



## GRADE 4 - Rules, Laws, & You

Featuring a mock trial of Harry Potter  
& a possible field trip!



**Class-time:** 4 class periods + 1 field trip, in a single-week

**Topics:** Teaches basics of court and the process of a criminal trial

**Worth noting:** Students either hold a mock trial about Harry Potter at school, or attend a field trip where they use the script in a real courtroom with judges overseeing the activities. Also, costumes and props are used no matter where the trial takes place!

For more information or to request a resource, contact our Program Director at [mkamer@projectrealnv.org](mailto:mkamer@projectrealnv.org) or 702.703.6529

Or visit:

<http://projectrealnv.org>



## Courts, Rules, & You (Grade 4): 5-Period Lesson Plan Summary

*The 4<sup>th</sup> Grade expansion of our popular 'Your Day in Court' activity... featuring a Mock Trial of Harry Potter!*

'Rules, Laws, & You (Grade 4)' is an activity from Project REAL that takes place over the course of a single week and is available to all Southern Nevada fourth grade classes! Using the resources we provide, you will teach your students basic concepts and sequences about courts, rules, laws, and the people that deal with law and law enforcement. After 3 days of introductory lessons, students connect the ideas in a simple mock trial. Finally on the 5<sup>th</sup> day, your students will be surprised to learn they will be performing a Mock Trial of Harry Potter! More detailed instructions are available, but here's a summary of how to use the materials we'll be providing you over the course of a week.

### Day 1: Rules V. Laws

Rules V Laws Picture game: Students ID if a behaviors in an illustration is regulated by rules or laws.  
Two stories are read: One where a rule is broken, the other where a law is broken.  
Compare/contrast Rule broken process w/ Law broken one (using illustrated slides)  
Review / wrap-up: Students explain which court-role was similar to each character from the broken-rule story

### Day 2: Courts & The People In Them

People in Court (Illustrated Slide presentation)  
Courts Vs Sports Game: Kids match law-jobs with positions that are similar in sports matches  
In Depth 1: Explaining Courts as a place that (1) Reduces Conflict and (2) Promotes Fairness  
In Depth 2: Explaining Burden of Proof (Why Prosecutors / Plaintiffs go first)  
In Depth 3: Explaining the difference between Not Guilty and Innocent + Why courts find people 'not guilty', and not just 'innocent'.  
Brief review & wrap-up

### Day 3: Steps of a Trial

Summarize / Review Day 1+2  
Slide-Presentation w/ numbered steps of a trial  
Review 1: Revisit the 'Court V Rules' story-comparison game (which trial step would each part of the broken rule story have been?)  
Review 2: Revisit the Rules V Law Job Game  
Review 3: Revisit the Rule V Law Sport game  
Day wraps up with lingering student questions or more general class conversation about the topic

### Day 4: Mock Trial 1: Sagebrush Elementary & the Broken Water Balloon

Classroom is set up to resemble a courtroom.  
Students with beginner/developing reading levels assigned to 'speaking' roles  
Stronger readers assigned to the jury pool  
Students perform a mock trial involving a suspicious water balloon incident  
Review courthouse etiquette with students (whether or not there is a field trip) and give dress code reminder  
Days ends w/ Student questions

### Day 5: Mock Trial of Harry Potter, with possible field trip to Regional Justice Center

Stronger readers assigned to 'speaking' roles; Students with beginner/developing reading levels assigned to the jury pool  
Students perform a mock trial of Harry Potter  
Judge's roll filled by either the teacher, Project REAL team member, or guest speaking judge who is able to volunteer their time.  
Event / Activity concludes with some kind of small celebration supported by Project REAL (Pizza party, etc).  
Field trips to conduct trial in a real courtroom MAY be available, depending on courthouse availability.

To Signup or request more information, contact Project REAL's Program Director at [mkamer@projectrealnv.org](mailto:mkamer@projectrealnv.org) or 702.703.6529

Or

Visit <http://projectrealnv.org>



presents

# RULES, LAWS, & YOU

## TEACHER'S GUIDE



# Content Standards

## Rules, Laws, & You – Grade 4: Content Correlations

*Easy justification for using Rules, Laws, and You into your 4<sup>th</sup> grade classroom!*

### ELA (Grade 4):

RL.1

RL.3

RL.6

RL.7

RI.1

RI.2

RI.3

RI.4

RI.5

RI.6

RI.7

RI.9\*

\*Applies when having students learn and memorize the script for a class-performance, rather than our standard one-off cold-reading experience

### Social Studies (Grade 4)\*\*

SS.4.2

SS.4.3

SS.4.5

SS.4.6

SS.4.7

SS.4.10

SS.4.15

SS.4.20

SS.4.21

SS.4.33

\*\*These are using the content standards that were recently approved on Thursday, October 11, 2018



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Day 3: <i>Steps of a Trial &amp; Concepts of Justice</i> ....	pdf pg. 25
Day 4: <i>Mock Trial I &amp; A Review</i> .....	pdf pg. 29
Day 5: <i>The Harry Potter Mock Trial</i> .....	pdf pg. 37
In Addition: <i>Extras</i> .....	pdf pg. 39

# Day 1:

## Rules & Laws



# Day 1: Rules V. Laws

## Step-by-Step

- 1) As a class, read the intro about Basic Concepts and Rules Vs Laws  
( Pages iv – 5)
- 2) Rules V Laws Picture game:  
Students identify if a behavior in an illustration is regulated by rules or laws.  
Use file (01.02)
- 3) Wrap up using the section review  
(Page 6)
- 4) Read 'A Story About Rules'  
(Pages 7-13)
- 5) Conduct the 'Review' as a class conversation  
(Page 14)
- 6) Read ' A Story About Laws'  
(Pages 15-25)
- 7) Conduct the 'Review' as a class conversation  
(Page 25)
- 8) Homework or Class Activity - Worksheet: Key Terms
- 9) End Day 1

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

## Rules, Laws, & You: Key Terms and Ideas

*Use the word bank to fill in the blanks!*

### WORD BANK

Consequences

Enforcement

Equality

Fairness

Illegal

Justice

Legal

Laws

Responsibilities

Rules



1. Unlike laws, \_\_\_\_\_ can apply differently to people and in different places.
2. Instructions about how to act or behave that everyone needs to follow are called \_\_\_\_\_.
3. \_\_\_\_\_ are the results of choices and actions.
4. An activity can be described as being \_\_\_\_\_ if there are laws saying that it is not allowed.
5. \_\_\_\_\_ is when consequences are given out to make sure rules or laws are followed.
6. \_\_\_\_\_ is a measure of fairness, or when people are punished for breaking laws.
7. \_\_\_\_\_ is when an opportunity (good or bad) is equally available to everyone.
8. Any kind of activity that you are allowed to do because there is no law against it is \_\_\_\_\_.
9. \_\_\_\_\_ is when two things have the same value even if they have some very different qualities.
10. \_\_\_\_\_ are actions, choices, and the consequences of those activities that people 'own'.

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

## Rules, Laws, & You: Key Terms and Ideas

*Use the word bank to fill in the blanks!*

### WORD BANK

Consequences

Enforcement

Equality

Fairness

Illegal

Justice

Legal

Laws

Responsibilities

Rules



1. Unlike laws, **RULES** can apply differently to people and in different places.
2. Instructions about how to act or behave that everyone needs to follow are called **LAWS**.
3. **CONSEQUENCES** are the results of choices and actions.
4. An activity can be described as being **ILLEGAL** if there are laws saying it is not allowed.
5. **ENFORCEMENT** is when consequences are given out to make sure rules or laws are followed.
6. **JUSTICE** is a measure of fairness, or when people are punished for breaking laws.
7. **FAIRNESS** is when an opportunity (good or bad) is equally available to everyone.
8. Any kind of activity that you are allowed to do because there is no law against is **LEGAL**.
9. **EQUALITY** is when two things have the same value even if they have some very different qualities.
10. **RESPONSIBILITIES** are actions, choices, and consequences of those activities that people 'own'.

