

Street Law Course Approval Information

Street law is a one semester class, which is designed to provide practical information and problem solving opportunities that develop in a student the knowledge and skill necessary for survival in our law-saturated society. In their study, students focus on legal principles and the laws and procedures derived from them. They examine relevant examples of civil and criminal laws, law-enforcement methods, court procedures, and efforts toward corrective justice. In the street law class, students also examine problems within the legal and justice systems and issues that arise from their operation.

Students of street law increase their practical understanding of how the justice system in the United States actually works. Their study builds upon key concepts introduced at earlier grades as they extend their understandings of the legal principles that are the basis for the system of justice in the United States. As they pursue the study of street law, they are able to make increasingly informed judgments on issues and problems arising from the operation of the legal and justice systems.

Students who elect to study street law acquire information from a wide range of sources: interviews, newspapers and periodicals, computer data bases, television, and direct observation. They use this information as they solve problems, make decisions, and plan. As they consider various viewpoints on issues and as they engage in simulated and actual experiences in the legal and justice systems, they develop social participation skills. Finally, their skills of civic participation increase as they experience real-world civic activities that are an integral part of the law and justice elective course

I. Course Outline& Frameworks

Unit One: Introduction to Law and the Legal System

The learner will analyze changes in the law and recognize the dynamic nature of law.

1.1 Trace changes in law.

1.2 Analyze changes in the law.

1.3 Elaborate on the dynamic nature of the legal system of the United States.

A. What is Law?

1. Law and Values

C.1.CAG.1; C.1.CAG.4

2. Human Rights

C.1.CAG.2; G.CAG.1; G.3CAG.3

3. Balancing Rights and Responsibilities

C.1.CAG.1; G.CAG.3

4. Kinds of Law

C.1.CAG.1; L.9.CAG.6; L.9.CAG.7; L.9.CAG.8

5. Our Constitutional Framework

C.1.CAG.1; USC.6.CAG.1

B. Lawmaking

1. Legislature

C.1.CAG.1; L.9.CAG.3; L.9.CAG.4; L.9.CAG.5; L.9.CAG.6

2. Agencies

C.1.CAG.1; L.9.CAG.10

- 3. Courts
 - C.1.CAG.1; G.3.CAG.3; SG.8.CAG.3

C. Advocacy

- 1. Lobbying
 - C.1.CAG.1; L.9.CAG.10
- 2. Voting
 - C.1.CAG.1; C.2.CAG.2

D. The Court System

- 1. Trial Courts
 - C.1.CAG.1; G.3.CAG.3; SG.8.CAG.3; L.9.CAG.9
- 2. Appeals Courts
 - C.1.CAG.1; SG.8.CAG.3; L.9.CAG.9
- 3. Federal and State Court System
 - C.1.CAG.1; SG.8.CAG.3; L.9.CAG.9; L.9.CAG.2
- 4. United States Supreme Court
 - C.1.CAG.1; SG.8.CAG.3; L.9.CAG.9; L.9.CAG.2

Unit Two: Criminal Law and Juvenile Justice

The learner will describe the civil and criminal justice systems, analyze their operations, and assess their effectiveness.

- 2.1 Distinguish similarities and differences in the civil and criminal justice systems.
- 2.2 Compare the operations and processes of the civil and criminal justice systems.
- 2.3 Summarize issues and problems confronting the civil and criminal justice systems and assess the effectiveness of those systems in resolving them.

A. Crime in America

- 1. The Nature of Crime
 - C.1.CAG.1; C.2.CAG.1; G.3.CAG.4; LMC.10.P.3
- 2. Gangs and Crime
 - C.1.CAG.1; C.2.CAG.1; G.3.CAG.4; LMC.10.P.3; CS.3.S.1; CS.3.S.2; S.4.S.1;

Chapter 8: Introduction to Criminal Law

Chapter 9: Crimes Against the Person

Chapter 10: Crimes Against Property

Chapter 11: Defenses

Chapter 12: Criminal Justice Process: The Investigation

Chapter 13: Criminal Justice Process: Proceedings Before Trial

Chapter 14: Criminal Justice Process: The Trial

Chapter 15: Criminal Justice Process: Sentencing and Corrections

Chapter 16: Juvenile Justice

Chapter 17: Law and Terrorism

Unit Three: Torts

The learner will distinguish torts from criminal court systems and analyze relationships between them.

