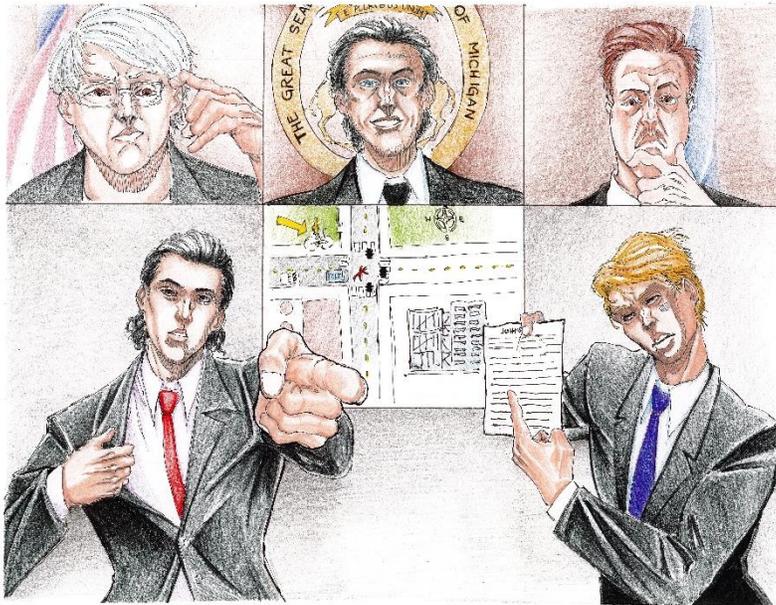




New Mexico Mock Trial

Mock Trial in a Box



**CENTER FOR
CIVIC VALUES**

PROVIDING EDUCATION AND RESOURCES
FOR PUBLIC PARTICIPATION IN THE LAW

Introduction for Teachers & Students



Overview of Mock Trial

Mock trials are simulations of real life courtroom drama. They provide teachers with a time tested method for furthering the civics mission of schools. Mock trials help students gain a basic understanding of the legal mechanism through which society resolves many of its disputes. While learning the details of trial, process and procedures, students develop a number of skills: critical analysis of problems, strategic thinking, questioning skills, listening skills, skills on oral presentation and extemporaneous argument, and skills in preparing and organizing materials. Of particular interest is the high level of cooperation among students needed for successful mock trials. Recent research findings indicate that such cooperative learning activities encourage cognitive achievement among students from a variety of backgrounds and also improve students' attitudes towards school and each other.

Participation in Mock Trials helps students understand the roles that various actors play in the judicial system and also the difficult conflicts those persons must resolve daily in performing their jobs. On a more complex level, mock trials also provide students with an excellent vehicle for the study of such fundamental law related concepts as authority and fairness. Mock trials also facilitate the discussion of contemporary issues by creating a balanced method for examining controversial issues.

Mock trials also provide a natural opportunity to incorporate field experiences and community resource persons into the school curriculum. Many attorneys, law students, and judges are happy to come into classrooms to help students prepare for, act as judges for, or debrief the Mock trial. [The Center for Civic Values](#) (CCV) will start registration for the 2024 competition season in September 2023. CCV will release the 2024 competition case in October 2023. Schools are encouraged to work with attorney coaches to prepare case materials for Regional Competition in February 2024. The top placing 16 teams will move on to the State Competition in March 2024 and the highest scoring team from ballots and rounds won will move on to Nationals in May 2024. In addition to the competing mock trial team, CCV also offers competitions in courtroom artist and journalism. Experts and professionals in these fields may also be available to work with students in preparation for these competitions.

Furthermore, mock trials can serve to prepare students for possible future involvement as parties, witnesses, jurors, or lawyers in legal proceedings. Their participation in these courtroom simulations can reduce fear and help provide the knowledge needed to perform these roles more effectively. The interaction with participants in the legal system can help change negative attitudes of some students toward “unknown” professionals and complex social systems and even inspire students to pursue law-related careers.

