

Going to Court in Minnesota



The Minnesota Literacy Council created this curriculum with ECHO (Emergency, Community, Health, and Outreach) as funded by the Minnesota Judicial Branch. The goal of the curriculum is to educate students about how to prepare for going to court and the resources available to help them navigate the court system appropriately. We invite you to adapt it for your own classrooms.

ECHO is a nonprofit organization located in St. Paul and serving the needs of Minnesota's limited English, immigrant and refugee populations. ECHO's mission is to collaborate with diverse communities to deliver programs and services that help people be healthy, contribute, and succeed. Learn more about ECHO video programs and ELL curriculums by visiting echominnesota.org.

Intermediate Level (CASAS reading scores of 201-220)

Going to Court in MN: Week 1

Unit Overview

This is a 1-week unit where students will become familiar with courts in Minnesota. They will learn about the three branches of government, specifically the Judicial Branch, and discuss the roles of people in court and how courts work.

Focus of Week 1

- Learning about the three branches of government
- Understanding how a court works
- Understanding a juror summons and how to respond appropriately to it
- Using the present tense “to be” verb to write sentences about courtroom professions

Going to Court Unit: Week 1, Monday

<p>Objectives <i>Learners will be able to...</i></p> <p>Life skill: Label the people in a courtroom.</p> <p>Literacy: Read a short story and answer simple written wh-questions.</p> <p>Listening/Speaking: Ask and respond to questions about the leaders in their home countries.</p> <p>Transitions: Make inferences about a story outcome.</p>	<p>Materials</p> <p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Pretest • Handout: Parts of a Courtroom • Handout: Josie wants her money <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Discussion Questions (<u>cut out sets of questions</u>) • Courtroom Vocabulary <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector
<p>Lesson Plan</p>	
<p>Warm up/Pretest: Listening/Speaking (40mins)</p> <p><u>Description:</u> Ss will talk about who the leader of their home country is and whether this person makes laws, etc. They will then take a pretest.</p> <p><u>Materials/Prep:</u> Make copies of Discussion Questions; multiple copies of Pretest; ELMO or overhead projector, scissors.</p> <p>Activity 1: Literacy (30-40mins)</p> <p><u>Description:</u> Ss will discuss reasons why people go to court; they will then read a vignette, discuss possible outcomes, and answer questions.</p> <p><u>Materials/Prep:</u> Copies of Josie wants her money; ELMO or overhead projector.</p> <p>Activity 2: Life Skill (30mins)</p> <p><u>Description:</u> Ss will label the people in a courtroom and define their roles.</p> <p><u>Materials/Prep:</u> One copy of Courtroom Vocab; multiple copies of Parts of a Courtroom; ELMO or overhead projector.</p> <p>Wrap-up: Time permitting, pair Ss together and have them come up with a list of 5 things they learned today. Then have each pair share one thing on their list.</p>	

Teacher Directions: Warm Up/Pretest

- Materials: *Discussion Questions, Pretest*; ELMO or overhead projector, scissors

Step 1: Prep

Cut out sets of the **Discussion Questions**. There are 5 sets on the handout. You will put your Ss in to groups of 2-3, so if you have 15 Ss, then you only need to make one copy of the handout. Then **cut out** each set of questions.

Step 2: Setting the Context

Project a copy of the **Discussion Questions** on the board. Go over each question and give your Ss example answers from your country. Then put your Ss in to groups of 2-3 and pass out the **Discussion Questions**. Walk around the room and assist where necessary. As late Ss come in, assign them to a group.

Discussion Questions

1. Do you have a President, Prime Minister, King, etc. in your home country?
2. What is the name of your leader?
3. Is this leader elected by the people of your country? If not, how is this person elected?
4. Does your leader make laws for your country?
5. Do people go to court in your country before they go to jail?

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After about 10 minutes, regroup and have Ss from different countries share their answers. Afterward, explain that for the next week they will be learning about courts in Minnesota. They will take a pretest today and a post test on Thursday.

Step 3: Pretest

Pass out the **Pretest, Student Copy**. Make sure each student writes his/her name on the test, as well as the site location. Give the tests to your Coordinator after class, along with a copy of the **Pretest – ANSWER KEY**.

