

3rd Grade Mock Trial Lessons to Support Celebrate Freedom Week

We celebrate Constitution Day on September 17 to recognize the signing of this document in 1787. The Mock Trial has been developed for 3rd graders across the state of Kansas to support Celebrate Freedom Week!

This serves as a collection of lessons that will prepare students for the mock trial experience. Utilize these lessons before, during and after the mock trial to support student learning. Teachers can make decisions on what lessons they will utilize with their students. Thank you for your participation in the mock trial experience!



Constitution and the Law

HGSS Standard 1: Choices have consequences.

HGSS Standard 2: Individuals have rights and responsibilities.

Before Mock Trial

**Teacher Note: Any worksheet within these lessons can be done individually, in groups or partners, or projected to be completed as a whole class.

Lesson: Why do we have laws?

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

Lesson: The Game with No Rules

**Teacher Note: 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.

1. Play Game with No Rules.
 - a. Divide students into groups of 3 to 5.
 - b. Provide each group with a baggy/bin in order to play the game. Students will not be given any instructions on how to play the game.
 - c. The teacher will inform the students to begin playing their game and that there are no rules.
 - d. After about 10 minutes, stop the game and declare a person from each group a winner.
2. Use strategies such as *Think, Pair, Share, Stand Up/Hand Up/Pair Up, Numbered Heads Together*, or *Inside/Outside Circle* to discuss these questions related to the game:
 - a. Did you like the game? Why or why not?
 - b. What problems did you and your group have?
 - c. What was fair about the game? What was unfair about the game?
 - d. 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.

Lesson: Constitution and the Law

This activity is adapted from The Pennsylvania Bar Association Mindwalk Activity "The Law is Everywhere".

1. Ask students to think about all the things they've done since waking up (brush teeth, eat breakfast, drive or walk to school, etc.).
2. Allow students to share out and teacher list their ideas on chart paper.
3. Begin to connect the activities with the law. For example: driving to school = having a driver's license, obeying traffic laws, following the speed limit; brushing teeth = water regulations for clean water; eating breakfast = food regulations like labels on packages or not using dyes that have toxins, etc. Explain that almost everything we do is connected to laws.

**Teacher Note: For a more detailed list of connections between daily activities and the law, see list included in Supplementary Materials.

4. Use strategies such as *Think, Pair, Share, Stand Up/Hand Up/Pair Up, Numbered Heads Together, or Inside/Outside Circle* 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 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 found in Supplementary Materials to read and learn more about the Constitution. Point out the fact that each of the 3 branches of government have responsibilities to deal with the law.

Answer key for Constitution reading: legislative, executive, judicial, 1787, amendment.

7. Show this [short video](https://docs.google.com/presentation/d/1eRi27hKsG2LqbEY8KY-AsUVIQ7ERjnfhVkUYGI2s0HY/present?slide=id.p) about the branches and quiz questions at the end.
Full link to video: <https://docs.google.com/presentation/d/1eRi27hKsG2LqbEY8KY-AsUVIQ7ERjnfhVkUYGI2s0HY/present?slide=id.p>
8. Explain that the district courts help to interpret and make sure that we follow the law. Share with students that we will be preparing for a mock trial over the next few days and that trials are a part of the judicial branch.

Lesson: Who's Who in the Courtroom

In preparation for watching the Mock Trial, students will be introduced to each person involved in a trial and their role through a video. The people in the video are the same people students will see in the Mock Trial and each will provide a short description of their role in court proceedings along with a show-and-tell item that coincides with their work.

Before Learning - Anticipation Guide:

1. Before watching the videos of the roles in a courtroom, use the Who's Who in the Courtroom Anticipation Guide provided in the Supplementary Materials to activate students' prior knowledge of the people involved in a trial.
2. Directions for Anticipation Guide:
 - a. Each student will have their own anticipation guide (see attached).
 - b. Students will read each statement regarding the role of the people in the courtroom and decide if it is true or false on the "Before Learning" side, based on their prior knowledge. Let students know this is an opportunity to predict what they think is correct if they do not know for sure.

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

**Teacher Note: The prosecuting attorney refers to himself in the video as a district attorney. Explain to students that as a prosecuting attorney he serves as district attorney of Wyandotte county in Kansas.