# Day 5:

## The Surprise

Ministry of Magic V. Harry Potter  
in The Case of the Pink Puppy Transformation!





# Day 5: Mock Trial of Harry Potter

## Summary for Both Trial Experiences:

- Stronger readers now assigned to 'speaking' roles;
- Students with beginner/developing reading levels assigned to the jury pool
- Students perform a mock trial of Harry Potter
- Judge's roll is filled by either the teacher, Project REAL team member, or guest speaking judge who is able to volunteer their time.
- Event / Activity concludes with some kind of small celebration supported by Project REAL (Pizza party, etc).
- Field trips on which the mock trial is held in a real courtroom MAY be available, depending on courthouse availability.

## Trials-In-A-Trunk – Rules Teachers Must Follow For Bus Reimbursements:

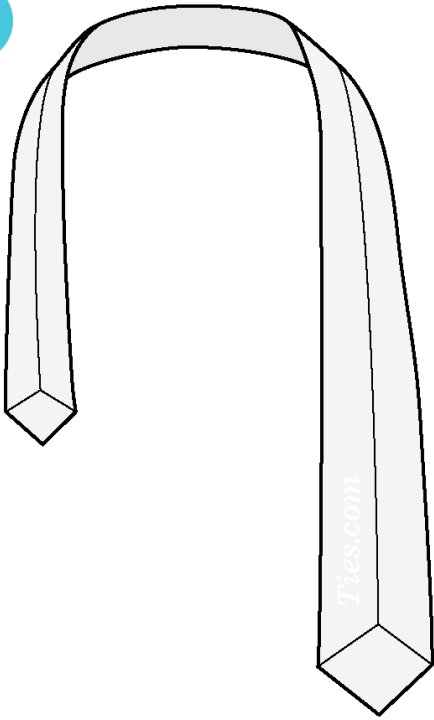
- Everything you need (exhibits, Trial Scripts, EtC) is in the trunk!
- You must return it packed in the same way you received it!

## Field Trip Trials – Rules Teachers Must Follow For Bus Reimbursements:

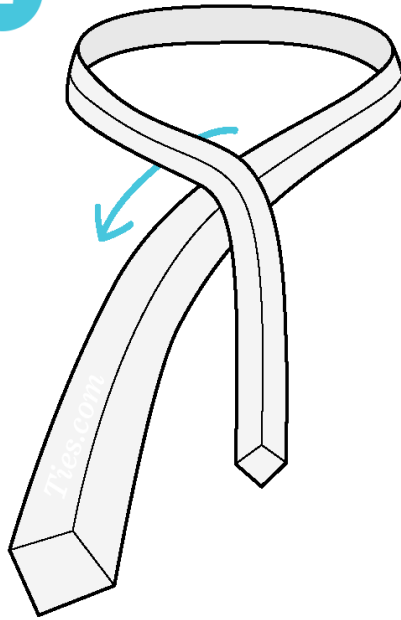
- Remember – tell the students they will be going on a 'tour to see a court', not that they are doing a mock trial
- Make sure you have completed the reading role assignment worksheets on pdf pages X + Y. They need to be your strongest readers,
- Since there are only 14 reading roles, also make sure they are filled by students that are OK-For-Media :: we often invite press to cover these events !

**EXTRAS**

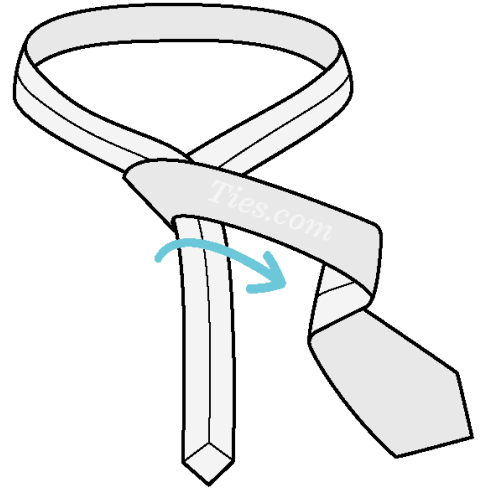
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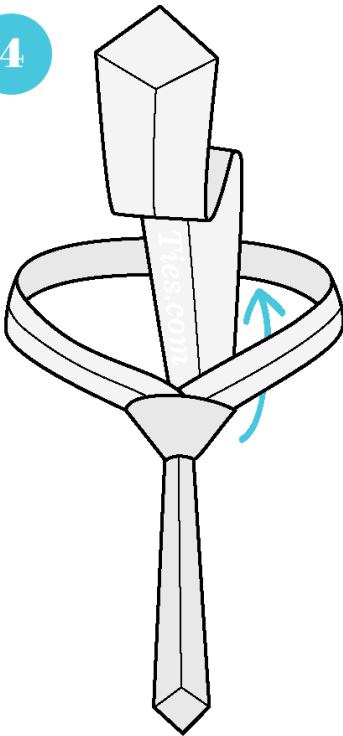
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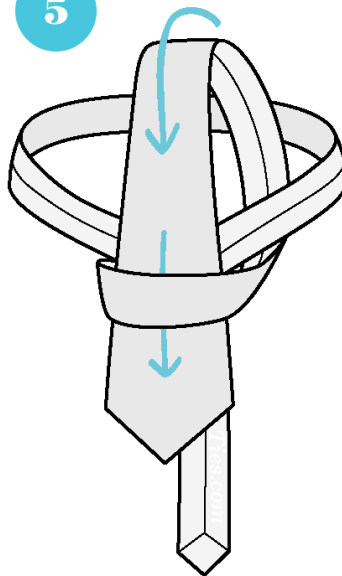
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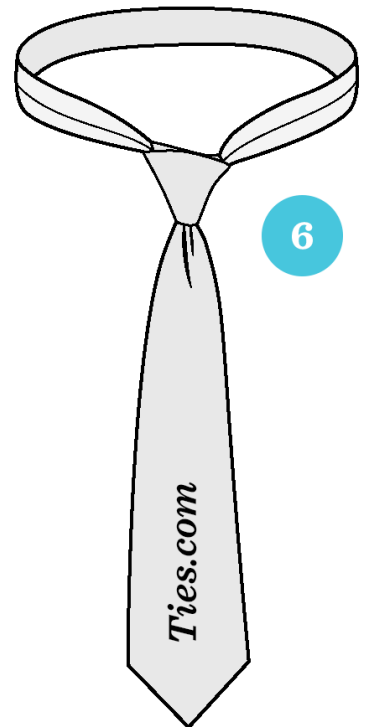
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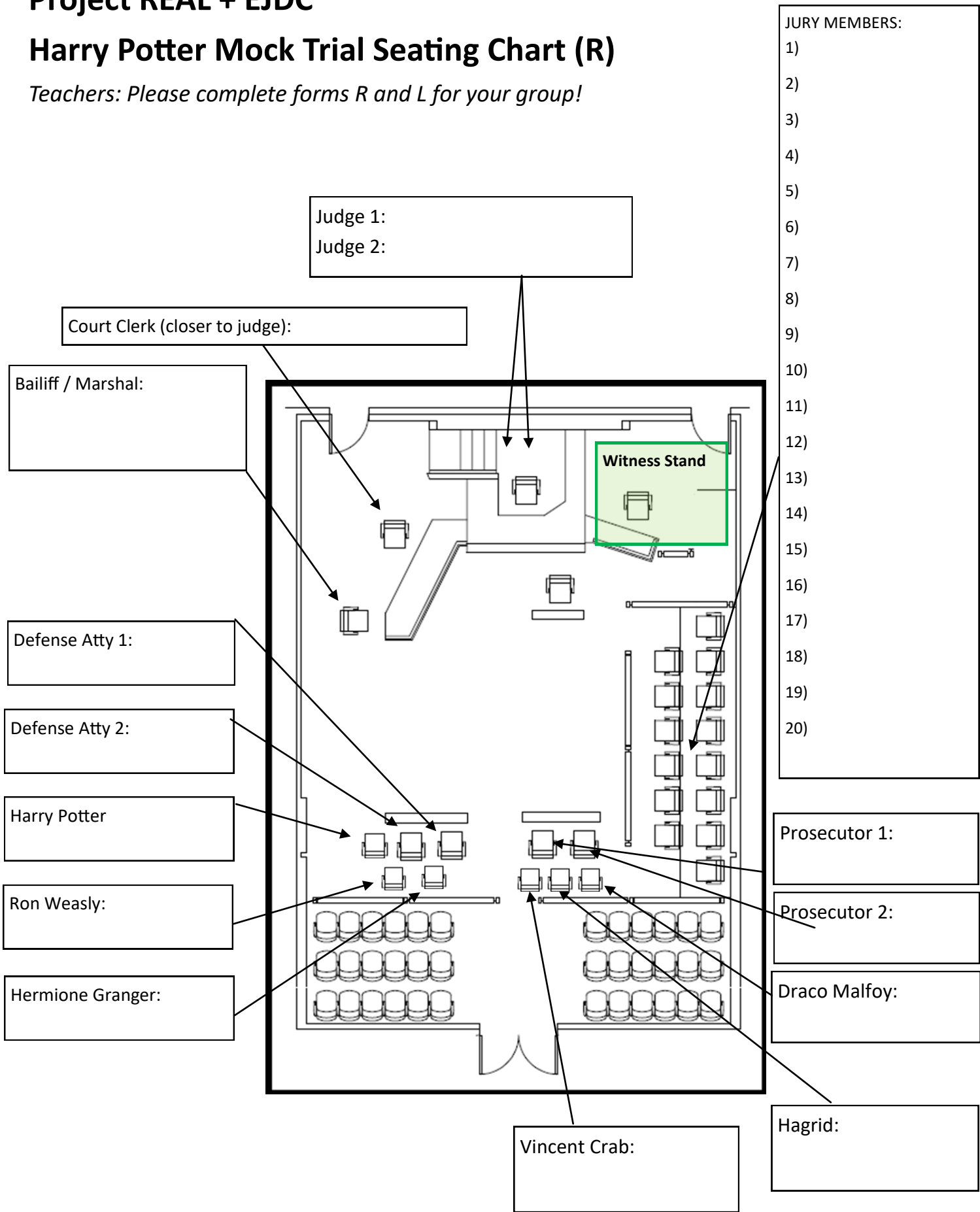
6