Pretest

Student Copy

Name: _____ Date: _____

School Location: _____

Read the questions below. Then circle the letter with the correct answer.

1. What does the Executive Branch do?
a) Enforce laws
b) Make laws
c) Apply the law fairly
d) None of the above
2. What does the Legislative Branch do?
a) Enforce laws
b) Make laws
c) Decide if laws are constitutional and fair
d) None of the above
3. What does the Judicial Branch do?
a) Sign and enforce laws
b) Make laws
c) Apply the law fairly
d) None of the above
4. Why must remain neutral in every court case?
a) The judge
b) The attorney
c) The defendant
d) The witness
5. What does a jury do in a court case?
a) Make sure the courtroom is safe
b) Interpret what is said when people do not speak the same language
c) Make decide the facts
d) None of the above
6. How many people can serve on a jury?
a) 6-12
b) 12-20
c) 4-8
d) 8
7. Your attorney's job is to:
a) Speak to the judge for you
b) Help you understand your rights
c) Give you advice based on the law and the facts
d) All of the above
8. What is an example of a criminal case?
a) Murder
b) Hunting laws
c) Divorce
d) All of the above
9. What is an example of a civil case?
a) Murder
b) Theft
c) Hunting laws
d) All of the above

Fill in the missing information below with the correct words.

10. The court _____ speaks English and another language.

11. There are two sides of _____ in every case.

12. A _____ handles in a case and ensures order each to the trial.

Teacher Directions: Activity 1: Literacy

- Materials: *Josie wants her money*; ELMO or overhead projector

Step 1: Setting the Context

Ask the following question of your class: *Do people go to court when they have problems?* Generate a list of reasons why people go to court, in either their home countries or here in the U.S.

Step 2: Reading

Pass out the reading, **Josie wants her money**, and ask your class to look at the title, pictures, and key words in order to determine what they think the story is going to be about. Discuss.

Define the key words as a class. Then have them read along silently while you read the story out loud. Afterward, have them read out loud along with you. Finally, have each person in class read a sentence. Discuss any questions or confusions they have about comprehension and then discuss what they think Josie should do. (**NOTE:** You're looking for them to say "take the mother to court". Discuss how this situation could be relevant in their professional lives. You can also mention that in this situation, Josie would take the mother to conciliation court. Discuss what conciliation court means.

The worksheet is divided into two columns. The left column contains the title 'Josie wants her money' and two small images: one of a person at a desk and another of a person with a stack of money. Below the images are several key words: 'debts', 'salary', 'loan', 'mother', 'money', and 'pay'. The main text of the story follows, describing Josie's financial struggles and her mother's demands. The right column contains a 'Comprehension Questions' section with four numbered questions and a 'CHALLENGE QUESTION' at the bottom.

Comprehension Questions

1. Why does Josie want a new job?
2. Do you think she is a good worker? Explain why or why not.
3. Why does the mother NOT want Josie to quit?
4. What is Josie's response?

CHALLENGE QUESTION: How much is Josie's debt?

Step 3: Checking Comprehension

Have Ss work on the comprehension questions individually. As they finish, pair them up together and have them ask/answer the questions in order to check their work.

Once everyone has finished answering the questions, project the questions on the board. Ask one student to read a question and then another to answer. If the answer is correct, have her come up to the board and circle where she found that information in the reading. Do this for all of the comprehension questions.

Teacher Directions: Activity 1: Life Skill

- **Materials: Courtroom Vocab, Parts of a Courtroom; ELMO or overhead projector**

Step 1: Setting the Context

Ask your Ss if they know some of the people that work in a courtroom → LOOK for them to say things like *judge, lawyer/attorney, jury*. Write any appropriate responses on the board. Then ask if anyone has gone to court. If so, discuss. Also discuss some of the things they've seen in the media. (If there is a particular current event trial at the time of this lesson, discuss that. Try to come up with examples that do not involve criminal matters. Discussions of courts in conjunction with jail and crime can create negative images in people's minds and can make people afraid of going to court. If possible, emphasize that courts can help people resolve problems.)