Discussing the strengths and flaws of the judicial system and the importance of the third branch of government is central to preparing our next generation of engaged citizens. To that end, mock trials can provide a multidimensional teaching device. Mock trials have taken root in the curriculums of many schools across New Mexico offering educators a strategy for preparing the next generation of civically minded adults.

National Social Studies Standards

Thematic Strand	Standard
Power, Authority, and Governance	<p>a. examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare</p> <p>c. analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balancing competing concepts of a just society</p> <p>h. Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems</p>
Individuals, Groups, and Institutions	<p>c. describe the various forms institutions take, and explain how they develop and change over time</p> <p>d. identify and analyze examples of tensions between expression of individuality and efforts used to promote social conformity by groups and institutions</p> <p>e. describe and examine belief systems basic to specific traditions and laws in contemporary and historic movements</p> <p>f. evaluate the role of institutions in furthering both continuity and change</p>
National Standards for Civics and Government	Content Standards
<p>Civics and Government Standard III <i>How does the government established by the Constitution embody the purposes, values, and principles of American democracy?</i></p> <p>A. <i>How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?</i></p>	<p>2. The American Federal System. Students should be able to evaluate, take, and defend positions on issues regarding the distribution of powers and responsibilities within the federal system.</p>
<p>Civics and Government Standard III <i>How does the government established by the Constitution embody the purposes, values, and principles of American democracy?</i></p> <p>B. <i>How is the national government organized and what does it do?</i></p>	<p>1. The Institutions of the National Government. Students should be able to evaluate, take, and defend positions on issues regarding the purposes, organization, and functions of the institutions of the national government.</p>
<p>Civics and Government Standard III</p>	<p>1. The Place of Law in American Society. Students</p>

<p><i>How does the government established by the Constitution embody the purposes, values, and principles of American democracy?</i></p> <p><i>C. What is the place of law in the American constitutional system?</i></p>	<p>should be able to evaluate, take, and defend positions on the role and importance of law in the American political system.</p> <p>2. Judicial protection of the rights of individuals. Students should be able to evaluate, take, and defend positions on issues regarding the judicial protections of individual rights.</p>
<p>Civics and Government Standard V <i>What are the roles of the citizens in American democracy?</i></p> <p><i>A. What are the rights of Citizens?</i></p>	<p>1. Personal Rights. Students should be able to evaluate, take, and defend positions on issues regarding personal rights.</p> <p>2. Political Rights. Students should be able to evaluate, take, and defend positions on issues regarding political rights.</p> <p>3. Economic Rights. should be able to evaluate, take, and defend positions on issues regarding economic rights.</p> <p>4. Relationships Among Personal, Political, and Economic Rights. Students should be able to evaluate, take, and defend positions on the relationships among personal, political, and economic rights.</p> <p>5. Scope and Limits of Rights. Students should be able to evaluate, take, and defend positions on issues regarding the proper scope and limits of rights.</p>
<p>Civics and Government Standard V <i>What are the roles of the citizens in American democracy?</i></p> <p><i>B. What are the responsibilities of citizens?</i></p>	<p>1. Personal Responsibilities. Students should be able to evaluate, take, and defend positions on issues regarding the personal responsibilities of citizens in American constitutional democracy.</p> <p>2. Civic Responsibilities. Students should be able to evaluate, take, and defend positions on issues regarding civic responsibilities of citizens in American constitutional democracy.</p>
<p>Civics and Government Standard V <i>What are the roles of the citizens in American democracy?</i></p> <p><i>C. What civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?</i></p>	<p>2. Dispositions that foster respect for individual worth and human dignity. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that foster respect for individual worth and human dignity.</p> <p>4. Dispositions that facilitate thoughtful and effective participation in public affairs. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that facilitate thoughtful and effective participation in public affairs.</p>