# Project REAL + EJDC

## Harry Potter Mock Trial Seating Chart (R)

Teachers: Please complete forms R and L for your group!



# Harry Potter Mock Trial Seating Chart (L)

Teachers: Please complete forms R and L for your group!

JURY MEMBERS:

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)
- 10)
- 11)
- 12)
- 13)
- 14)
- 15)
- 16)
- 17)
- 18)
- 19)
- 20)

Judge 1:  
Judge 2:

Court Clerk (closer to judge):

Bailiff / Marshal:

Witness Stand

Defense Atty 1:

Defense Atty 2:

Harry Potter

Ron Weasley:

Hermione Granger:

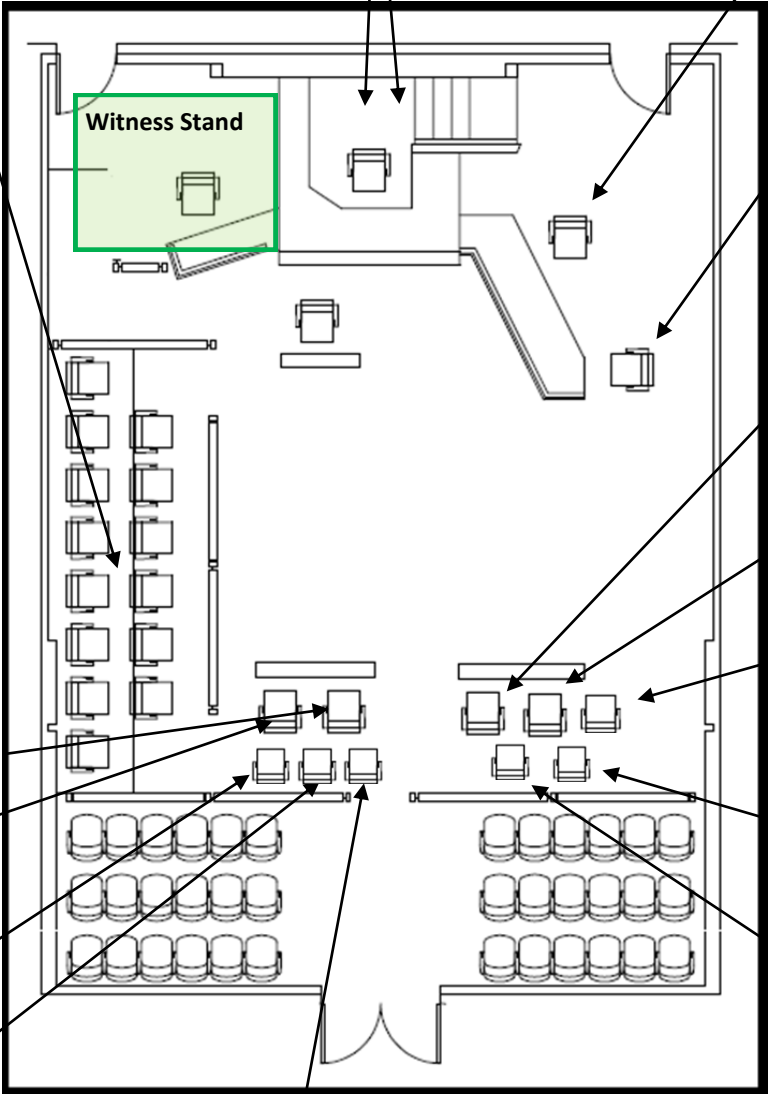
Prosecutor 1:

Prosecutor 2:

Draco Malfoy:

Hagrid:

Vincent Crab:





# **Rules, Laws, & You:**

**A Field Trip Guide For Your  
Harry Potter Mock Trial Experience**

***(2018-2019 School Year)***



**Dear Instructors & Field Trip Chaperones,**

Yes, this guide is lengthy for a single field trip.

Still, it is important you read it thoroughly and understand all of its contents to help keep things running smoothly.

Please read carefully through all of these instructions and bring a printed copy with you on the field trip.

You may also contact our Program Director Mike Kamer if there are any questions, comments, or concerns. He can be reached at [mkamer@projectrealnv.org](mailto:mkamer@projectrealnv.org) or 702.703.6529

Thank You.

# At a Glance...

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Before Arriving (Team up & Be Prepared!)	(05)
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# What to Expect

*A quick glance at the day's schedule*

**Please note:** Depending on the day and each judges' schedule, this 'ideal timeline' may shift by up to 30 minutes. Project REAL will help manage the groups and plan transportation needs accordingly.

**9:30 am – 9:45 am:** Arrive at the courthouse, enter through security, get the kids seated in the 'cove' area outside of Courtroom 1A.

**9:45 am – 9:50 am:** Project REAL representative will talk to the students about courthouse conduct, taking a restroom break, and what they might see.

**9:50 am – 10:05 am:** Each class will take elevators to their designated floor, and wait to enter the courtrooms.

**10:05 am – 10:15 am:** The teacher lines kids up using the map template provided by Project REAL (at the back of this guide) so that they are in a specific order and can be quickly seated after entering the courtroom. Once they are directed to enter the courtroom, someone from Project REAL or the courts will direct each student to their seat.

**10:05 am – 10:15 am:** The Judge introduces themselves, announces the activity, speaks a little about their work, and answers some questions.