- [The Judge Video](#)
- [The Defense Attorney Video](#)
- [The Prosecuting Attorney Video](#)
- [The Administrative Assistant Video](#)
- [Court Reporter Video](#)
- [Court Officer Video](#)
- [Court Interpreter Video](#)

** Teacher Note: You may choose to watch all the videos in one lesson or view them over the course of a few days.

1. Show video from each person in the courtroom. While watching each video, students will check their Anticipation guide and mark the "After Learning" section with the answer they now believe is correct.
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. The class could rewatch sections of the videos as needed.

After Learning Check for Understanding – Vocabulary Card Sort:

**Teacher Note: Print and cut vocabulary cards to make a set for each group of students before this activity. Scramble the cards before giving sets to students.

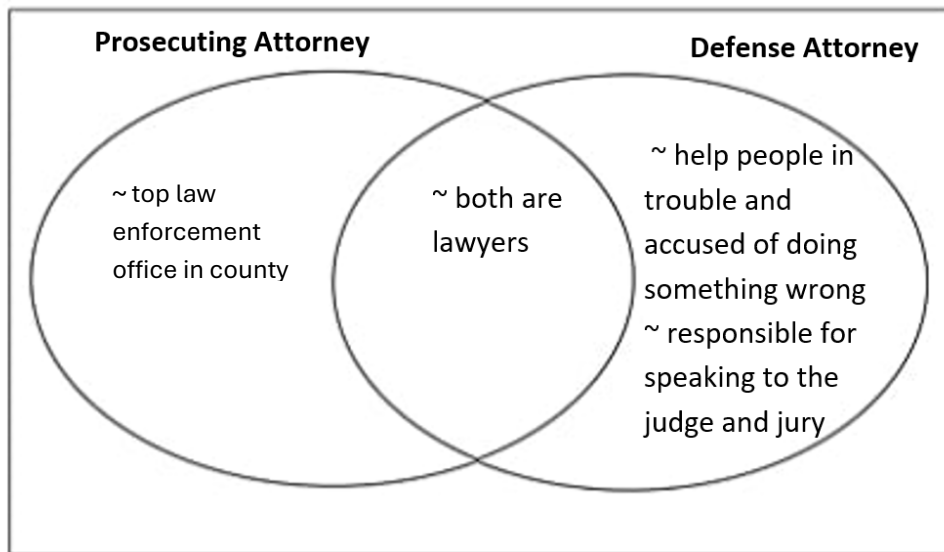
1. Divide students into groups of 2-4.
2. Allow students time to work with their group to sort the vocabulary word with the correct definition and the picture they think depicts that role (these pictures are the same as the item each person showed during their introduction video).

3. Once groups have sorted all the vocabulary words for the roles, allow groups to share out their match for each one and explain why they chose the picture to go with it.

Lesson: Getting to Know the Two Attorneys

1. To better understand the different roles of the 2 attorneys, rewatch the videos of each attorney - defense and prosecuting.
[The Defense Attorney Video](#) and [The Prosecuting Attorney Video](#)
2. Use a Venn Diagram to showcase the similarities and differences of each. (See example below).

Venn Diagram



Lesson: Explicit Teach of Key Vocabulary

Below is a list of suggested vocabulary words students will hear during the trial. Choose words to explicitly teach based on your students' needs.