Six Recommendations for Educators to Help Develop Competent and Responsible Citizens

1. Provide instruction in government, history, law, and democracy.
2. Incorporate discussion of current local, national, and international issues and events into the classroom, particularly those that young people view as important in their lives.
3. Implement programs like the CCV New Mexico Mock Trial Program & Competitions that provide students with the opportunity to apply what they learn through performing and competing as well as implement community service opportunities that are linked to the formal curriculum and classroom instruction.
4. Offer extracurricular activities that provide opportunities for young people to get involved in their school and/or community.
5. Encourage student participation in school governance.
6. Encourage students' participation in simulations of democratic processes and procedures offered by the UNM School of Law, The Marshall Brennan Project, The Bill of Rights Institute, the NM Legislature's Speaker's Academy, or Moot Court Competition.

The Lesson Plans

These user-friendly lesson plans for mock trials are designed for you, the classroom teacher, to deliver within the first 10 weeks of the school year. These lessons are designed to inform students of the trial process as well as the specific CCV rules of competition. Students will use the 2023 Mock Trial [Problem](#) (a statement of facts, prosecution/plaintiff and defense witness statements, exhibits, legal authorities), and the [Rules](#) (of competition and simplified rules of evidence) to learn this process. After registration in September 2023, and the 2024 competition case is released on October 1, 2023, teams will use the process learned in the first two months of the semester to prepare the competition case.

There are ten mock trial lesson plans included. However, you *do not* have to teach each lesson for a successful mock trial experience. Depending on student participants, your needs and time, the lessons can be taught sequentially, or as stand-alone activities. Each Lesson has 3-7 activities, which may be too many to complete in one week. You may eliminate activities or push a Lesson to two weeks. The timing of activities will vary depending on class size and meeting schedule. Some activities are intended to be completed as solo activities and some are group activities or whole class discussions. Directions for each activity are posted both in the Slide Decks and on Focus Notes or Worksheets. There are also reading and note documents available to aid in instruction and competition preparation. To get started, click on the links provided below. Directions for using and customizing these materials are provided after the chart. Do not share these links with your students. Save a copy to your Drive first and only share links that you own.

The Plan

Lesson	Topics	Activities	Links	Additional Materials Needed
1	What is Mock Trial & How is the CCV Mock Trial Competition Conducted?	<ol style="list-style-type: none"> 1. Understanding Mock Trial Brainstorm Questions (slides 5-6) 2. Earning Points (slide 8) 3. Participation & Ice Breaker Activities (Slide 10) 4. Improve Activity 1 (Slide 11) 5. Affidavit Activity (Slides 12-13) 	<p>Slide Deck: https://docs.google.com/presentation/d/1mRMBp_irvavmjgYmL0bnY-JA5Ap0ItaXrsqwfiKbF64/edit#slide=id.g2318b7dec28_0_7 Focus Notes: https://docs.google.com/document/d/1m5sFgZL1Bbeh6dCLcoS1gw3to-08LMLzjY8JBKD78x0/edit</p>	<p>To complete Activity 5, students will need printed copies of the affidavits for Avery Langston (PDF pgs. 31-35), Reagan Caget (PDF pgs. 36-40), Darcy Herndndez (PDF pgs. 46-50), and Shay Harrison (PDF pgs. 51-55). The case can be downloaded from the CCV website for printing and is linked on slide 13. Case: https://drive.google.com/file/d/1gkHxcoiDDbEtehW0YfA0Y4QgUJNxnSeQ/view</p>
2	Setting the Scene & Criminal vs Civil Cases	<ol style="list-style-type: none"> 1. Setting the Scene Team Presentation (slides 5-6) 2. Presentation chart notes (slide 7) 3. Criminal vs Civil (slides 8-10) 4. Focus Questions (Slide 11) 5. Depp v Heard (Slides 12-14) 6. Online Mock Trial (Slides 15-17) 	<p>Slide Deck: https://docs.google.com/presentation/d/1LppsT1wKpi2D9ZxBr_ort6bKLLlmfhmVWj5402bLdal/edit#slide=id.g25a68ae308d_0_51 Focus Notes: https://docs.google.com/document/d/1QzYKslnLG1ucW711mtQUWz8ptkwfvdAEeZ3TiWwJoo/edit</p>	<p>Teachers may want to prepare printed copies of these docs for students to have access to in the classroom:</p> <ul style="list-style-type: none"> • Reading Doc 1 • Reading Doc 2 • Online Mock Trial Notes/ Questions
3	Steps in a Trial	<ol style="list-style-type: none"> 1. Week 2 Review Quiz 2. The Shapes of the Courtroom 3. Parts of the trial reading and group discussion 4. Sequencing: Steps in a Jury Trial Worksheet 	<p>Slide Deck: https://docs.google.com/presentation/d/12VsCw45p9zSB3mOniaH7CsPn_6NvWfZg_Oj9YTyzvxY/edit#slide=id.g25ac11d3e1c_0_3 Week 3 Worksheet: https://docs.google.com/document/d/1vxEOlWf2hSbBDFkF7z5thDFReHIOyB_xi_FtsX5QuQ/edit</p>	<p>Activity 1: Week 2 Review Quiz: Teachers must request access to make a copy of this Quiz from raquel.medina@aps.edu *Please give one week in advance. Update link on Slide 3. Activity 2: Students will need construction paper, scissors and glue. Activity 3 Reading Doc Activity 4 Worksheet should be printed for students in advance.</p>

