sure that laws are being followed, and the **judicial branch** interprets or explains the laws.

Amendments are formal changes to the Constitution. The first ten amendments are called the **Bill of Rights** and are guaranteed rights for the people.

1. What part of the Constitution explains why it was written? Why might that be important for any reading?
2. Underline the three branches of government. Which part of the Constitution outlines the three branches?
3. Circle the date that the Constitution was signed. Draw a rectangle around the year it was ratified.
4. The mock trial is about a court case. Which branch fits best with the mock trial?
5. When do we celebrate Constitution Day? (hint: look for the part that you circled)





6. The Constitution is a **primary source** document. Below, is an image of the actual Constitution! A primary source is a document, object, art, music, photograph, article or other item that was created during the time that an event took place. It is called a first-hand account and is authentic. Some primary sources look very old depending on how and when it was created and preserved. **The Constitution is over 235 years old!** What clues might help you determine the age of the document below?

7. What do you notice about the document below?



8. Many old documents are hard to read. Some people **transcribe**, or re-write, primary sources so that they are easier to read. Below is the first part of the preamble that has been re-written.

“We the People of the United States, in Order to form a more perfect Union...”

What do you think the words, “we the people” mean?

9. Who do you think read, or received this document?

10. If you wanted to learn more, how or where could you find more information?

11. Draw a picture of what the words, “we the people” means to you below. Then, explain your drawing to a classmate.

- The Constitution of the United States. National Archives, United States National Archives and Records Administration, 22 Jul. 2025, [www.archives.gov/founding-docs/constitution-transcript#toc-article-iv](https://www.archives.gov/founding-docs/constitution-transcript#toc-article-iv).
- Worksheets for Novice or Younger Students, or Those Learning English, Written Document, Educator Resources National Archives, United States National Archives and Records Administration, 22 Jul. 2025, <https://www.archives.gov/education/lessons/worksheets>.
- The National Constitution Center, 22 Jul. 2025, <https://constitutioncenter.org/>.
- Digital Inquiry Group Historical Thinking Skills, 22 Jul., 2025, <https://www.inquirygroup.org/history-lessons/historical-thinking-chart>.



# Before the Mock Trial

## Instructional Materials

### Who's Who in the Courtroom?

#### Process:

In preparation for watching the Mock Trial, students will be introduced to each person involved in a trial and their role. Each video will provide a short description of the person's role in court proceedings along with a special item that relates to their work. You may need to assist students in recognizing each person's special item since they may or may not specifically reference the item.

#### Before Learning - Anticipation Guide:

1. Before watching the videos of the people and their role in a courtroom, use the Who's Who in the Courtroom Anticipation Guide to activate students' prior knowledge of the people involved in a trial.
2. Directions for anticipation guide:
  - a. Give each student the anticipation guide.
  - b. Have students read each statement regarding the role of each person in the courtroom and mark if they think it is true or false in the "Before Learning" column. Let students know that this is an opportunity to predict what they think is correct even if they do not know for sure. Take a guess!

#### During Learning - Who's Who in the Courtroom Videos:

**\*\* Teacher Note:** You may choose to watch all the videos in one lesson or view them over the course of a few days. Also, the prosecuting attorney refers to himself in the video as a district attorney. Explain to students that as a prosecuting attorney he serves as the district court attorney of Wyandotte county in Kansas.

1. View the video of each person in the courtroom. While watching each video, students will check their anticipation guide and mark the "After Learning" column with the correct answer and use the center part to change the sentence to make it true.

# Before the Mock Trial

## Instructional Materials

### Who's Who in the Courtroom?

#### Process, continued:

##### Who's Who in the Courtroom? Videos:

- **The Judge Video** (2:29 minutes)
- **The Defense Attorney Video** (1:47 minutes)
- **The Prosecuting Attorney Video** (2:08 minutes)
- **The Administrative Assistant Video** (1:19 minutes)
- **Court Reporter Video** (3:24 minutes)
- **Court Officer Video** (1:16 minutes)
- **Court Interpreter Video** (2:13 minutes)

2. Provide opportunity for class discussion to allow students to explain their reasoning of answers on the anticipation guide. Encourage students to cite evidence from the videos. Additionally, the class could rewatch sections of the videos as needed.