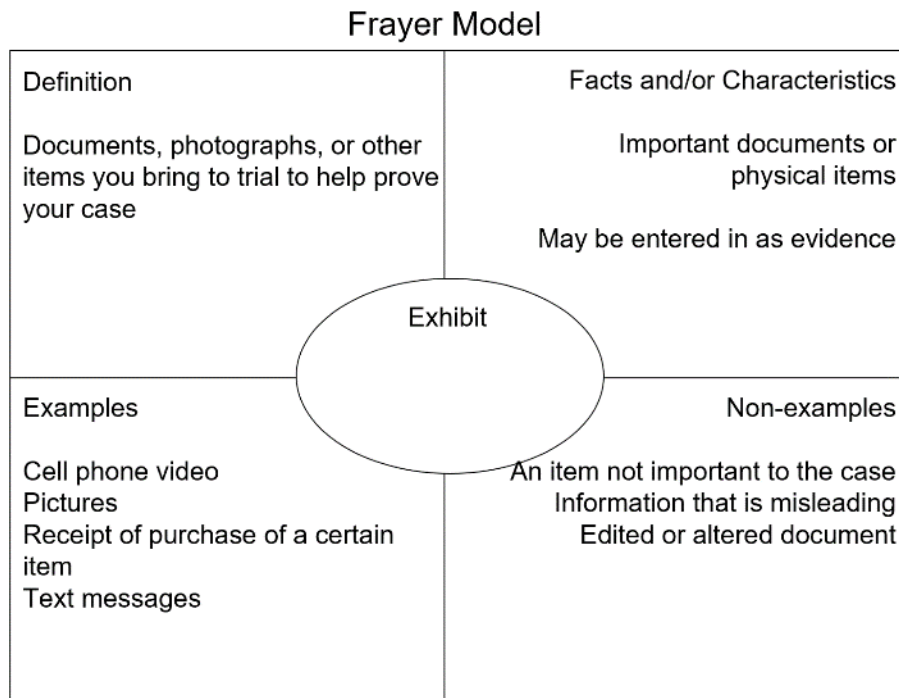
Suggested vocabulary: exhibit, defendant, witness, evidence, jury

The following routine can be used to explicitly teach vocabulary:

1. Read the sentence aloud that contains the vocabulary word.
 - a. The attorney showed the jury a picture of the car from the crime as an **exhibit** in the court case.
 - b. The **defendant** told her attorney she did not do the crime she was accused of.
 - c. The **witness** described what he remembered about the day of the crime in question.
 - d. The jury discussed all of the **evidence** that was presented during the trial.
 - e. The judge asked the **jury** if they had reached a verdict.
2. Pronounce the word and have students echo it back.
3. Complete the Frayer Model Graphic Organizer as a class (see example below).
 - a. Write the word in the center and have students read the word.

- b. Provide a student-friendly definition.
 - c. Complete a description of the word, including facts or characteristics.
 - d. Give examples.
 - e. Give nonexamples.
4. Engage students to use the new word by asking questions about the word's meaning.
 5. Elicit word use by students throughout the mock trial experience.

Example:



Lesson: Courtroom Tour

1. Set 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](#).
3. Complete the Courtroom Tour worksheet found in Supplementary Materials to check understanding of the locations in the courtroom.

**Teacher Note: The courtroom worksheet is not an exact replica of the courtroom in the tour therefore witness stand and administrative seat may be interchanged.

Lesson: Generating Questions for Judge Wonnell

Generating Questions for Judge Wonnell Judge Wonnell will provide time to address student questions, if time allows, as part of the mock trial experience. You are welcome to place a question in the chat portion of the Zoom call or the comment section of the YouTube stream during the event. Please note that these will only be addressed if time allows. Create a class list of questions to

use if given the opportunity. Jot Thoughts is a strategy to generate many questions (or ideas) on a topic and could be used. Provide each student with a stack of sticky notes or slips of paper.

1. Provide students with 2 minutes to write as many questions as they can, one question per sticky note.
2. Allow students to share their questions to create a class list on chart paper. This can be referenced when the judge asks for questions.

During Mock Trial

1. Please join the Zoom link provided when you registered by 9:10am, so we can begin on time.
2. After each testimony, the judge will pause and allow about 2 minutes for classes to discuss the evidence. You can use a T-chart to note the evidence from each witness to help students determine a guilty or not guilty verdict. (see example below)
3. At the conclusion of the trial, the judge will provide time for classes to deliberate and determine a verdict.

T CHART	
Evidence: not guilty	Evidence: guilty
Witness description of the sweatshirt color does not match the sweatshirt the defendant was wearing that day.	Sweatshirt color in testimony matched what defendant was wearing that day.

After Mock Trial

Use strategies such as *Think, Pair, Share, Stand Up/Hand Up/Pair Up, Numbered Heads Together, or Inside/Outside Circle* to discuss student learning from the mock trial.