				Students will also need scissors and glue.
4	Mock Trial Competition Rules & Exploring the Case	<ol style="list-style-type: none"> Activity 1: Steps in a Trial Review Activity 2: Review 2023 Case Materials & Rules Activity 3: Case Questions 	<p>Slide Deck: https://docs.google.com/presentation/d/15tJNAIgf7AN5Qa2l4mjsj2FbVRsSp_htK0PRVzZV0tA/edit#slide=id.g237a6d275a0_0_0</p> <p>Worksheet: https://docs.google.com/document/d/1QImR9TEeYtBXH9bpemG6vEMcvkwWaSEbUWhovR7KLC/edit</p>	<p>Print & distribute Steps/Script Doc for students</p> <p>In addition, printed copies of the case and rules might be helpful for student organization and understanding of the case.</p> <p>Case: https://drive.google.com/file/d/1gkHxcoiDDbEtehW0YfA0Y4QgUJNxnSeQ/view</p> <p>Rules: https://drive.google.com/file/d/1wl_oFIti74Tsr6rf5exneil8xzSu5Mem/view?usp=sharing</p>
5	Rules of Evidence	<ol style="list-style-type: none"> Activity 1: Review Reading Notes Doc (Slide 3) Activity 2: Review Slides 4-18 as a class. Discuss examples and answer questions Activity 3: Test Your Knowledge 10 Questions (Slides 19-20) Activity 4: Team Evidence Collaborative Doc (Slide 21) Activity 5: Extension Activity (Slide 22) 	<p>Slide Deck: https://docs.google.com/presentation/d/1FM Ct90hPgfsjVukWpt2XmsukofJxdSSMNHGxd3HakT0/edit#slide=id.g237ab812b3c_0_193</p> <p>Reading Doc: https://docs.google.com/document/d/1uvio3pdYUoHdIR-YhkoyzObtOF6pK17D4_NuS28wEk8/edit</p> <p>Team Evidence Doc: https://docs.google.com/document/d/1WslwQi_yZZPj3XkPQI95MZ EocTyzKGW_m9jh5cRrRp0/edit</p>	<p>Link or print and distribute W5 Reading Doc and the Modified Rules of Evidence: https://drive.google.com/file/d/1Z2KXymOra3L7cszql9AaOtkHPpLDqg6/view?usp=sharing</p> <p>Students will need paper and pencil to complete Activity 3</p> <p>Activity 4: Team Evidence Doc</p> <p>*Note: This week, create a copy of this doc and share it with your class so that all students have editing access.</p>
6	Objections	<ol style="list-style-type: none"> Activity 1: Brainstorm and class discussion (slide 3) Activity 2: Review and take notes on the 10 Mock Trial Objections (slides 6-17) Activity 3: 	<p>Slide Deck: https://docs.google.com/presentation/d/1b-9xFkq9_613NI_x6QHapgHDHiXSDpkao8Vvwx3upMg/edit?usp=sharing</p> <p>Common</p>	<p>Activity 5: Teachers must request access to make a copy of this Quiz from raquel.medina@aps.edu</p> <p>*Please give one week in advance. Update links on Slide 23.</p> <p>Quiz 1: https://docs.google.com/forms/d/1_pD1YhqvqhKj</p>