- 3.1 Describe similarities and differences intentional torts and negligence.

3.2 Summarize the differences between types of torts.

3.3 Explain how and under what circumstances cases move between state and federal jurisdictions.

Chapter 18: Torts: A Civil Wrong

Chapter 19: Intentional Torts

Chapter 20: Negligence

Chapter 21: Strict Liability

Chapter 22: Torts and Public Policy

Unit Four: Consumer and Housing Law

The learner will describe the consumer and housing laws, analyze their operations, and assess their effectiveness.

4.1 Distinguish similarities and differences between contracts, warranties, and financial services.

4.2 Describe the responsibility and jurisdiction of “smart consumers”.

4.3 Assess working relationships among consumers and sellers of goods.

Chapter 23: Contracts

Chapter 24: Warranties

Chapter 25: Credit and Other Financial Services

Chapter 26: Deceptive Sales Practices

Chapter 27: Becoming a Smart Consumer

Chapter 28: Cars and the Consumer

Chapter 29: Housing and the Consumer

Unit Five: Family Law

The learner will assess the effectiveness of family law on the individual and the state

5.1 Distinguish between civil and criminal penalties dealing with the American family.

5.2 Elaborate on the legal issues of marriage and divorce.

5.3 Analyze various alternative to separation and divorce

5.4 Judge the effectiveness of the legal system on families and the individual

Chapter 30: Law and the American Family

Chapter 31: Marriage

Chapter 32: Parents and Children

Chapter 33: Foster Care and Adoption

Chapter 34: Separation, Divorce, and Custody

Chapter 35: Government Support for Families and Individuals

Unit Six: Individual Rights and Liberties

The learner will analyze conflicts resulting from competing interests, conflicting laws, and conflicting interpretations of the Constitution.

6.1 Analyze constitutional changes and Supreme Court decisions affecting individuals and population groups.

6.2 Summarize competing interests, conflicting laws, and conflicting interpretations.

6.3 Assess the importance of given constitutional conflicts for individuals, groups, and society as a whole.

Chapter 36: Introduction to Constitutional Law

Chapter 37: Freedom of Speech

Chapter 38: Freedom of the Press

Chapter 39: Expression in Special Places
Chapter 40: Freedom of Religion
Chapter 41: Due Process
Chapter 42: The Right to Privacy
Chapter 43: Discrimination
Chapter 44: Rights and Responsibilities in the Workplace

Supplemental Unit: Crime Library

To increase reading and reading comprehension across the curriculum, I have created a “Crime Library” in which students read at least one book during the semester

II. Instructional Material

Textbook: Street Law: A Course in Practical Law
Street Law: A Course in Practical Law Teacher’s Manual
Crime Library: Jude, Bad, Touching Spirit Bear, Give a Boy a Gun,
The Christopher Killer, Getting Away With Murder.
Films: *Bang, Bang, you’re Dead, Twelve Angry Men, Busted, Client,*
Teen Pranks, A Time to Kill, Crimes of the 20th Century

III. Student Population

Junior and Senior students
No prerequisites

IV. Descriptions & Examples

Students who take the Street Law class acquire information from a wide range of sources: interviews, newspapers and periodicals, computer data bases, television, and direct observation. They use this information as they solve problems, make decisions, and plan. As they consider various viewpoints on issues and as they engage in simulated and actual experiences in the legal and justice systems, they develop social participation skills. Finally, their skills of civic participation increase as they experience real-world civic activities that are an integral part of the Street Law course.

V. Instructional Strategies

The course is divided into a variety of activities from reading a novel to analyzing courtroom films. Assignments range from simple defining of terms to actually writing reviews of cases. This diversity in curriculum and instructional strategies meets of all my students on some level.

Supreme Court Research Paper (Example)

Objective: Students will write a three to five page research paper on a chosen case.

Student Instructions:

Your research paper should be divided into three main parts: the introduction, supporting paragraphs, and a concluding paragraph.

The purpose of the introductory paragraph(s) is for you to indicate to the reader general information about the case,

The supporting paragraphs should provide arguments that defend your thesis from the introductory paragraphs.

The concluding paragraph should be an analysis of the actual case and sum up your research.

Supreme Court Case Research Paper Scoring Guide

Directions: Read the statements below. Then indicate the number from the following scale that reflects your assessment of the students work.