#### After Learning - Check for Understanding - Who's Who in the Courtroom Sort:

**\*\*Teacher Note:** Before this activity, print and cut the cards to make a set for each group of students. Before distributing, scramble the cards.

1. Divide students into groups of 2-4.
2. Allow time for students to work with their group to sort the cards for the correct definition of the role and the picture that best depicts that role (these pictures are the same as the item each person showed during their introduction video).
3. Once groups have sorted all the cards, discuss each role set and allow groups to explain their reasoning for their matches.

#### Materials:

1. Instructional Slides for class presentation.
2. Anticipation guide - one per student.
3. Projection ability to watch the videos as a class. The seven videos are linked in the Process section and in the instructional slides for class presentation.
4. Who's Who in the Courtroom cards - one set of pre-cut cards per student pair or group.

Name: \_\_\_\_\_

**Who's Who in the Courtroom: Anticipation Guide**

**Directions:** Before learning, read each statement and determine if it is True or False. After learning, read each statement again and determine if you think it is True or False. If a statement is false, use the space provided to make it true.

Before Learning		After Learning
True  False	A judge is a person who is in charge of a court of law. In a jury trial, a judge instructs the jury about the laws that apply to the case.	True  False
True  False	A court officer is someone who is in charge of security and maintains order in the courtroom.	True  False
True  False	The prosecuting attorney works for the person accused of breaking the law and tries to prove their innocence in a criminal case.	True  False
True  False	The defense attorney works for the state and presents the case in a criminal trial against a person accused of breaking the law.	True  False

True False	The person who documents all testimony and everything said at a trial is called an administrative assistant.	True False
True False	A court reporter keeps the records and documents for the judge and makes sure the lawyers and judge have everything they need during the trial.	True False
True False	A group of citizens who make a decision based on the facts of the case are called witnesses.	True False
True False	A jury takes an oath to tell the truth and answers questions about the case.	True False
True False	The person who translates what is said in court between English and one or more other languages is called an interpreter.	True False

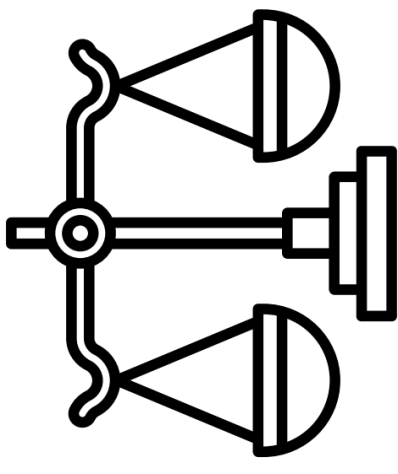
## **Judge**

**A person in charge of a court of law. They hear and decide on cases. In a jury trial they instruct the jury about the laws involved in the case.**



## **Defense Attorney**

**A lawyer who works for the person accused of breaking the law and tries to prove their innocence in a criminal case.**



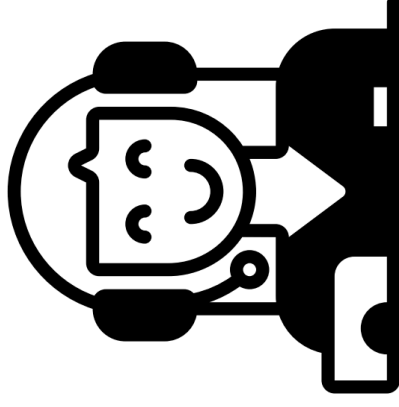
# **Prosecuting Attorney**

**A public official who is a lawyer and works for the state to present the case against a person accused of breaking the law.**



# **Court Interpreter**

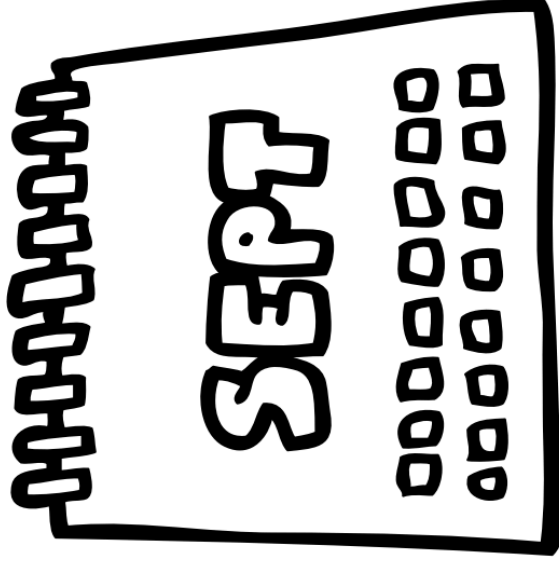
**A person trained to translate what is said in court between English and one or more languages. The court provides this service.**