		<p>Review Rules Docs linked on slide 18</p> <ol style="list-style-type: none"> 4. Fill in the Chart (Slide 19) 5. Quiz 1 6. Quiz 2 	<p>Objections Doc: https://docs.google.com/document/d/1LAj8KkZ7Sb7dFyhMnNtMWLvsW7Zivqifk2UDHLwNn4/edit#heading=h.gjdgxs</p>	<p>KOK0_4O5VNJKUvLtKbd0x0TZ_yXYL4w/edit Quiz 2: https://docs.google.com/forms/d/1e9fv_AeeHtQJahSHn1a4R84sxcJ5W5i8LkYMUwf9JE/edit</p>
7	Roles & Creating a Theory for the Case	<ol style="list-style-type: none"> 1. Activity 1: Choose Team Roles (Slides 4, 6, & 7) 2. Activity 2: Class Discussion (Slide 8) 3. Activity 3: Notes (Review Slides 10-21) 4. Activity 4: Theory Example Scenarios 5. Activity 5: Langston v Harrison Timeline 6. Activity 6: Elements of NM Medical Privacy & Contract Law 7. Activity 7: Theory of the Case (complete in teams: Plaintiff & Defense) 	<p>Slide Deck: https://docs.google.com/presentation/d/1Tm8IOVX7dM4Vn6loNwYKBM9TYidjKcxy78jr0uge25E/edit#slide=id.g237dfb64747_0_314 Focus Notes: https://docs.google.com/document/d/1boz6C8G_7d-5dOvtLfblw7aXzbRAuyXxHDGdDIFRT98/edit</p>	<p>Case: https://drive.google.com/file/d/1gkHxcoiDDbEtehW0YfA0Y4QgUJNxnSeQ/view Rules: https://drive.google.com/file/d/1wl_oFIti74Tsr6rf5exneil8xzSu5Mem/view?usp=sharing *Also, see Helpful links to print or post on Slide 5.</p>
8	Opening & Closing Arguments	<ol style="list-style-type: none"> 1. Activity 1: Review Opening Statement Notes (Slides 3-8) & Watch Opening Statement example (Slide 9) 2. Start Week 8 Team Doc 3. Activity 2: Review Closing Argument Notes (Slides 14-17 & 19-20) & Watch Closing Argument example (Slide 	<p>Slide Deck: https://docs.google.com/presentation/d/1TCv7qB63mL8Q3Qlc5rtZgY4CJbENIIPQyLixg02ROoc/edit#slide=id.g237e8a55638_0_574 W8 Team Doc: https://docs.google.com/document/d/1RFKx3cBqff7zXMSsMHwx3bMWxaOj9fuva_CsZbUKw4w/edit</p>	<p>W8 Notes/Reading Doc https://docs.google.com/document/d/1L7a0BtgCMxblwUmKKHln2kOFTY_KzCrYjymnWCi9CNI/edit</p>