1 = weak 2 = moderately weak 3 = average 4 = moderately strong 5 = strong

- | | | | | | |
|--|---|---|---|---|---|
| 1. The student develops a research plan
And makes good use of research time | 1 | 2 | 3 | 4 | 5 |
| 2. The student makes good use of books
electronic finding aids and so on. | 1 | 2 | 3 | 4 | 5 |
| 3. The student uses in-class resources
when appropriate | 1 | 2 | 3 | 4 | 5 |
| 4. The student develops a research strand | 1 | 2 | 3 | 4 | 5 |
| 5. The student creates multiple research
paths using a bibliography | 1 | 2 | 3 | 4 | 5 |
| 6. The student uses more than one source
of information in a topic | 1 | 2 | 3 | 4 | 5 |
| 7. The student uses primary sources | 1 | 2 | 3 | 4 | 5 |
| 8. The student evaluates sources | 1 | 2 | 3 | 4 | 5 |
| 9. The student takes good research notes
identifying directly copied material | 1 | 2 | 3 | 4 | 5 |
| 10. The student puts research findings
into his or her own words | 1 | 2 | 3 | 4 | 5 |

Comments:

Total Points: _____

VI. Assessments

Assessment is done by a wide variety of means. Students are assessed on their participation in group activities through a rubric. They are assessed on writing case reviews through a rubric. Chapter quizzes and given and unit test are given for assessment

(Chapter test example)

Street Law Chapter 1 Test

Matching: 75 pts

- | | |
|--|------------------------|
| _____ 1. study of Law | A. Civil Action |
| _____ 2. the injured party in a civil case | B. Felony |
| _____ 3. the person being charged with committing a crime | C. Statues |
| _____ 4. branch of law dealing with crime and punishment | D. Misdemeanor |
| _____ 5. process of determining if a law is constitutional | E. Bill of Rights |
| _____ 6. government lawyers | F. Unconstitutional |
| _____ 7. all laws that do not involve criminal matters | G. Checks and Balances |
| _____ 8. conflict with some provision of the Constitution | H. Criminal Law |
| _____ 9. checks on the government | I. Civil Law |
| _____ 10. non-criminal lawsuit | J. Prosecutor |
| | K. Judicial Review |
| | L. Defendant |
| | M. Human rights |

_____ 11. first ten amendments to the Constitution

N. Jurisprudence

_____ 12. punishable by sentence of one year or less in prison

O. Plaintiff

_____ 13. law enacted by legislature

_____ 14. punishable by sentence of over one year in prison

_____ 15. entitlement because a person is alive

Essay: (Complete Sentences) 25pts

In the Case of the Shipwrecked Sailors, describe how the law was a reflection of society's morals. Explain how punishing the defendants promotes society's moral values. Discuss some contemporary legal problems that have arisen because of conflicting views on morality. (answer on back)

Case Studies and Questions: Examples of two case studies done in class and the questions.

Miranda v. Arizona (1966)

Ernesto Miranda was a poor Mexican immigrant living in Phoenix, Arizona, in 1963. Miranda was arrested after a crime victim identified him in a police lineup. Miranda was charged with rape and kidnapping and interrogated for two hours while in police custody. The police officers questioning him did not inform him of his Fifth Amendment right against self-incrimination, or of his Sixth Amendment right to the assistance of an attorney.

As a result of the interrogation, he confessed in writing to the crimes with which he was charged. His written statement also included an acknowledgement that he was aware of his right against self-incrimination. During his trial, the prosecution used his confession to obtain a conviction, and he was sentenced to 20 to 30 years in prison on each count.

Miranda's defense attorney appealed to the Arizona Supreme Court. His attorney argued that his confession should have been excluded from trial because he had not been informed of his rights, nor had an attorney been present during his interrogation. The police officers involved admitted that they had not given Miranda any explanation of his rights. They argued, however, that because Miranda had been convicted of a crime in the past, he must have been aware of his rights. The Arizona Supreme Court denied his appeal and upheld his conviction.

