SAMPLE OF STUDENT WORKTEXT

Sample Lessons Provided (partial lessons)

* Chapter 1 (early in course)
* Chapter 5 (middle of course)
* Chapter 7 (end of course)

Partial lessons are provided

SAMPLE FROM CHAPTER 1

**Introduction to Legal Terms**

While each court case is unique, there are some common elements. Every case has a conflict, a judge, someone bringing the case to court, someone defending themselves in the court, and a judgment (the outcome of the case). There are always two sides to

any dispute (disagreement).

You will be reading many fact patterns in this course. Some will be very short, while others will be long. A fact pattern is a writing that tells a story that leads to a dispute in the end. It describes the facts in a case. You will often be given a fact pattern so you can act like a lawyer and argue one side of the case or the other. The situation surrounding the legal issue in the case will be described in the fact pattern, and you will need to identify what information is important. You should underline or highlight important details. Unless otherwise noted, the fact patterns in this course are not based upon actual cases.

Here’s your first fact pattern of the course! Read the following overview:

Marjorie was stopped at a traffic light on Green Street while driving home from work. The light turned green, and Marjorie turned left onto Main Street. Bill was coming the other way on Green Street and hit Marjorie’s car on the passenger side. Both cars suffered damage and Marjorie was not able to work for a month due to injuries from the crash. Marjorie says her turn signal was on, indicating she was turning left, while Bill says she did not have her turn signal on. Marjorie sued Bill, seeking compensation (payment) for the automobile repair bill, her medical bills, and the salary she did not receive from her job while she was recovering from the accident.

Answer the following questions:

* What is the conflict in this case?
* Who brought this case to court? Why?
* Who is defending himself? What reason does he give as a defense?
* Is there any additional information you would like if you were deciding this case?

SAMPLE FROM CHAPTER 5

**“Digging Deeper” Enrichment Activities**

1. Using the information about crimes provided, create one set of facts describing a crime and another set of facts that do not constitute a crime. Be creative! Share the facts with the class and see if they can identify the crime committed or why there was no crime committed.
2. Strict liability claims have led to some humorous product warnings, such as hair dryer instructions that warn against using it while asleep, or in the bathtub! (Although you must realize that for those warnings to be there, it is likely someone had a bad experience doing just that!) Find an example of such a warning. See if you can create humorous warnings for a real or imaginary product.
3. Research and report on a specific type of Constitutional right. Explain the general meaning of that particular right and where it is found in the Constitution. Then find a case involving an alleged violation of that right and the outcome of that case. Explain whether you agree or disagree with the Court’s ruling and why.
4. Write and share a report on one of the following people who were important figures in our nation’s beginning jurisprudence, Constitution or Bill of Rights: Elbridge Gerry, Alexander Hamilton, Patrick Henry, John Jay, Thomas Jefferson, James Madison, George Mason, Roger Sherman, George Washington and James Wilson. Explain that person’s role and his importance specific to the Constitution and Bill of Rights.
5. Who were the Federalists and Anti-Federalists and what did they believe? Provide

an argument in favor of one or the other. In class, have a debate between two (or more) people representing either side.

1. Research the history of the Fourteenth Amendment to the Constitution.
2. Write your own case that involves many criminal, civil and/or constitutional issues. Bring your case to class and have your fellow students try to spot all the issues you included.

\*Note: “Digging Deeper” activities are designed to extend the learning for interested students. They also provide additional content for high school students.

SAMPLE FROM CHAPTER 7

**Closing Statements**

Your closing statement to the jury is your “last bite at the apple.” It is your final opportunity to persuade the jury or justices in your mock trial to decide the case in your favor.

Be passionate about your case. Think about the best evidence you presented and emphasize that. Attempt to minimize evidence that favors the opposing side and show how those facts are not persuasive.

Explain the elements of the law that applies in your case. Be clear about which elements were met or not, and how you can show that. Give the jury enough information to persuade them to your side. While the information may be the same as that in your opening statement, you should present it differently and convincingly.

If you are in a civil trial, you will tell the jury whether the defendant was negligent or not. If you are in a criminal trial, you will tell the jury whether the defendant was guilty or not guilty. Try to include three strong facts that you proved in the trial.

Attempt to get the jury emotionally involved and on your side. For example, you could ask the jury how they would feel if the situation happened to them.

Clearly ask the jury to decide the case the way you want. Don’t leave them wondering how they should decide. Give them reasons to agree with you.

Complete the worksheet on the following page to practice writing a closing statement.