

Apogee Program Session 1

Course Title: Order in the Courtroom

Course Description:

Through the multiple lenses of literature, law, and theater, students in this class will explore the moral dilemmas at the core of both classic western fairy tales and the American justice system. An interdisciplinary mix of speaking and writing activities in this class will prepare students to take on the varied roles of lawyer, witness, juror, and storyteller. Order in the Courtroom will help students develop advanced skills in oral argument, moral reasoning, and the ancient art of storytelling.

Essential Questions:

- What does it mean to be fair?
- How can we be sure that a decision-making process is fair?
- How can we be sure that outcomes of justice are fair?

Outcomes: Upon successful completion of this course, students will have accomplished the following:

LITERATURE: *"Fairy Tales have the unique capacity to stimulate a child's imagination as well as his intellect."*

Bruno Bettelheim, The Uses of Enchantment

- a. Learn the elements of good storytelling
- b. Identify the unique characteristics of Fairy Tales
- c. Examine the moral dilemmas at the core of classic fairy tales
- d. Develop an empathic as well as analytic approach to the question of character
- e. Compare and contrast diverse versions of fairy tales

LAW: *"For in law human experience presents itself at its worst and at its best in all its complexities."* F.S.C.

Northrop, The Complexity of Legal and Ethical Experience

1. Understand the basics of the litigation process and courtroom procedure
2. Observe and practice basic trial techniques in developing and presenting oral arguments
3. Learn to support opinions with convincing arguments and evidence
4. Develop a working definition of justice for themselves and the group
5. Discuss the difference between political, social, moral, legal and personal problems
6. Develop decision making and consensus building skills through small group process

THEATER: *"Everyone can act. Everyone can create. Anyone who wishes to can play in the theater and learn to become stageworthy."* Viola Spolin, Improvisation for the Theater

1. Take creative risks through improvisational theater games
2. Experience oneself as a naturally creative story teller, actor, and director
3. Develop comfort in both expressing and presenting ideas before an audience
4. Participate in the collaborative process of creating theater with peers and teachers
5. Discover the capacity of theater to deepen understanding of literature, law, and self

Instructional Strategies

Students will frequently be expected to participate in whole-class discussions and reflections. Initially,

these will take the form of drama games and improvisational exercises. As we move into the second week and beyond, however, they will include more detailed discussions of legal theory. During the first week, most of the class work will be in a large-group setting. However, as the class progresses, more and more work will be done cooperatively in small teams. This will be true for the entirety of the mock trial(s) in week three.

Resources and Materials:

The Complete Grimm’s Fairy Tales, Pantheon Books, ISBN # 978-0394709307

Excerpts from various legal and literary texts

Web sites -

<http://www.usconstitution.net/>

<http://www.streetlaw.org/en/landmark.aspx>

http://topics.law.cornell.edu/wex/criminal_procedure

<http://www.ilga.gov/legislation/ilcs/ilcs2.asp?ChapterID=53>

Other sources will be used for lecturing, but these sites are useful for student reference.

Student Evaluation

Students will receive a written evaluation at the end of the session based on class participation, written assignments, and preparation for the final trial(s).

- a. Pre-Assessment: Students will demonstrate their background understanding in justice and fairness through our opening group discussions and through the first day's assignment to write a personal story.
- b. Documentation of learning: Understanding is assessed through a balance of written assignments and in-class reflections. Assignments include multiple story analyses, reflections on fairness in fairy tales, historical contexts, and the criminal justice system, and multiple stages of preparation for the mock trial(s)
- c. Post-Assessment: The reflection discussions following the mock trials are the primary demonstrations of understanding attained throughout the course.

Schedule (subject to change):

Week 1 – What’s fair about fairy tales?

<i>Date</i>	<i>Topic</i>	<i>Activities</i>	<i>Assignments</i>	<i>Instructional Strategies</i>
Mon, Jun 27 th	Finding your voice through story	Theater / story games	Personal stories	Small and large group drama exploration
Tue, Jun 28 th	Listening to others’ stories	Storytelling practice, Watch movie: “Hoodwinked”	Researching multiple viewpoint stories	Individual performances, group discussion
Wed, Jun 29 th	Fairy tale “fairness”	Present research, Read and discuss “The Master Thief”	Written exploration of “The Master Thief”	Individual presentations, group discussions
Thu, Jun 30 th	Fairy tale “fairness”	Continue to discuss “The Master Thief”	Written exploration of chosen story	Small and large group discussion
Fri, Jul 1 st	Fairy tale “fairness”	Present and discuss chosen stories	Reflection on fairy tales and fairness	Individual presentation and reflection

Week 2 – What’s fair about justice?

<i>Date</i>	<i>Topic</i>	<i>Activities</i>	<i>Assignments</i>	<i>Instructional Strategies</i>
Mon, Jul 4 th	Who makes justice happen?	Read and discuss constitutional basis for law and justice	Additional reading and/or reflection as necessary	Small and large group discussion
Tue, Jul 5 th	How does justice happen?	Explore and discuss the process of criminal law	Additional reading and/or reflection as necessary	Small and large group discussion
Wed, Jul 6 th	Where does justice happen?	Field trip to Skokie Circuit Court	Additional reading and/or reflection as necessary	Direct observation and reflection
Thu, Jul 7 th	What if justice fails?	Visitor from the Medill Innocence Project	Reflection on justice and fairness	Small and large group discussion
Fri, Jul 8 th	The case	Present and discuss the case to be heard in Week 3	Point of view analysis	Small and large group discussion

Week 3 – What’s fair about us?

<i>Date</i>	<i>Topic</i>	<i>Activities</i>	<i>Assignments</i>	<i>Instructional Strategies</i>
Mon, Jul 11 th	Finding your part	Choose groups for the trial	Prepare trial documents	Self-selected groups
Tue, Jul 12 th	Discovery and evidence	Learn about and practice critical pre-trial procedures	Prepare trial documents	Small group presentations
Wed, Jul 13 th	Motions and opening arguments	Learn about and practice courtroom procedures	Prepare trial documents	Small group presentations
Thu, Jul 14 th	Witnesses and rebuttals	Learn about and practice questioning and cross-examination	Prepare trial documents	Small group presentations
Fri, Jul 15 th	Closing arguments	Final presentations to the court, Jury deliberation	Verdict	Small group presentations

CTD Statement on Third-Party Web Sites

Instructors are required to thoroughly review any third-party web sites they intend to use in their courses for inappropriate content. However, because web content continuously changes, CTD disclaims any responsibility for any of the content contained on third-party web sites used in course materials. If you become aware of anything that may be inappropriate, please notify CTD staff immediately.