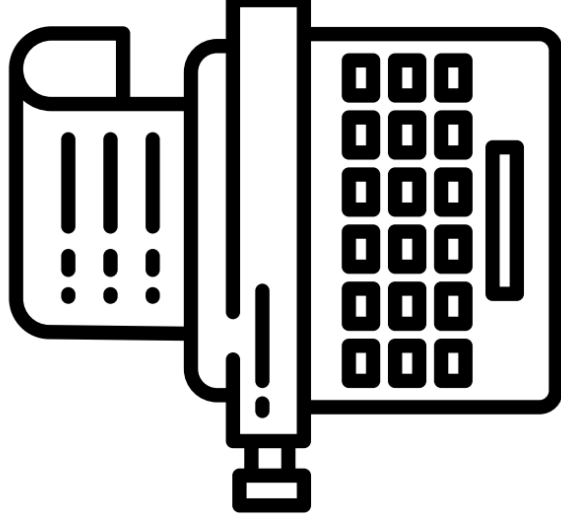
# **Administrative Assistant**

A person who keeps track of the schedule and all the documents for a court case. They make sure the lawyers and judge have what they need.



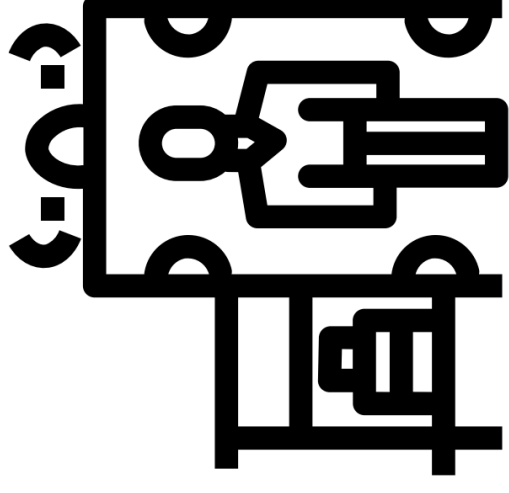
# **Court Reporter**

This person takes notes of all testimony on a machine during court proceedings.



# **Court Officer**

**A court officer who is  
in charge of security  
and maintains order in  
the courtroom.**

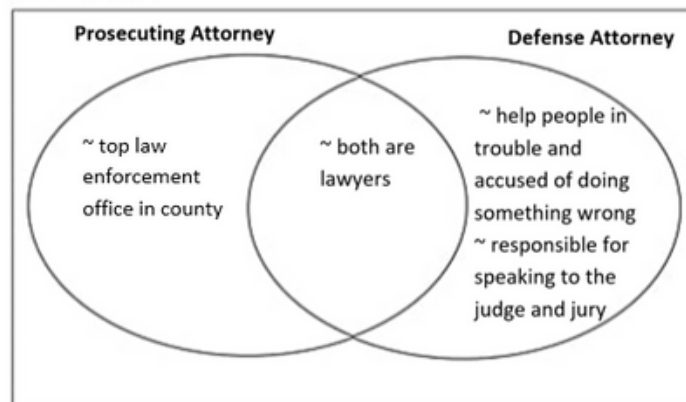


# Before the Mock Trial Instructional Materials

## Getting to Know the Two Attorneys

### Process:

1. To better understand the different roles of the two attorneys, rewatch the videos for the defense and prosecuting attorneys.
  - a. **The Defense Attorney Video & The Prosecuting Attorney Video**
2. Discuss key learning from the videos and use a Venn Diagram to note the similarities and differences of each attorney. (See example below)



### Materials:

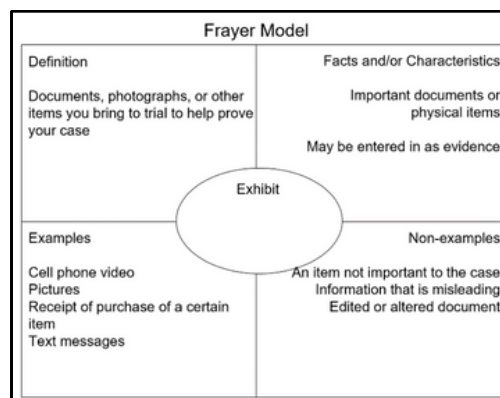
1. Instructional Slides for class presentation.
2. Projection ability to re-watch the two attorney videos as a class. The videos are linked above and in the instructional slides for class presentation.
3. Venn Diagram - one per student pair or group - either created, or drawn by student, or pre-made copies.