Step 2: Parts of a Courtroom

Project **Courtroom Vocab** on the board and cover up all terms except for the first one. Discuss this term before uncovering the next one for discussion. **NOTE:** There are a lot of new terms so only go over the bolded terms on the sheet if you think talking about all of them will be too much for your students.

Step 3: Labeling Parts of a Courtroom

Pass out the **Parts of a Courtroom** handout and have your Ss work on it independently. Once everyone has finished, project the handout on the board and call Ss up to label the parts. Use the **Teacher Copy** to help with the answers.

Wrap Up Activity: Discuss answers 5-8 on Pre-Test, pay special attention to the definitions for “party” and “attorney”

Courtroom Vocab



The **bolded** terms are the ones you need to cover. The other ones are up to you and the skill level of your students. The **bolded** words are important words/terms to explain to your Ss.

Judge - The job of the judge is to make **rules** in every case. It is in charge of everything that happens in each case. It is the referee.

Clerk - The judge's helper.

Court clerk - The judge's assistant.

Court reporter - This person writes down everything said in a case.

Witness - This person **testifies** in a case. The need to **prove** **under oath** that everything they say is true.

Parts of a Courtroom

Label the parts of the courtroom using the words in the box.

Judge	court clerk	witness	reporter	defendant
defense attorney	prosecutor	prosecuting attorney	jury	



- _____
- _____
- _____
- _____
- defendant
- _____
- prosecutor
- _____

Discussion Questions

1. Do you have a President, Prime Minister, King, or other leader in your home country?
2. What is the name of your leader(s)?
3. Do the people of your country elect the leader? If not, explain?
4. Does your leader make laws for your country?
5. In your country, do people go to court when they have problems?

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5. In your country, do people go to court when they have problems?

Pretest – ANSWER KEY

Name:

Date:

School Location:

Read the questions below. Then circle the letter with the correct answer.

1. A court interpreter's job is to:
 - a) Speak in English and another language
 - b) Not act as a lawyers
 - c) Not give legal advice
 - d) All of the above**

2. Who makes sure the courtroom is safe?
 - a) Audience
 - b) Judge
 - c) Court Clerk
 - d) Bailiff**

3. Who is an expert in the law?
 - a) Attorney**
 - b) Court interpreter
 - c) Bailiff
 - d) Court reporter

4. Who must remain neutral in every court case?
 - a) The judge**
 - b) The attorneys
 - c) The defendant
 - d) The witnesses

5. What does a jury do in a court case?
 - a) Makes sure the courtroom is safe
 - b) Interprets what is said when people do not speak the same language
 - c) Helps decide the facts**

- d) None of the above
6. How many people can serve on a jury?
- a) **6-12**
 - b) 15-20
 - c) 4-5
 - d) 5
7. Your attorney's job is to:
- a) Speak to the judge for you
 - b) Help you understand your rights
 - c) Give you advice based on the law and the facts
 - d) **All of the above**
8. What is an example of a criminal case?
- a) **Murder**
 - b) Housing issues
 - c) Divorce
 - d) All of the above
9. What is an example of a civil case?
- a) Murder
 - b) Theft
 - c) **Housing issues**
 - d) All of the above

Fill in the missing information below with the correct words.

10. The court **interpreter** speaks English and another language.
11. There are two sides, or **parties**, in every case.
12. A **witness** testifies in a case and swears under oath to tell the truth.

Pretest

Student Copy

Name:

Date:

School Location:

Read the questions below. Then circle the letter with the correct answer.

1. A court interpreter's job is to:
 - a) Speak in English and another language
 - b) Not act as a lawyers
 - c) Not give legal advice
 - d) All of the above