**10:15 am – 11:15 am:** The play takes place. A representative from Project REAL or the courts will be there to move things along, but the scripts leave clear guidance for the judges, encouraging them to take the lead in running the activity.

**11:15 am – 11:30 am:** The Judge hosts a final Q&A session, before sending the kids on their way. While this is happening, the kids return the materials they've been provided.

**11:30 am – 11:40 am:** The group returns downstairs (the elevators can take a while)

**11:40 am – 11:55 am:** A final review of the day from Project REAL and/or courthouse staff, some group photos, a livestream interview or two, and kids take a bathroom/water break.

**11:55 am – 12:05 am:** Everyone heads outside, lines up, and waits for the busses to arrive.





# Let's Prepare...

**Before you get started, remember that:**

**WORDS IN BLUE** are key terms to learn.

**WORDS IN RED** are important people and jobs.

**WORDS IN GREEN** are sports terms used for comparisons.

**Think about it:**

*How would you describe a rule?*

*Do you know what a law is, and can you describe it?*

*Do you know the difference between rules and laws?*

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## *EQUALITY*

**When two things have the same value, even if they each have some qualities that are very different.**

Ex: A person that doesn't need glasses and a person wearing glasses have an equal chance of reading all the letters on a poster.  
This is an example of equality.

## *FAIRNESS*

**When an opportunity - for good or for bad - is equally available to everyone.**

Ex: Since the team had 5 more players than their opponents, they had 5 of their players take the day off. That gave the other team a fair chance of winning (since the players on both teams could get equally tired). That is an example of fairness.

## *JUSTICE*

**A measure of fairness or when people are punished for breaking laws.**

Ex: Justice was served when the girl was grounded for breaking the rules. Justice would have been missing if she had broken the rules without knowing about them, but she'd been warned many times before.

## *CONSEQUENCES*

**The results of actions.**

Ex: The students didn't realize that even if they did not get caught, there would be consequences for cheating on their test. They faced the consequences two days later though, because their teacher gave them a second test after suspecting some of the students had cheated. Too bad they didn't study the first time!

## *RESPONSIBILITIES*

**When someone owns / possesses the consequences of their choices and actions.**

Ex: A student's grade is mostly their responsibility, but teachers and parents are responsible for knowing when students aren't doing well in school and taking action to help the student do better (teachers and parents can only do so much though)

## *LEGAL*

**Something that is allowed by laws, but not because laws make it ok.**

Ex: In some cities, it is legal for people not to pick up their dog's poop. There is no law in those cities that makes it legal. Instead, it is allowed because in those cities there aren't any laws that make it a crime to NOT pick up dog poop!

## *ILLEGAL*

**Something that is not allowed because a law or laws say so.**

Ex: In some cities, there are laws that make it illegal to leave a dog's poop on the sidewalk. People that are caught doing that can be punished!

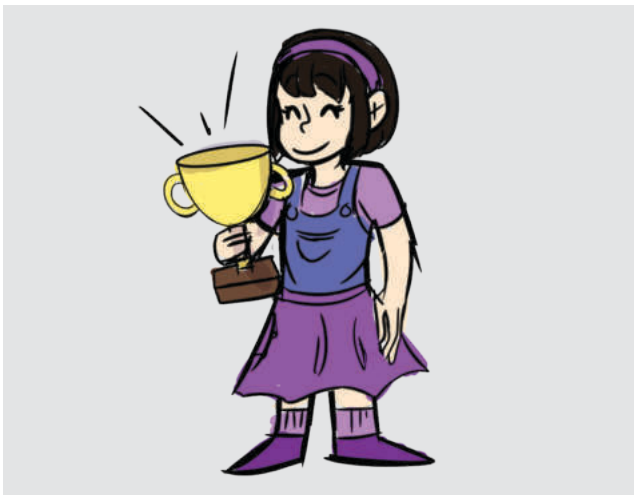
# PART 1: RULES & LAWS



# Do you know the difference between a **RULE** and a **LAW**?

**RULES** tell people how to act and behave. There can be different rules for people and places. A school can have different rules than a home. A parent can have different rules than a child.

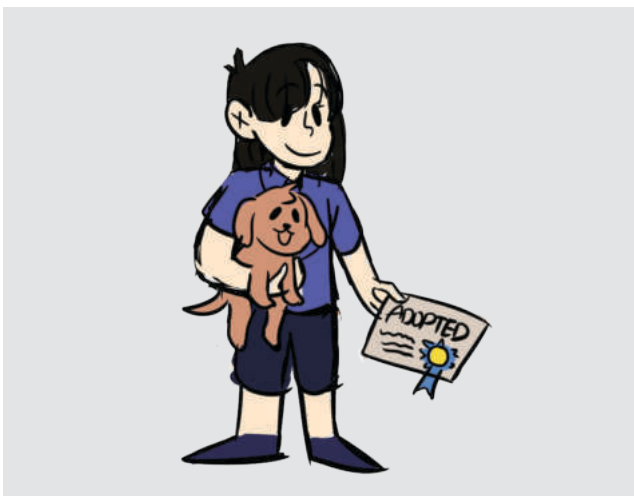
**LAWS** also tell people how to act and behave, but most laws are not like rules. Instead of being different for different people and places, most laws are the same for everyone all the time.



**RULE:** Some games have a rule that says the winner gets a trophy, but not all games have that rule.



**CONSEQUENCE** of breaking a  
**RULE:** Being put in time-out.



**LAW:** Adopting (and registering) a pet.

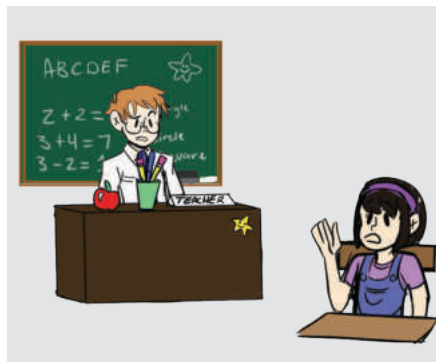


**CONSEQUENCE** of breaking a  
**LAW:** Someone ending up in jail.

# Understanding RULES

The pictures on the right show situations where rules apply.

Raising a hand and waiting to be called on in order to speak is a rule, and so is not being able to use a phone in class.



There's no law for adults about speaking without raising their hands, or using their phones in school, but your school can make rules for students that don't apply to adults.



Having to go to bed by a certain time is one example of a rule you might have to follow at home. If you have to do chores before playing video games, that might be another rule you follow.



Just remember that rules can be different, because rules can change from place to place and person to person. Think about it like this:

Your bedtime might be different than your friend's bedtime. Perhaps your bedtime is 10:00pm, but they have to go to bed at 9:00pm. Your friend's parents can't make the bedtime earlier at your house, and your parents can't make the bedtime later at your friend's house.



## PART 6: THE STEPS OF A TRIAL



*You've learned about courts and the people in them, but can you remember the steps of a trial by thinking about the court case story?*

# Step 1:

## A Crime Happens and Gets Reported

In the court case story, someone robbed a store and was seen by a person who had been shopping in the neighborhood.

That person was a witness who called the police to report the crime and what they saw.

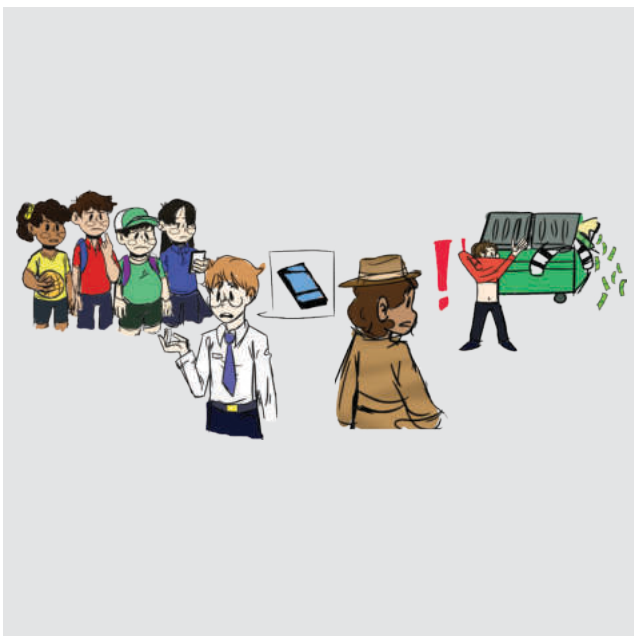
That was like when Devin's phone was taken and he reported it to Mr. J as soon as he noticed.