# Before the Mock Trial Instructional Materials

## Trial Vocabulary Words

### Process:

- Below is a list of suggested vocabulary words that students will hear during the trial. You may want to choose words to explicitly teach based on your students' needs.
  - Suggested vocabulary: **exhibit, defendant, witness, evidence, jury**
  - The following routine can be used to teach the selected vocabulary words.  
(adapted from LETRS Simple Routine)
- Display each sentence below.
  - The attorney showed the jury a picture of the car from the crime as an **exhibit** in the court case.
  - The **defendant** told her attorney that she did not do the crime she was accused of committing.
  - The **witness** described what he remembered about the day of the crime in question.
  - The jury discussed all of the **evidence** that was presented during the trial.
  - The judge asked the **jury** if they had reached a verdict.
- Pronounce the vocabulary word and have students echo it back.
- Use the word's syllables and phonemes to discuss the pronunciation of each word.
- Discuss the part of speech for the word as it's used in the sentence.
- Complete the Frayer Model Graphic Organizer for selected words as a class.  
(see example below)
  - Write the vocabulary word in the center and have students read the word.
  - Provide a student-friendly definition.
  - Complete a description of the word, including facts or characteristics.
  - Give examples.
  - Give non-examples.



# Before the Mock Trial Instructional Materials

## Trial Vocabulary Words

### Process, continued:

6. Engage students in using the vocabulary words by asking questions about them (a few examples included below). Encourage students to use the vocabulary word in their response.

a. Would you like to serve on a jury? Why or why not?

b. What are things you could witness if someone broke the school rule about walking in the hall?

7. Throughout the mock trial experience, encourage students to use vocabulary words they have learned during the Before Mock Trial lessons.

### Materials:

1. Instructional Slides for class presentation.
2. Frayer Model worksheet - one per student - either created, or drawn by student, or pre-made copies.

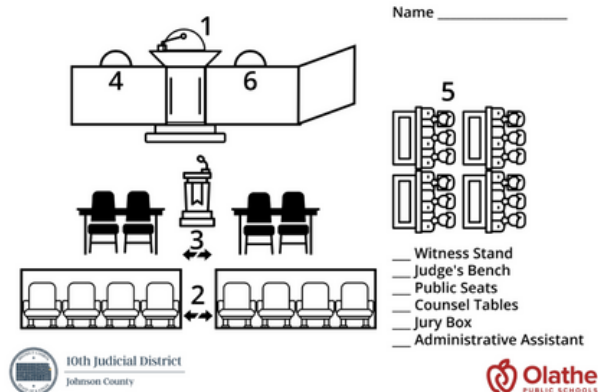
# Before the Mock Trial Instructional Materials

## Courtroom Tour

### Process:

1. Set the purpose for learning: As we watch the Courtroom Tour video, listen for the different people involved in a trial and where they are located in a Courtroom.
2. View the **Courtroom Tour video**. (2:26 minutes)
3. Complete the Courtroom Tour worksheet to check understanding of the locations in the courtroom.