2. Who makes sure the courtroom is safe?
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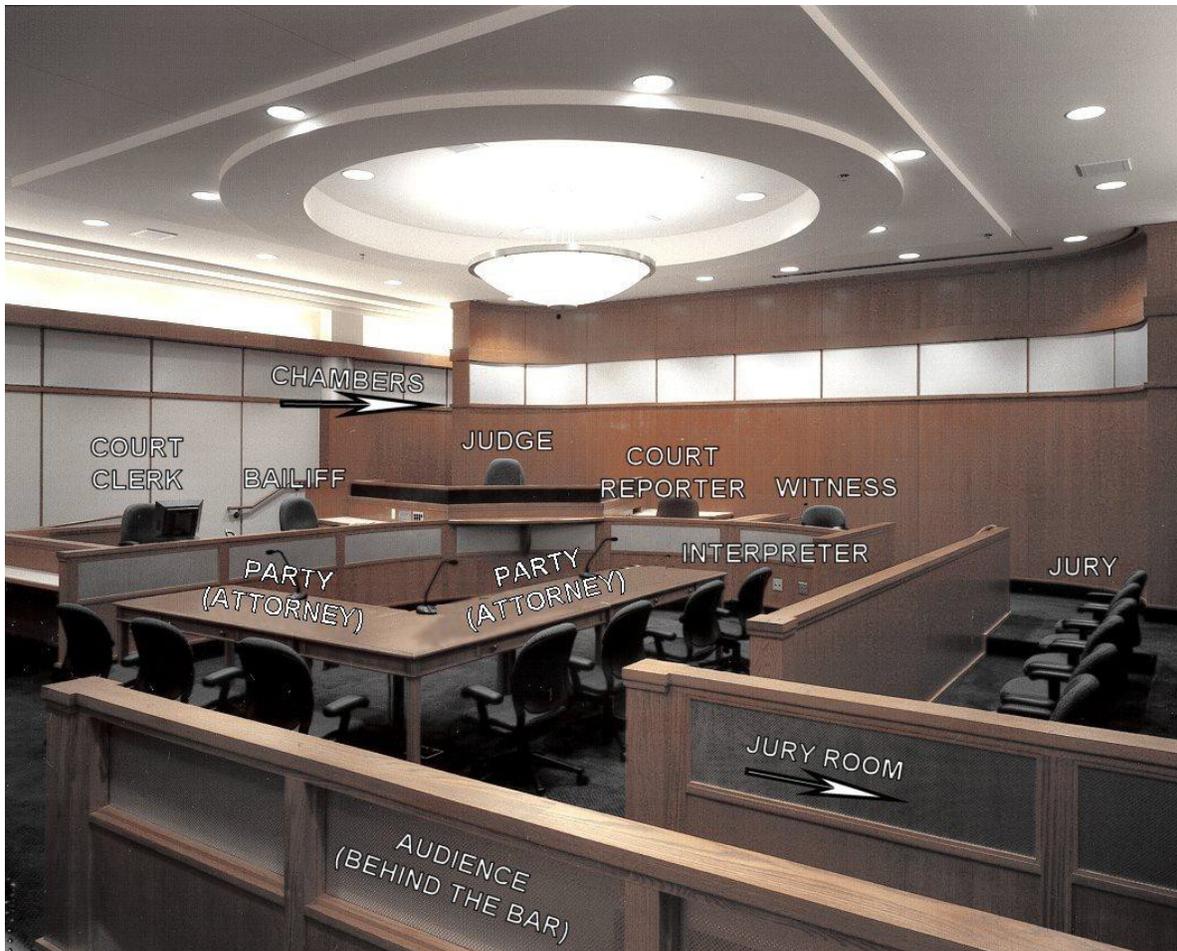
Fill in the missing information below with the correct words.

7. The court _____ speaks English and another language.

8. There are two sides, or _____, in every case.

9. A _____ testifies in a case and swears under oath to tell the truth.

Courtroom Vocabulary



The **bolded** terms are the ones you **HAVE** to cover. The other terms are up to you and the skill level of your students. The underlined words are important words/phrases to explain to your Ss.

Judge – It is the job of the judge to be neutral in every case. The judge applies the law fairly, one case at a time. The judge runs the courtroom. The judge is like a referee.

Chambers – The judge’s office.

Court clerk – The judge’s assistant.

Court reporter – This person records everything said in court.

Witness– This person testifies in a case. A witness needs to swear under oath to tell the truth.

Court interpreter – This person is fluent in English and another language. The interpreter repeats what people say so everyone understands. Interpreters aren't attorneys. They don't give legal advice. They work for the court.

Party – There are two sides, or **parties**, in a case. This is where the parties and their **attorneys** (if they have attorneys) sit.

Attorney –An attorney is an expert in the law and the court. Sometimes a party has an attorney.