1. What was the trial about?
2. As a group, can we name all the people in the courtroom?
3. What did you notice the judge did during the trial?
4. What did you notice the witnesses did during the trial?
5. What did you notice the prosecuting attorney did during the trial?
6. What did you notice the defense attorney did during the trial?
7. Why did we as the jury submit the verdict we did? *(Note: make connections to what students share with 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.)*
8. Did you personally agree or disagree with the verdict of the trial? Why or why not?

Supplementary Materials

Lesson: Constitution and the Law

More ideas to connect our daily activities to laws:

- Woke up at a specific time in order to go to school (the number of hours in a school day, days in a school year and start and stop times are all regulated by law including that children must go to school...it is not optional.)
- 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.)
- Did you take a shower and brush your teeth? (There are laws that regulate our water, so it is safe for consumption/using with brushing our teeth, taking a shower and washing dishes in order to eat meals)
- 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" on things that are heated so that we do not accidentally burn ourselves and we are safe. Also, "keep refrigerated" so that food doesn't spoil and "use by" dates, too. All of these are connected to laws.)
- If you have a food allergy or intolerance to milk products or peanuts, for example, then it helps you and your family make decisions about what is safe for you to eat and what you should avoid because laws require companies to list all ingredients. Speaking of milk, it is regulated to be pasteurized so it lasts longer and is safe to drink.
- What about when traveling to school on the bus or in the car? What do drivers need to have to operate a bus/car? (A driver's license is required by law). How old do you need to be to drive a car? (14 for permit, 16-17 for unrestricted license as required by law. Also, required by law is driver's education and hours spent "practicing" driving with parent or driver's ed teacher.)
- 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.)
- What about the roads we use to get to places? (Streets are built and maintained according to law by the city or county depending on its location. Some highways are regulated by the federal government, too. 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.)
- Did you walk or ride your bike to school? (There are laws that regulate where sidewalks are needed and built as well as crosswalks. We also need to use a crosswalk or the sidewalk vs. walking down the middle of the road. Both are required by law to keep us safe.)

Name: _____

Date: _____

The United States Constitution

Read about the Constitution and answer the questions below.

The Constitution is the highest law in the United States. The Constitution was written in 1787, but it has changed through "amendments" passed by the states. The first ten amendments describe the rights of all Americans. They are called The Bill of Rights.

The Constitution also describes the three main branches of government. The legislative branch makes the laws. The judicial branch explains and interprets the law. The executive branch makes sure the law is followed.



The three branches of government are:

The Constitution was written in _____ . States can change it by passing an _____ .

Why do you think the Constitution is important? _____

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 a 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

Vocabulary Card Sort: Teacher - print and cut to make individual cards for each word, definition and icon. Students will engage in a sorting activity with these cards.

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.



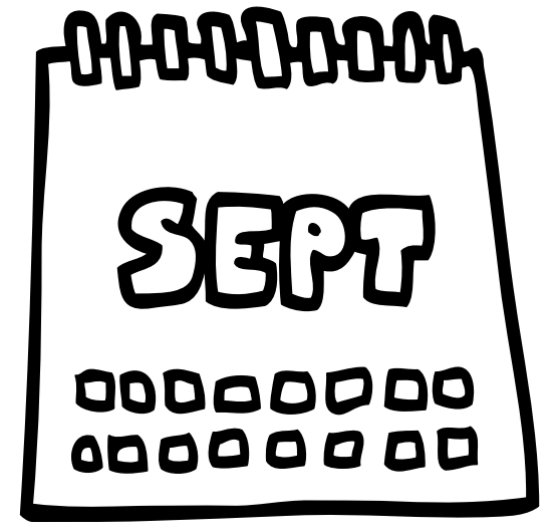
Interpreter

A person trained to translate what is said in court between English and one or more language. 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.



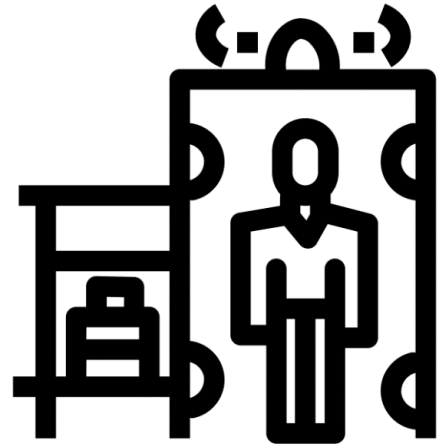
Court Reporter

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



Bailiff

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



Name _____

Courtroom Tour

Match each place in the courtroom with what it is called.