A criminal court case can't happen without a crime being committed and someone finding out, which is why this is the first step.



# Step 2:

## Investigation



After the police receive a report that a crime has been committed, they send out a detective to investigate the crime. Hopefully, the investigation will give the detective an opportunity to discover what happened, and to collect evidence that can be used in court.

Mr. J asking the kids playing basketball if they saw anything was one example of an investigation. Another was when the detective spoke to the witness, investigated their claims, and found the suspect surrounded by evidence.

The more evidence a prosecutor has, the more tools they have to try winning their case with. That's why investigations are important.



## Step 3:

### An Arrest is Made



Once the detective is convinced a suspect is the person responsible for the crime being investigated, they can ask a police officer to arrest that person.

Arrests don't always mean a suspect will wait in jail until their trial – if the detective or the judge thinks the suspect will go to court when they have a trial scheduled, they might let them go home until the trial begins.

When Kendall went from the playground to Principal Gomez's office it was like she was going straight to trial, so there was no need to give her detention. Giving her detention before she'd had a chance to tell her story would've been like arresting her after an investigation but before her trial.

## Step 4:

### Charges are Filed

People can be arrested if they are suspected of being responsible for a crime, but only for a little bit of time. If the police want to keep holding a suspect in jail, they need to file charges.

By having charges filed against them, a defendant can then go to trial and have a chance to deny the charges.

When the prosecutor filed charges against the shirt-changing suspect, it was like when Devin claimed Kendall took his phone and asked Mr. J to do something about it.



# Step 5:

## Defense Attorney Hired



Court can be very confusing. Imagine that you are told you have to play a game you don't know the rules to, and if you lose that game you get detention for a year: That's what going to court without a lawyer can be like! Lawyers are hired because they know about courts, court cases, and the law.

Sometimes, a court case that was decided many years ago could have created a rule that forces a judge to make a decision in a certain way. Lawyers spend lots of time learning about cases like that, and many of the little rules that are used in court. They use all of this knowledge to try and tell the best story for their client and to stop the other team from telling their story the way they want to tell it.

In the court case story, the suspect was allowed to call a lawyer from jail and prepare for his trial. In the missing phone story, the school gave Kendall a lawyer when they had her dad come to the school.

# Step 6:

## Jury Selection



Anyone who is 18 years old might be asked to join a jury.

Once you become an adult, people are picked randomly to join juries. It is one of the few things adults don't get to say no to – if you are asked to come into court because they might want you to be on a jury, you have to go!

Juries are picked to be fair. If a cat bit you once and now you don't like cats, you might not be allowed to be a jury member in a case where someone is accused of training cats to sneak into their neighbor's houses and pee all over the place.

The court case story didn't describe it much, but the prosecutor might have asked the judge to not let someone who'd survived a tornado sit on the jury – that person might have a crazy story about having their shirt blown off that no one else believed, and so they might trust the defendant too much and ignore all the other evidence!

In the missing phone story, the principal acted as the judge by setting the rules of the meeting, but she was also like the jury because she was going to decide if Kendall would be punished or not.

Jury selection is one more way the courts try to make sure trials remain fair.



# Step 7:

## Opening Statements - Prosecution

Opening statements are like when you write papers and start with an introduction. You introduce readers to what you are going to say so that they know to expect certain things. That makes it easier for the reader to follow along with the things you are trying to tell them.

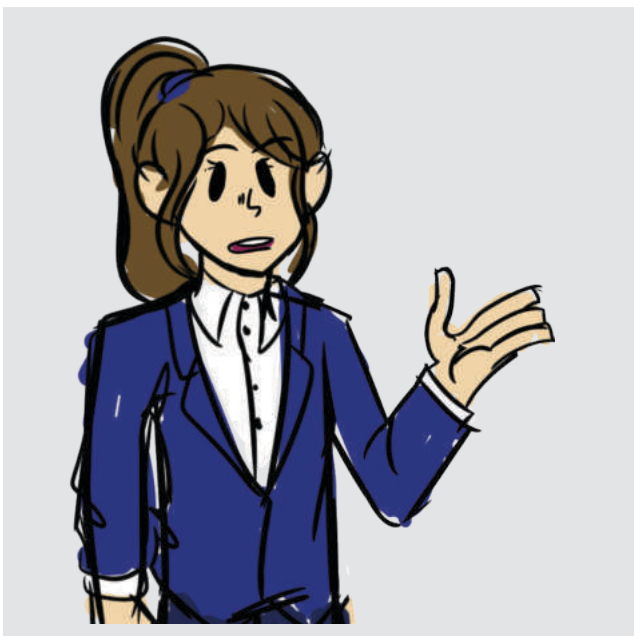
In court, each side wants the jury to believe their version of events. The lawyers use opening statements to get jury members excited to hear their version of the story that will be told.

When the kids' parents talked about them in the phone story, it was like they were giving opening statements for their cases.



# Step 8:

## Opening Statements - Defense



Courts do all they can to keep things as fair as possible, including having the prosecution give their opening statements first in criminal trials: it gives the defense an advantage so that an innocent person is far less likely to be found guilty beyond a reasonable doubt.

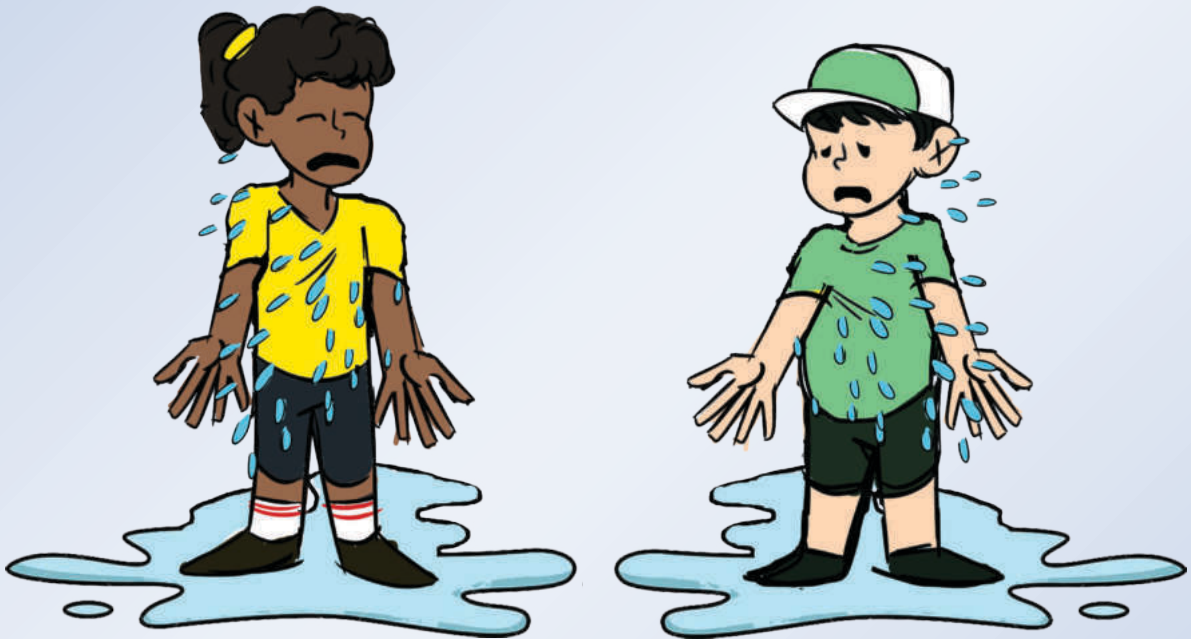
Remember: The defense is given an advantage over the prosecution because in America the courts think it is fairer to let a guilty person go than it would be to send an innocent person to prison.