The case comes down to this fundamental question: What is the role of the police in protecting the rights of the accused, as guaranteed by the Fifth and Sixth Amendments to the Constitution? The Fifth Amendment states that no person "shall be compelled in any criminal case to be a witness against himself. . . ." The Sixth Amendment states that, "In all criminal prosecutions, the accused shall enjoy the right . . . to have the assistance of counsel for his defense." The Supreme Court of the United States had made previous attempts to deal with these issues. In *Brown v. Mississippi* (1936), the Court had ruled that the Fifth Amendment protected individuals from being forced to confess. In *Gideon v. Wainwright* (1963), the Court held that persons accused of felonies have a fundamental right to an attorney, even if they cannot afford one. In 1964, after Miranda's arrest, the Court ruled that when an accused person is denied the right to consult with his attorney, his or her Sixth Amendment right to counsel is violated (*Escobedo v. Illinois*). But do the police have an obligation to ensure that the accused person is aware of these rights? If so, at what point in the criminal justice process must the defendant learn of these rights?

In 1965, the Supreme Court of the United States agreed to hear Miranda's case. At the same time, the Court agreed to hear three similar cases, *Vignera v. New York*, *Westover v. United States*, and *California v. Stewart*. The Court combined the four cases. Since Miranda was listed first among the four cases considered by the Court, the decision came to be known by that name. The decision in *Miranda v. Arizona* was handed down in 1966.

Questions to Consider:

1. What rights of the accused does the Fifth Amendment protect? The Sixth Amendment?
2. How might knowledge of these rights have changed what Ernesto Miranda did when the police questioned him?
3. Individual rights must be balanced against the values of society at large. For instance, the right to free speech must be balanced against our desire for an orderly society. This is why demonstrations, while protected by the First Amendment, can have certain restrictions placed on them. In Miranda, what values must be balanced against the right against self-incrimination and the right to counsel?
4. You are probably learning about the rights of the accused in a government or history class. Some would argue that it is the individual's responsibility to know what his or her rights are under the Constitution, and the government can assume that accused persons know their rights without informing them. Do you think the government should have to inform each individual who is arrested of his or her rights? Why or why not?

Tinker v. Des Moines (1969)

John and Mary Beth Tinker were public school students in Des Moines, Iowa in December of 1965. As part of a group against American involvement in the Vietnam War, they decided to publicize their opposition by wearing black armbands to school. Having heard of the students' plans, the principals of the public schools in Des Moines adopted and informed students of a new policy concerning armbands. This policy stated that any student who wore an armband to school would be asked immediately to remove it. A student who refused to take off his or her armband would be suspended until agreeing to return to school without the band.

Two days later and aware of the school policy, the Tinker children and a friend decided to wear armbands to school. Upon arriving at school, the children were asked to remove their armbands. They did not remove the armbands and were subsequently suspended until they returned to school without their armbands.

The children returned to school without armbands after January 1, 1966, the date scheduled for the end of their protest. However, their fathers filed suit in U.S. District Court. This suit asked the court for a small amount of money for damages and an injunction to restrain school officials from enforcing their armband policy. Although the District Court recognized the children's First Amendment right to free speech, the court refused to issue an injunction, claiming that the school officials' actions were reasonable in light of potential disruptions from the students' protest. The Tinkers appealed their case to the U.S. Court of Appeals but were disappointed when a tie vote in that court allowed the District Court's ruling stand. As a result they decided to appeal the case to the Supreme Court of the United States.

The case came down to this fundamental question: Do the First Amendment rights of free speech extend to symbolic speech by students in public schools? And, if so, in what circumstances is that symbolic speech protected? The First Amendment states "Congress shall make no law . . . abridging the freedom of speech." The Fourteenth Amendment extends this rule to state governments as well, of which school systems are a part. The First Amendment, however, does not identify which kinds of speech are protected. For example, it is not clear whether hate speech against an individual or group is protected. Neither does the First Amendment specify what types of expressive actions should be considered as speech.

The Supreme Court of the United States has made many attempts to determine what types of symbolic speech are protected under the First Amendment. In 1919, the Court decided in *Schenck v. United States* that the right of an individual to protest World War I by distributing pamphlets urging draftee non-compliance was unconstitutional because the distribution "create[ed] a clear and present danger that . . . will bring about . . . substantive evils." The Court wrestled with the issue of the right to symbolic speech again in the case of *Thornhill v. Alabama* (1940) when the Court ruled that picketing was a form of symbolic speech protected by the First Amendment because no clear and present danger of destruction of life or property or of breach of the peace was inherent in

the action. Three years later in *West Virginia v. Barnette* (1943), the Court extended the First Amendment protection of symbolic speech to students in public schools. In *Barnette*, the Court held "[i]f there is any fixed star in our constitutional constellation, it is that no official, high or petty, can prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion. . . ."