		<p>18)</p> <ol style="list-style-type: none"> Activity 3: W8 Doc Chart 1 Activity 4: W8 Doc Chart 2 Activity 5: W8 Doc Chart 3 Activity 6: Draft Opening and Closing Arguments as groups and present to class. Class will critique using evaluation forms on Slides 12 and 23. 		
9	Direct & Cross Examination	<ol style="list-style-type: none"> Activity 1: Partner Activity (Slide 3) Activity 2: Read Week 9 Notes Doc & answer class questions (slide 4) Also review slides 5-9 on direct examination Activity 3: Direct examination Worksheet Activity 4: Write direct examination (Slide 11) Activity 5: Review slides 18-23 on cross examination and watch example videos. Activity 6: Write sample Cross Examination questions (slide 24) 	<p>Slide Deck: https://docs.google.com/presentation/d/12uuCbnvX58mF67MicK65lXVuLtKh5M5n6lQ-t8XVtVo/edit#slide=id.g25f0885bb44_0_323 W9 Direct Examination Worksheet: https://docs.google.com/document/d/1Hq7Bx-c1wUi3HNqnDIyeY8S-Uv-2oRFV3hbEVItAKE/edit</p>	<p>W9 Notes/Reading Doc: https://docs.google.com/document/d/1NTHFi0oKJNTUZd9YEGHuebdHUhe6htpy17hCpgQtVNE/edit</p>
10	October 1, 2023 Case Released New Case Preparation	<ol style="list-style-type: none"> Activity 1: Timekeeper Quiz (Slide 3) Activity 2: Preparing for trial checklist (slides 4-6) Activity 3: Review Trial Script Activity 4: Run the trial in class 	<p>Slide Deck: https://docs.google.com/presentation/d/1TKpZ4l_w_qYPKnlAL4c1gObwJGWinjhdXAGKVNbPU8/edit#slide=id.g25f55215a5a_0_9</p>	<p>Script/Steps: https://docs.google.com/document/d/1D6PVAAnYshmqRxiornIb7P70OEyPDnkc0eNeB2nc3zMA/edit?usp=sharing</p>

		5. Activity 5: Review new case materials posted by CCV.		
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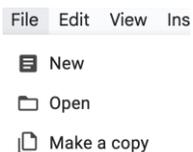
Using the Materials Provided

- Any linked document may be customized for your individual classes and needs. You can create a copy and edit as necessary and post your copies on Google Classrooms or other websites used to connect with your students. The Slide Decks linked are intended to guide your class and have directions for the activities provided. The Focus Notes and Worksheets provided may be printed for students in advance and used to fill in as a worksheet or students can create their own copies digitally if they have access to computers or Chromebooks. The directions for students to create copies is listed below. Students may also organize their own focus notes using pen and paper. Participation activities are intended to be presented to the class.

For Teachers

To use the Slide Decks provided:

- Open the link
- Click on File and then Make a Copy in the drop down menu

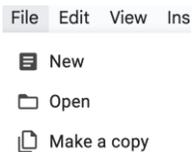


- Save a copy to your Google Drive that you may edit and make changes to.

For Teachers & Students

To use the Focus Notes provided:

- Have students open the link you post on Google Classroom or other website
- Have students click on File and then Make a Copy in the drop down menu



- Have students save a copy to their Google Drive so that they may edit and make changes to the document.
- Have students submit their completed docs at the end of the lesson for grading.

Troubleshooting: If you have questions about accessing and using the linked materials provided, email raquel.medina@aps.edu or kristen@civicvalues.org with your questions or concerns.

Some materials used are from the [Teaching Resources](#) page under the subsection called "Welcome to Street Law, Inc.'s Free Resource Library,"

- Street Law's Classroom Guide to Mock Trials 2021 Edition
 - PDF:
https://drive.google.com/file/d/17gAj_KKob9OefLq1aKeMsPuLSn66YTso/view?usp=drive_link