### Courtroom Tour: Jury Trial



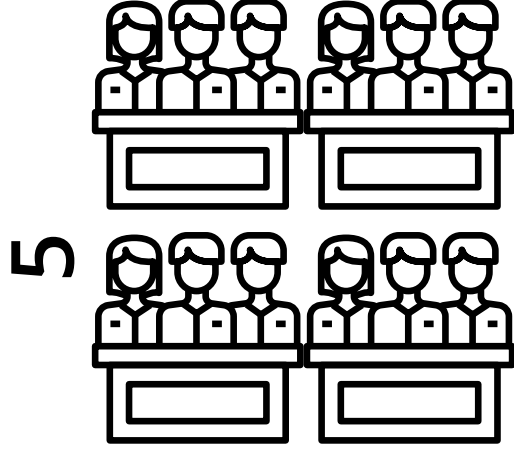
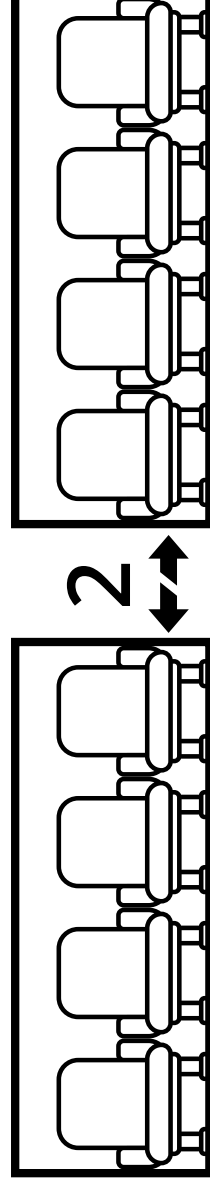
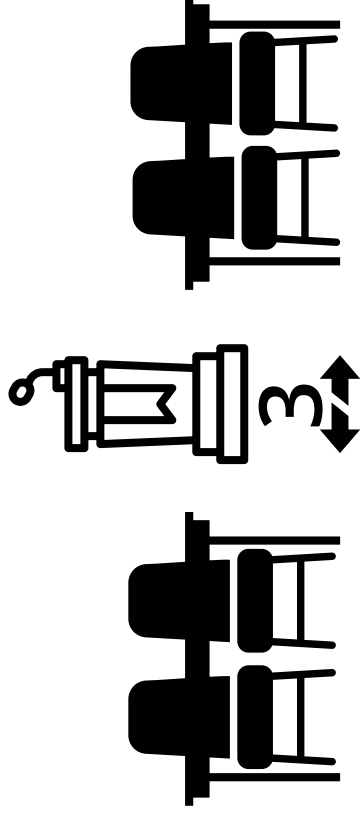
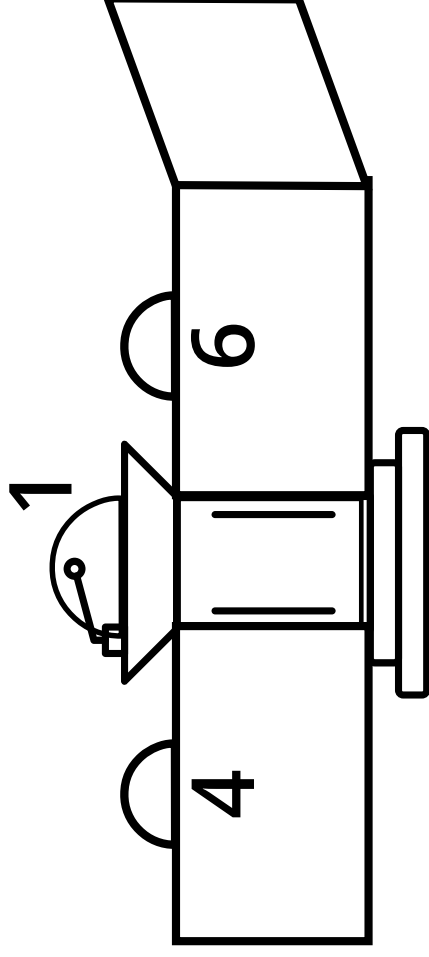
### Materials:

1. Instructional Slides for class presentation.
2. Projection ability to watch the Courtroom Tour video as a class. The video is linked above and in the instruction slides for class presentation.
3. Jury Trial Courtroom worksheet - one copy per student.
  - a. Answer key: witness stand- 6, judge's bench- 1, public seats- 2, counsel tables- 3, jury box- 5, administrative assistant- 4.



# Courtroom Tour: Jury Trial

Name \_\_\_\_\_



- \_\_\_\_\_ Witness Stand
- \_\_\_\_\_ Judge's Bench
- \_\_\_\_\_ Public Seats
- \_\_\_\_\_ Counsel Tables
- \_\_\_\_\_ Jury Box
- \_\_\_\_\_ Administrative Assistant



10th Judicial District  
Johnson County



# Before the Mock Trial

## Instructional Materials

### Generating Questions

#### Process:

There may be time for Judge Wonnell to answer questions as part of the mock trial experience. Create a class list of questions to use, if given the opportunity. Jot Thoughts or the Question Formulation Technique are strategies that can be used to generate many questions (or ideas) on a topic.