In 1968 the Supreme Court of the United States agreed to hear Tinker's case and consider the constitutionality of the Des Moines principals' anti-armband policy. The Court's decision in *Tinker v. Des Moines* was handed down in 1969.

Questions to Consider:

1. Do you think that the school policy banning armbands was fair? Why or why not?
2. The students knew they would be suspended if they wore armbands to school and chose to do so anyway. Why do you think they ignored the rule?
3. The First Amendment says "Congress shall make no law . . . abridging the freedom of speech." Why do you think the Supreme Court of the United States has ruled that certain actions should have the same protection as verbal speech? Are these reasons valid?
4. In both *Schenck* and *Thornhill*, the Court seemed to make a rule that certain actions were guaranteed protection under the First Amendment's freedom of speech clause as long as those actions did not . . . What rule or test did the Court seem to make?
5. Pretend that students in your school wanted to protest the school-wide ban on smoking. Should they legally be allowed to protest by wearing T-shirts that read "Up with 'Butts!'"? Why or why not?

Case Study Rubric

VBHS Street Law

Case Review

Name: _____

Teacher: Belcher

Date Submitted: _____

Title of Work: _____

	Criteria				Points
	4	3	2	1	
Main/Topic Idea Sentence	Main/Topic idea sentence is clear, correctly placed, and is restated in the closing sentence.	Main/Topic idea sentence is either unclear or incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is not restated in the closing sentence.	—
Supporting Detail Sentence(s)	Paragraph(s) have three or more supporting detail sentences that relate back to the main idea.	Paragraph(s) have two supporting detail sentences that relate back to the main idea.	Paragraph(s) have one supporting detail sentence that relate back to the main idea.	Paragraph(s) have no supporting detail sentences that relate back to the main idea.	—
Elaborating Detail Sentence(s)	Each supporting detail sentence has three or more elaborating detail sentences.	Each supporting detail sentence has at least two elaborating detail sentences.	Each supporting detail sentence has one elaborating detail sentence.	Each supporting detail sentence has no elaborating detail sentence.	—
Legibility	Legible handwriting, typing, or printing.	Marginally legible handwriting, typing, or printing.	Writing is not legible in places.	Writing is not legible.	—
Mechanics and Grammar	Paragraph has no errors in punctuation, capitalization, and spelling.	Paragraph has one or two punctuation, capitalization, and spelling errors.	Paragraph has three to five punctuation, capitalization, and spelling errors.	Paragraph has six or more punctuation, capitalization, and spelling errors.	—
				Total---->	—

Teacher Comments:

VII. Activities

Students participate in at least one mock trial each semester and several role-playing scenarios. Class discussions are done on current legal issues and many students participate in prison field trip at the end of each semester. All these activities are assessed using a rubric.

Van Buren High School Mock Trial Rubric Examples:

These are two examples of ways in which mock court cases are assessed

This rubric is specifically formulated for students who are working on a mock court case.

1 - poor 2 - below average 3 - good/average 4 - strong/effective 5 - excellent

1. Each member of the team has a clear understanding of the mock trial rules of procedure.
2. Each member of the team has a clear understanding of the burden of proof.
3. Each member of the team is able to present information in logical and articulate manner.
4. All members of the team contribute, listen and respect each other.
5. All members of the team understand the steps in the trial.
6. All members of the team attend meetings, practices and trials regularly.
7. All members of the team understand that they are limited to the materials provided in the mock trial packet.
8. All members of the team understand good citizenship and fairness.
9. All members of the team are aware of alternative dispute resolution processes.
10. All members of the team understand the American judicial system.

Attorney Opening/Closing

These forms are provided to help teachers and coaches evaluate student learning in the mock trial process. This rubric is specifically formulated for students who are assigned the task of crafting and presenting an opening statement or a closing argument.