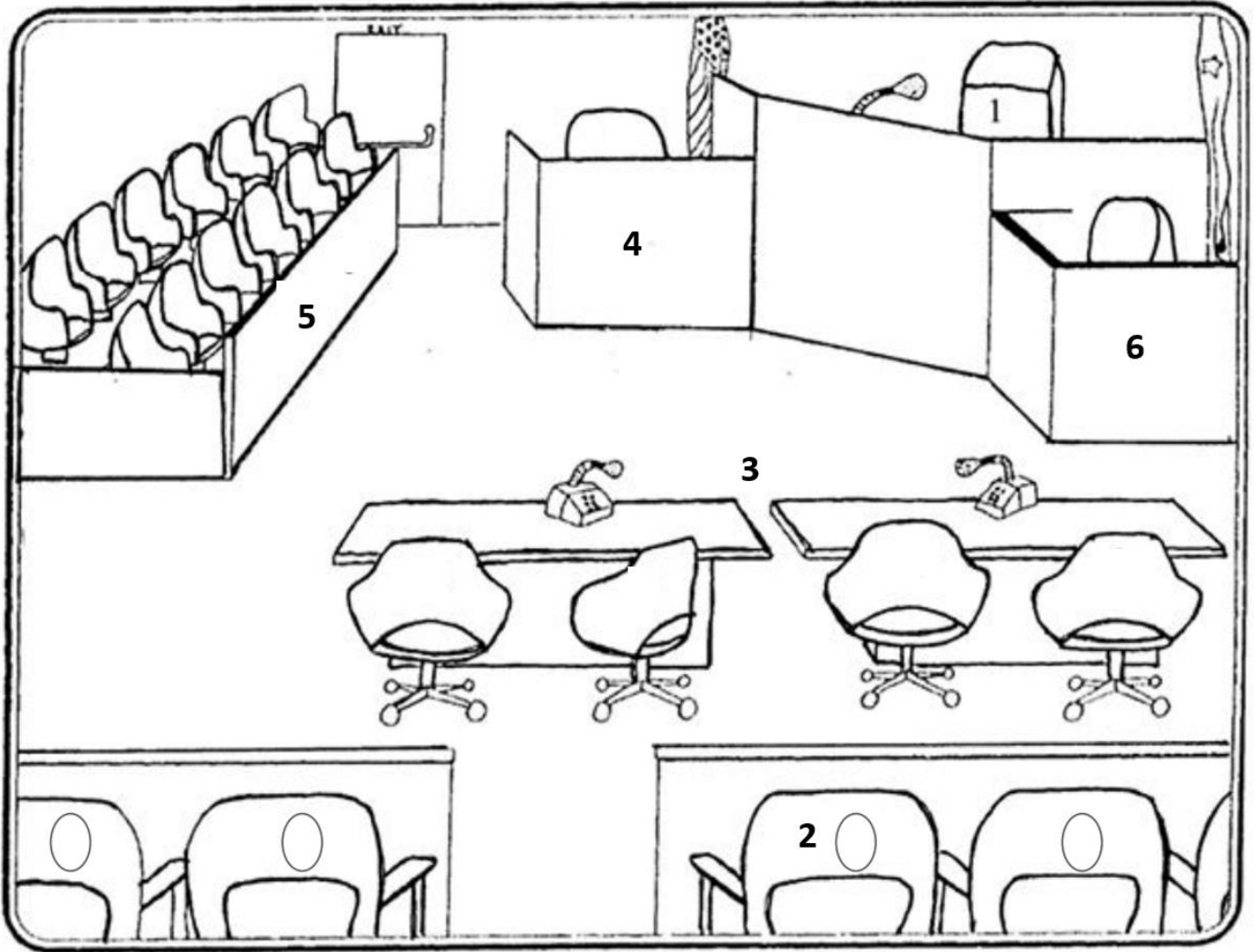


Diagram Contributed by the Santa Cruz Police Department

_____ Witness stand

_____ Judge's bench

_____ Administrative assistant's seat

_____ Public seats

_____ Counsel tables

_____ Jury box