#### Directions for Jot Thoughts:

1. Give each student a stack of sticky notes or slips of paper.
2. Provide students two minutes to write as many questions as they can, one question per sticky note.
3. Allow students to share out their questions to create a class list on chart paper. As questions are shared, if students have that same question, they can turn it over so it is not repeated.

#### Directions for Question Formulation Technique:

1. Have students ask as many questions as they can while the teacher records the questions on chart paper or the whiteboard.
2. Do not stop to discuss, judge, or answer questions.
3. Write down every question for the students exactly as stated.
4. Change any statement into a question.
5. Categorize each question as closed with a "C" and open with an "O."
6. Prioritize questions for Judge Wonnell that the class considers the most important.
  - Adapted from the [Right Question Institute](#).

#### Questions for Judge Wonnell:

Use this form to submit your question to Judge Wonnell.

#### Materials:

1. [Instructional Slides](#) for class presentation.
2. Sticky notes, or slips of paper for each student.
3. Save questions for the day of the mock trial to ask Judge Wonnell, if given the opportunity.

# During the Mock Trial Instructional Materials

## Tracking Evidence & Deliberation

### Process:

#### Tracking Evidence-

1. During the mock trial your class will function and participate as a jury.
2. Combining your class with other 3<sup>rd</sup> grade classes in your school will limit the ability and opportunity for your students to interact and participate in the experience. It is recommended that each individual teacher registers their class for the mock trial in advance.
3. As the mock trial begins, facilitate the students tracking evidence as presented on a T-Chart either as a class or individually.
4. After each witness testifies, your class will have 2-3 minutes to discuss and track the evidence on a T-Chart.
  - a. Any evidence that students feel connects and supports the idea that the defendant is guilty beyond a reasonable doubt, will be recorded in the "guilty" column.
  - b. Likewise, any evidence that connects or supports the idea that the defendant is not guilty will be recorded in the "not guilty" column.
  - c. For each piece of evidence, have the students explain their reasoning for why it supports either guilty or not guilty. Explaining their reasoning and connecting evidence to their claim is an important part of social studies. We call this CER which stands for claim, evidence and reasoning.

#### Deliberation-

1. Once the witnesses have testified and Judge Wonnell instructs each jury (3<sup>rd</sup> grade class) to deliberate, your class will have about five minutes to discuss and cast their verdict. The teacher will lead the class through a discussion.
2. As students deliberate, ask questions or elicit responses to engage the students in careful thought and consideration.
3. Once the class has decided if the defendant is guilty or not guilty, based on the evidence and testimony, it is time to cast your verdict. Enter your response on the poll in the virtual presentation - guilty or not guilty.
4. Now, your class will wait for Judge Wonnell to resume and share how the majority of 3<sup>rd</sup> graders voted for the verdict in the trial.

### Materials:

1. Instructional Slides for class presentation.
2. T-Chart paper for the class or per student.

# After the Mock Trial Instructional Materials

## Debriefing

### Process:

#### Debriefing-

1. Spend time holding a class discussion to process the mock trial experience and what students learned.
2. Use a discussion strategy (e.g., Think/Pair/Share, Stand Up/Hand Up/Pair Up, Numbered Heads Together, Inside/Outside Circle, etc.) to discuss student learning from the mock trial.
3. What was the trial about?
4. As a group, can we name all the people in the courtroom?
5. What did you notice that these people did during the trial?
  - a. judge
  - b. witnesses
  - c. prosecuting attorney
  - d. defense attorney
6. Why did we, as the jury, submit the verdict we did? (Note: make connections to what students share about laws. Help them to understand when a law is believed to be broken, our judicial branch helps to explain and interpret the law in order to determine guilt or innocence. Remind students the Constitution is the highest law of the land.)
7. Did you personally agree or disagree with the verdict of the trial? Why?

**Thank you for attending the 3rd grade mock trial. We are so happy that you participated with us this morning. We hope to see your class again next year!**

This Constitution Day event was made possible by Kansas District Court Judge Robert J. Wonnell, the 10th Judicial District in Kansas, and the Olathe Public Schools USD 233 in Olathe, Kansas.

### Materials:

1. [Instructional Slides](#) for class presentation.