1 - poor 2 - below average 3 - good/average 4 - strong/effective 5 - excellent

1. Student comprehends the various statements of fact and has a clear idea of the burden of proof.
2. Student provides an accurate synopsis of what needs to be discussed in an opening statement.
3. Student provides an accurate synopsis of what needs to be discussed in a closing argument, and understands that there are limits on what may be included based on what is discussed during the trial.
4. Delivery of opening and/or closing is clear and concise, with minimal reliance on notes.
5. Student speaks clearly and loudly enough to be heard throughout the room.
6. Student directs comments to the appropriate audience; including judge, jury or witness, with good eye contact.
7. Student exhibits appropriate courtroom decorum and respect for all parties in the trial, including opposing counsel and witnesses.
8. Statements are organized into thoughtful and methodical presentations.
9. Appropriate time limits are followed.
10. Students performing closing arguments use appropriate information only and indicate that they listened and understood opposing arguments.

Attorney Direct/Cross

These forms are provided to help teachers and coaches evaluate student learning in the mock trial process. This rubric is specifically formulated for students who are assigned the task of crafting and presenting an opening statement or a closing argument.

1 - poor 2 - below average 3 - good/average 4 - strong/effective 5 - excellent

1. Student comprehends the various statements of fact and has a clear idea of the burden of proof and is able to establish a foundation for documents.
2. Student develops questions for direct that indicate a clear understanding of the case and how it should be proved.
3. Questions are appropriate for direct or cross, i.e. no leading questions on direct.
4. Delivery of questions on direct and/or cross is clear and concise, with minimal reliance on notes.
5. Student speaks clearly and loudly enough to be heard throughout the room.
6. Student directs comments to the appropriate audience; including judge, jury or witness, with good eye contact.
7. Student exhibits appropriate courtroom decorum and respect for all parties in the trial, including opposing counsel and witnesses.
8. Statements are organized into thoughtful and methodical presentations.
9. Appropriate time limits are followed.
10. Student knows when to object, and on what grounds and is able to explain articulately why objections are made or should be overruled.

Witnesses

These forms are provided to help teachers and coaches evaluate student learning in the mock trial process. This rubric is specifically formulated for students who are serving as mock trial witnesses.

1 - poor 2 - below average 3 - good/average 4 - strong/effective 5 - excellent

1. Students are familiar with all mock trial rules.
2. Students understand the burden of proof.
3. Students are familiar with their witness statement and any additional information provided in the mock trial packet that is relevant to the case at hand.

4. Student understands that they must respond accurately, within the information in their witness statement, to questions asked by mock trial attorneys.
5. Appropriate time limits are followed.
6. Student speaks clearly and loudly enough to be heard throughout the room.
7. Student directs comments to the appropriate audience; including judge, jury or witness, with good eye contact.
8. Student exhibits appropriate courtroom decorum and respect for all parties in the trial, including opposing counsel and witnesses.
9. Student portrays the witness in a convincing manner, within the rules (i.e., no costumes, props, dialects or accents).
10. Student can perform the role of witness without use of notes.

Mock Court Proceeding Rubric

Opening Remarks (5 points)

- Properly introduced him/herself before the Court (“Ms/Mr. Chief Justice and may it please the court: I am here on behalf of the _____”).
- Described the facts of the case study and outlined the issue(s)/legal question(s).
- Tell the Court how they should decide and why
- Explained the connection between the issue and the U.S. Constitution.

Body: Using Precedents (20 points)

- Explained a connection between the case study and other Court (Supreme Court, state/federal courts) rulings.
- Presented a minimum of three precedent cases.
- Organized in a logical fashion (historically, strongest to weakest argument; weakest to strongest argument etc.)

Closing Remarks (5 points)

- Outline issue (summarize legal issue/question(s); summarize legal precedents - laws, previous cases)
- restated position (the Court should decide this way and why)

Time Frame (5 points)

- Presented oral arguments in the appropriate time frame (15 minutes)

Rebuttal (5 points)

- Responds to the objections or questions raised by the other side by redirecting the Court to the legal precedents (or facts) that bring their opposing side's argument(s) into question.
- Responds to the other side' arguments within the time frame (5 minutes)

Total Points: 40 possible

Order of the Proceeding

1. The plaintiff will have 15 minutes to present their opening arguments.
2. The defendant will have 15 minutes to present their opening arguments.
3. The plaintiff will then have 5 minutes for rebuttal
4. The defendant will have 5 minutes for rebuttal
5. The Judge and Jury (class mates) will have 5 minutes for questions

The Jury will vote using their "paper" ballot to decide the case. The Judge will vote in the case of a tie or a misinterpretation of the law.