The defense team may have written some notes about what to say during their opening statement, but by going after the prosecution they also have a chance to adjust how they introduce their case based on what the prosecution said.



# PART 7: THE MOCK TRIAL OF

*Sagebrush County v. Devin Smith*



A mock trial is an activity in which participants (usually students) are given details of a conflict which they use to act out a courtroom trial. The activity only ends once the conflict is resolved. That resolution is only reached after students in the roles of jury members reach a verdict.

## **MOCK TRIAL: CAST**

### **Court Officers**

Judge #1

Judge #2

Court Clerk

Marshal / Juror

### **Plaintiff's Team (for Sagebrush County)**

Prosecutor #1

Prosecutor #2

Witness Adrian Johnson

Witness Peyton Miller

Witness Dakota Jackson

### **Defendant's Team (for Devin Smith)**

Defense Lawyer #1

Defense Lawyer #2

Witness Taylor Harris

Witness Blake Thomson

Witness Devin Smith

### **Jurors**

# ATTENTION STUDENTS!

## If you have a speaking role...

Look for the color your character has - Those are your lines!  
Follow along, and don't miss your turn to speak!

### Also, If You See Red Words...

These might be for you too!  
The **Red Words** are called stage directions.  
Read them, and if they say your character does something, do it!

Here is an example:

**Billy (who is being played by Jamie) picks up the balloon and throws it on the ground!**

If Jamie is playing Billy, he would pick up a balloon and throw it on the ground.  
Then, the next character with things to say would speak, and the play continues.

## If you are in the Jury...

Follow along by reading the script.  
Pay EXTRA close attention to what the witnesses say.  
Sometimes even good people make mistakes!

Until you've heard both cases, you shouldn't make a decision about Devin.  
At the end of the script YOU are going to vote on if Devin is Guilty or Not Guilty!

Court is about being fair.  
If someone does something bad, they should be punished.  
If someone didn't do something bad, they shouldn't be punished!

Court can only be fair if the Jury pays attention,  
so please make sure to keep court fair today!

**SCENE:**

A few months ago during recess, someone threw water balloons at Dakota Jackson. Dakota was left soaking wet for the rest of the day at school.

The law says it is illegal for students to throw water balloons at a student if they are not already participating in a water balloon fight contest. After an investigation took place, the prosecutors think Devin Smith threw the water balloons that hit Dakota. They charged Dakota with breaking the law.

All the people needed for a trial are in the courtroom, so now the case of Sagebrush County V. Devin Smith can start.

Dakota and the prosecutors are seated at the plaintiff's table closest to the jury. Devin is sitting at the defense table with his lawyers.

**MARSHAL:** All rise. Court is now in session with **JUDGES** \_\_\_\_\_ and \_\_\_\_\_.

[**MARSHAL – SAY THE NAMES OF THE JUDGES**]

Please be seated, turn off all phones, and come to order.

**JUDGE #1:** We are in **COURT** today because Dakota Johnson was hit with water balloons and left soaking wet. Dakota was not taking part in a water balloon fight that had been happening nearby, so it seems someone attacked Dakota with the balloons.

The **PROSECUTORS** think Devin Smith is the person who did that. Throwing water balloons at people that are not choosing to take part in a water balloon fight is **ILLEGAL**. Devin is suspected of throwing the balloons that hit Dakota, and has been **CHARGED** with a crime. Prosecutors, you will be going first so please give your **OPENING STATEMENTS**.

**PROSECUTOR #2:** Thank you Judge. Today we're going to tell you how our **CLIENT** Dakota's nice day was ruined on purpose by water balloons that were thrown by the defendant – Devin Smith. Almost every student at school made fun of Dakota who had been soaking wet all day after the water balloon attack.

Today each of you on the jury will hear **WITNESS TESTIMONY** and see pieces of **EVIDENCE** that will prove Devin Smith threw the water balloons that hit Dakota. You will also learn that Devin threw the water balloons at Dakota on purpose. We know after you hear our case, you will find Devin Smith **GUILTY** of illegally attacking another student with water balloons. Thank you.

**JUDGE #1:** Thank you. The defense may now give their opening statement.



**DEFENSE LAWYER #1:** Thank you, Your Honor. Good morning everyone. You were just told an interesting story. Today we will prove what you just heard from the prosecutors was a story and *only* a story. It was not the truth.

You will hear that Dakota has never been nice to Devin, and that Dakota is the one who attacked Devin first!

Everyone knows Dakota was left soaking wet, but that does not mean it was Devin that threw the balloons. It could have been anyone!

Once you hear the case we will make, you will know that Devin did not throw the water balloons and is not guilty of the charges.

After you find Devin not guilty, you should still find someone guilty. It will be clear that Dakota is guilty of being a bully!

**JUDGE #1:** Now that both sides gave their opening statements, Dakota's side will make their case first. Before that, let's have a quick recess.

*(Judge uses the gavel)*

## **RECESS #1**

# PART 8: TRICKS & TOOLS

Review Tips + Glossary



# Review and Remember

First, start by thinking about the two stories that you read earlier in this book.

Many of the characters in the rules story were similar to people in the law story.

- The kids, Ms. P, and Taylor the Janitor were like witnesses.
- In the phone story, Devin was like a witness, a victim, and a plaintiff.
- Kendall was like a suspect and a defendant.
- Mr. J was like a detective when he investigated the missing phone.
- Mr. J was like a police officer when he took Kendall to Principal Gomez's office.
- Each parent was like a lawyer by telling their kid's story.
- Principal Gomez was like a judge by setting rules for the meeting.
- Principal Gomez was like a jury by having to decide which story to believe.

Next, use all the sports things to remember all of the court things!

- A courtroom is like a basketball court, an ice rink, or a playing field.
- Witnesses and evidence are like basketball nets, hockey pucks, or footballs.
- Each witness and exhibit is a tool needed to 'win the game'.
- The defense team is like a home team, so they have a home-field advantage.
- The prosecution team is like the visiting team because they have to fight harder to win.
- A defense lawyer is like a home team coach.
- A prosecutor is like a visiting team coach.
- A defendant is like a player for the home team.
- A plaintiff is like a player for a visiting team.
- Each player ends up winning or losing (meaning the players either go free or go to jail).
- The judge is like a referee.
- The jury is like a judging panel that scores the performances in sports like in skating.
- The public are like fans in a stadium - they can go and watch.

Third, think about a trial like writing a paper about an opinion you have.

You want to build a case will cause your audience to agree with you.

Unlike most papers, someone else gets a turn to argue against you between each step you take.

Think about the steps of creating that paper to remind you of the steps of a trial:

- 1) An introduction is written.
- 2) Evidence and testimony are used to make a case in 'the body'.
- 3) A closing argument is given.
- 4) An audience that has read the paper agrees or disagrees with the author.

Finally, think about the parts and pieces of a criminal trial like it is a story-telling game:

- A trial is like a story telling game.
- Two teams play during each game.
- They play by each telling a different version of the same story.
- A group of people decide which team's version of the story is the truest one.
- Each team tries to convince a jury that *their* story is true and the *other* team's story is false.
- A judge is there to make sure all the rules are followed.
- A judge is also there to decide if there are questions about whether a rule was broken or not.
- Each team has lawyers to act as coaches.
- The lawyers try using the rules to coach their clients (like players trying to win a game).
- Each side takes turns making their moves.
- Just like a 'home team' defends their home, a defense team 'defends' their client.
- Just like a 'home team' is introduced second, a defense team goes second in each step of a trial.
- The home team and the defending team both have advantages.

# Glossary

**Accusation** - The act of making a claim that someone is responsible for an action of some kind, usually a bad one.

**Acquittal** - When a defendant is found 'not guilty' in court.

**Beyond a Reasonable Doubt** - A description used to explain that there is no question about the truthfulness or accuracy of a fact.

**Charges** - Accusations with legal consequences that must be addressed in court.

**Client** - A person who hires a lawyer to represent them in court.

**Closing Arguments** - The end of a case when lawyers remind the jury about the evidence and testimony that was shown in a way that is meant to make the jury believe their team's version of the story.

**Consequences** - The results of actions.

**Convict** - A person who was found guilty of committing a crime beyond a reasonable doubt in a court after having tried to defend themselves against criminal charges in a trial.

**Court / Courtroom** - A place where trials take place.

**Court Case** - A conflict regarding laws that has been brought to court so that the courts can help resolve it.

**Court Clerk** - A person in court who has the job of keeping a record of all the different things that go on, and making sure other people know them (like making sure there is a record when a defendant is found guilty or not guilty).

**Court Reporter** - A person in court who has the job of making a record of all the things that are said during a trial, in case anyone wants to review something that was said (like if a jury is in deliberations and wants to review a certain part of the case they are participating in).

**Crime** - The act of breaking a law / doing something criminal.



**Criminal** - A person that has broken a law, even if they have not been found guilty of committing a crime in a trial. Someone who broke the law but was found 'Not Guilty' in a trial would still be a criminal.

**Defendant** - A person who has been charged with committing a crime and takes part in a trial to try and prove they did not do the illegal thing they have been accused of doing.

**Defense Attorney** - A lawyer that helps people defend themselves against charges that have been made against them.

**Defense Team** - A defense lawyer (or lawyers) and their client (a defendant).

**Deliberate** - The act of speaking about a court case as a member of a jury near the end of a trial. During a part of a trial called 'deliberations', jury members try to get everyone on the jury to agree on how the case should end. Once they get to a point where no one is changing their mind they tell the judge, and then the judge has them read their decision to the court.

**Detective** - A type of law enforcement officer that investigates crimes, tries to figure out who is responsible for them, and helps collect evidence and witnesses for prosecutors to use in court after a suspect is identified in case charges are pressed against them.

**Enforcement** - To make sure something is done, or that it will be done. When talking about 'law enforcement', enforcement means making sure people who break laws face the consequences of breaking them, and that people that are thinking of breaking laws know that there will be consequences if they commit a crime.

**Equality** - When two things have the same value, even if they each have some qualities that are different.

**Evidence** - Any kind of item or information that is used to support a claim or position.

**Exhibit** - A piece of evidence (like a picture or a report) or some kind of item taken from a scene where a crime took place that is shown to a jury during a trial.

**Fairness** - When an opportunity is equally available to everyone (it can be a good opportunity or a bad one).

**Guilty** - Responsibility for a crime that has been committed.

**Guilty Beyond a Reasonable Doubt** - An official form of guilt under American laws where a defendant has been found guilty after a trial because the prosecution left no doubt in the mind of the jury that the defendant did the crimes they were accused of having committed. Unreasonable doubt would be if a juror didn't want to find someone guilty because 'maybe a ghost committed the crime'. A ghost could have committed a crime, but that is unreasonable, so a doubt like that would not be a reason for finding a defendant not guilty in an American court. Reasonable doubt would be to say there is not enough evidence to almost guarantee the defendant did the crime they're accused of.

**Innocent** - A description of someone that has been accused of a crime but did not actually do it. Innocent is a word that can be used in court, but it doesn't apply to a trial.

**Investigate** - The act of seeking out an answer to a question by collecting evidence and testimony.

**Illegal** - Something that is not allowed because a law or laws say so.

**Jail** - A place where people that are suspected of committing crimes are held. Suspects will be held in jails, and they may even stay in jails during trials if they have charges pressed against them.

**Judge** - A person that works in court and is in charge of running a trial. A judge makes sure everyone follows the rules and laws of a trial, and sometimes they decide if a rule or law was broken when a lawyer suggests that may have happened during a court case.

**Jury** - A jury is a group of people that are picked to decide the outcome of a trial. During the trial, they listen to testimony and have evidence presented to them. After each side puts on their case, the members of the jury are responsible for deciding which side wins.

**Jury Instructions** - Lawyers aren't normally allowed in deliberations unless they happen to have been picked to be on a jury and have nothing to do with the case, but a trial can be a confusing process with lots of rules and laws to follow. Because most jurors are not lawyers, judges give jury members instructions that help them understand what they need to do now that they've heard the case each side made.

**Justice** - A measure of fairness, or when people are punished for breaking laws.

**Law** - Laws are like rules that tell people how to act, how to behave, or how to handle certain situations. Unlike rules, laws are (mostly) meant to apply to everyone at all times in a fair and equal way.

**Lawyer** - A person that has a job with two responsibilities: Their first responsibility is to know as many laws, rules about courts, and historical facts about laws as they can. Their second responsibility is to try and help their clients feel like they've reached the best outcome of a court case they are involved with.



and

THE EIGHTH JUDICIAL  
DISTRICT COURT OF NEVADA

present

# MINISTRY OF MAGIC V. HARRY POTTER

A Mock Trial



STUDENT EDITION

# *THE CAST*

## Court Staff

Judge #1

Judge #2

Court Clerk

The Marshal

## The Prosecution Team: The Ministry of Magic

Prosecutor #1

Prosecutor #2

Witness: Vincent Crabbe

Witness: Rubeus Hagrid

Victim: Draco Malfoy

## The Defense Team: Harry Potter & Co.

Defense Lawyer #1

Defense Lawyer #2

Witness: Hermione Granger

Witness: Ron Weasley

Defendant: Harry Potter

## The Jury

Each of the members of the Jury!

**SCENE:**

A few months ago during recess, a spell was cast that turned Draco Malfoy into a pink Chihuahua.

The law says it is illegal for students to use magic against each other without permission from a teacher. After an investigation took place, the Ministry of Magic's prosecutors think Harry Potter illegally cast the spell that turned Draco into a pink puppy. They charged him with breaking the law.

All the people needed for a trial are in the courtroom, so now the case of Ministry of Magic v. Harry Potter can start.

Draco and the prosecutors are seated at the table closest to the jury. Harry is sitting at the defense table with his lawyers.

*In the blank spots below, The Marshal says the names of the two students playing the judges.*

**MARSHAL:**

All rise. Court is now in session with **Judges**  
\_\_\_\_\_ and \_\_\_\_\_

Please be seated, turn off all phones, make sure all wands are safely put away, and come to order.

**JUDGE #1:**

We are in this **court** today because Draco Malfoy was turned into a pink puppy by magic. The **prosecutors** think Harry Potter is the person who did that. Students using magic against other students without a teacher's permission is **illegal**, so Harry is **charged** with a crime.

Prosecutors always go first in criminal trials, so let's have them start. Prosecutors, please give your **opening statement**.

**PROSECUTOR #2:**

Thank you Judge. Today we're going to tell you how our **client** Draco was having a nice day with his friend when Harry Potter started a fight.

Draco and Harry have never been friends. A few months ago Harry cast a spell on Draco, and Draco turned into a pink puppy. Almost every student at school made fun of Draco when he was a pink puppy, and he was stuck like that for a long time.

We will have **witnesses** give **testimony** and show you **evidence** that will prove Harry Potter cast a spell that turned Draco into a pink puppy. We know after you hear our case, you will find Harry Potter **guilty** of illegally using magic. Thank you.

**JUDGE #1:**

Thank you. The defense may now give their opening statement.



**DEFENSE LAWYER #1:** Thank you Your Honor. Good morning everyone. You were just told an interesting story. Today we will prove what you heard from the other team was a story, and *only* a story. It was not the truth.

You will hear that Draco has never been nice to Harry, and that Draco started the fight with Harry. You will also learn that Draco tried to cast a spell on Harry, but Harry just walked away.

Everyone knows Draco turned into a pink puppy, but that does not mean it was Harry. It could have been anyone!

Once you hear the case we will make, you will know that Harry did not use magic illegally, and the he is not guilty of the charges.

After you find Harry not guilty, you should still find someone guilty. It will be clear that Draco is guilty of being a mean little wizard!

**JUDGE #1:** Now that both sides gave their opening statements, Draco's side will make their case first. Before that, let's have a quick recess.

*Judge #1 bangs the gavel...not too loudly though!*

## **RECESS #1**

**Now it is time for a quick break.  
Listen carefully, and ask the adults questions if you have any!**

## EVERYONE RETURNS AFTER ANOTHER SHORT RECESS

**JUDGE #2:** Ok, that was a great recess! Defense, I think your team has one more witness?

**DEFENSE LAWYER #1:** That's right Your Honor!  
We call Harry Potter as our final witness!

*The MARSHAL walks up to HARRY, who follows the MARSHAL to the witness stand.  
HARRY faces the COURT CLERK AND raises his right hand.*

**COURT CLERK:** Please remain standing and raise your right hand. Do you swear that the testimony you are about to give is the truth, the whole truth and nothing but the truth, so help you God?

**HARRY POTTER:** I do.

**COURT CLERK:** Please be seated.

**DEFENSE LAWYER #1:** Good afternoon Harry. You are in a bit of trouble, but I don't think you should be. Why don't you tell the Jury a bit about who you are?

**HARRY POTTER:** My name is Harry Potter. I go to school at Hogwarts with my friends Ron, Hermione, and Hagrid. I'm friends with them because they are nice wizards and good people.

Draco Malfoy and his friend Vincent Crabbe go to our school too, but I'm not friends with them because they are liars and mean to everyone. They're so mean, that I bet they are even friends with Vold...

*PROSECUTOR #2 angrily stands up and speaks from the prosecution's table:*

**PROSECUTOR #2:** OBJECTION YOUR HONOR!!!! Are you going to allow that wizard to name "He Who Will Not Be Named" in your courtroom?!

**JUDGE #2:** I! Am! Not! You may be angry that you are here Harry Potter, but you will watch your mouth in my courtroom! Defense, you may continue, but control your client!

**DEFENSE LAWYER #1:** I'm sorry judge. My client does not think he should be here so he is angry – especially at Draco - but he won't say it again.

Now Harry, the prosecution told the jury a story today. In that story, you started a fight with Draco over stolen candy, and then turned him into a pink puppy! Is that story true?

**HARRY POTTER:** I wish it was! Draco is mean and had it coming, so I wish I was the wizard that got to do that! But no, I did not turn him into a puppy. I did not even start the fight!

**DEFENSE LAWYER 1:** Ok then. Why don't you tell the court what really happened?

**HARRY POTTER:** Ok. I was on my way to meet Hermione and Hagrid to see if we could feed the dragons together, when Draco said "The best tasting Chocolate Frogs are the ones stolen from Harry Potter"

Some candy had gone missing from my desk a few days before. I thought Draco may have stolen them, but there was not much I could do.

When he said the thing about how candy tastes better when it was stolen from me, I had enough. I told him I was going to get a teacher to cast a spell that would make him tell the truth about stealing my candy.

I turned and started to walk away. I shouted something like "I will make sure you get in trouble for stealing my Chocolate Frogs!"

At the same time, Draco was yelling "Wizards deserve to get things stolen from them if they are friends with mud-bloods!"

It was all very fast after that. Hermione yelled "Harry! No!"

I turned and saw Draco's wand pointed at me, so I reached for mine. I wanted to cast a spell that would keep me safe.

All of a sudden I heard a loud boom and there was smoke where Draco had been standing. When the smoke went away, there was just a small pink puppy. I didn't know it was Draco at first, but then I heard his voice come from the dog ! It said "I'll get you for this Potter!"

That is when I started to laugh and tried to get everyone to look at Draco as a pink puppy.

Here, let me show you, I did it like this!

***HARRY stands up, points at DRACO, and laughs loudly for at least a minute while saying:***

**HARRY POTTER:** HAHHAHA! EVERYONE LOOK AT DRACO! HE'S A PINK PUPPY! DRACO IS A PINK PUPPY!  
HAHAHAHAHA

*HARRY then sits back down, and the testimony continues*

**DEFENSE LAWYER #1:** That sounds funny, but things didn't stay funny for you that day, did they? You were worried after Draco turned into a puppy so you called me. You said the Ministry of Magic might press charges against you, but that you were innocent.

**HARRY POTTER:** That's right, so then you took my wand to the wand shop to be tested, and a few days later you told me not to worry.

**DEFENSE LAWYER 1:** Why did I say that?

**HARRY POTTER:** You said the shop's report showed that the last 3 spells cast from my wand were all spells we did in my classes earlier that day.

**DEFENSE LAWYER 1:** Oh that's right! I did! May I have this marked as Exhibit 3?

*DEFENSE LAWYER #1 hands COURT CLERK The Wand Shop Report.*

*COURT CLERK slaps or stamps the picture, and hands it back to DEFENSE LAWYER #1.*

*DEFENSE LAWYER #1 puts it on the projector, then returns to the podium to speak.*

**DEFENSE LAWYER #1:** Thank you! Now Harry, this report says you did not cast any spells after your morning classes on the day Draco was turned into a pink puppy. Do you think the report is correct?

**HARRY POTTER:** Yes! That's what I've been saying since this first happened!

**DEFENSE LAWYER #1:** And do you own more than one wand?

**HARRY POTTER:** No. Wands are special to the people that own them. If you have more than one, they don't work as well because your magic bond is weakened each time you split it up. That's why I only have one wand like most witches & wizards.

**DEFENSE LAWYER #1:** Well then Harry, I think that covers everything the jury needs in order to know you did not turn Draco into a pink puppy. With that Your Honor, we rest our case!

**JUDGE #2:** Speaking of resting, let's take one more recess!

*HARRY steps down from the witness stand and follows the MARSHAL back to his seat.*

*The MARSHAL takes a seat at the security stand.*

*JUDGE #2 uses the gavel.*

## **RECESS #7**

**How do you think Harry did? We're going to find out soon enough!  
Let's hear what the adults have to say before continuing with the mock trial!**

## EVERYONE RETURNS AFTER ANOTHER SHORT RECESS

**JUDGE #2:**

Ok! Now it's time for CLOSING ARGUMENTS.  
Prosecution, you go first.

**PROSECUTOR #1:**

Harry Potter was fighting with Draco. Draco turned into a pink puppy. Those are facts. The other team wants you to believe Harry is not the wizard who cast the spell that scared, humiliated and hurt my client! I am friends with Draco and his father, and I want justice for them! You should want it too!

Harry's friend Hagrid even said that Potter's good enough to do the kind of magic needed to turn Draco into a pink puppy!

Worst of all, Harry Potter came to court today and said to all of you that he wished he had turned Draco into a pink puppy! That might be his way of taking credit while also trying to stay out of trouble!

As the prosecutor for The Ministry of Magic, I ask that you find Harry Potter guilty for the illegal use of magic!

**JUDGE #2:**

Thank you. The defense may now speak for Harry Potter.

**DEFENSE LAWYER #2:**

Thank you Your Honor. Yes. Harry Potter wishes he was the person who turned Draco into a pretty pink puppy. That is a fact.

Here is another fact: Wishing something is not the same as doing it!

Yes, Harry is a good wizard. Yes, Harry was fighting with that nasty wizard Draco. Yes, Harry was reaching for his wand when Draco turned into a puppy!

If you look at those things and nothing else, Harry sure seems guilty.

But what about some other facts?

It seems that only one loud sound was made by a student's wand!

We showed you a report that proves Harry's wand did not cast a pink puppy spell that day.

What about Harry's friend Ron?

Ron is known to be bad at magic and to have a wand that does not work the way it is supposed to.





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