Jury – Sometimes a jury helps decide a case. There can be 6-12 people, or "jurors" on a jury. Jurors hear the witnesses and decide the facts.

Jury Room – This is where the jurors go to talk about the facts and decide the case.

Bailiff – The person who makes sure the courtroom is safe.

Audience – People from the public who have an interest in what is happening in the courtroom.

Josie wants her money



Key Words

Nanny =

Reliable =

Two-week notice =

Accuse =

Deny =

Josie loves children and wants a **nanny** job. She interviews with a single mother who has four boys. The mother likes Josie and hires her. The mother agrees to pay Josie \$500 a week. She agrees to pay Josie every two weeks.

Josie is **reliable**. She comes to work on time and takes good care of the children. She also cleans the house and cooks dinner. She cleans and cooks to help the mother, not because these duties are part of her job description. She does this because she is a hard worker.

Eventually, Josie gets a job in a different state. She gives her **two week notice**. The mother says she will mail Josie her last check. Josie never receives the check. Josie calls the mother about her missing check. The mother **accuses** Josie of damaging her car. She therefore won't pay Josie until her car is fixed. The car damages are \$2000. Josie **denies** the mother's accusations and demands to be paid. Josie did not do anything wrong and wants her money. What should she do?

Comprehension Questions

1. Why does Josie want a nanny job?
2. Do you think she is a good worker? Explain why or why not.
3. Why doesn't the mother send Josie her check?
4. Who is right - Josie or the mother?

CHALLENGE QUESTION: How much is Josie's check?

Parts of a Courtroom

TEACHER COPY

Label the parts of the courtroom using the words in the box.

Some words may be used twice.

judge court clerk witness interpreter
defendant attorney party jury

<http://hamberesreading.blogspot.com>



ANSWER KEY

1. judge
2. court clerk
3. witness
4. interpreter
5. attorney
6. party
7. attorney
8. party
9. jury

Parts of a Courtroom

Label the parts of the courtroom using the words in the box.

Some words may be used twice.

judge court clerk witness interpreter

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<http://hamberesreading.blogspot.com>



1. _____
2. _____
3. _____
4. _____
5. attorney
6. party
7. _____
8. _____
9. _____

Going to Court Unit: Week 1, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life Skill: Assign courtroom job descriptions to their respective titles.</p> <p>Literacy/Grammar: Write sentences with the “to be” verb about courtroom professions.</p> <p>Listening: Listen for the main ideas about the three branches of government and criminal/civil cases.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: The People in a Courtroom, Student Copy • Handout: Going to Court <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • The People in a Courtroom, Teacher Copy • <u>Volunteer Manual, 2012</u>: Ball Toss, p. 46 • Going to Court DVD Script <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector • TV and DVD player • Going to Court in Minnesota DVD

Lesson Plan

Review: Life Skill (25-30mins)

Directions: Ss will review the roles of people in a courtroom.

Materials/Prep: Make copies of ***The People in a Courtroom, Student Copy***, as well as the **Teacher Copy**; **ELMO or overhead projector**.

Activity 1: Literacy/Grammar (30mins)

Description: Ss will use the “to be” verb to make sentences about courtroom roles (i.e., *He is a judge; she is an attorney*).

Materials/Prep: Student notebooks; reference ***Volunteer Manual, 2012: Ball Toss, p. 46***.

Activity 2: Listening (45mins)

Description: Ss will listen for the main ideas about the three branches of government and criminal/civil cases.

Materials/Prep: Make one copy of ***Going to Court DVD Script*** and multiple copies of ***Going to Court; TV & DVD player, ECHO DVD***

Wrap-Up: Time permitting, have Ss get into pairs and write down 5 things they learned in class. Share afterwards.

Teacher Directions: Review: Life Skill/Literacy

- **Materials:** *The People in a Courtroom, Teacher and Student copies; ELMO or overhead projector*

Step 1: Review

Pass out **The People in a Courtroom** as Ss come in. Explain what they need to do and then have them work on it independently. If some Ss finish early, pair them up together so they can compare answers. Allow Ss 15 minutes to work on this handout. This will provide a buffer for the late Ss.

Step 2: Checking Comprehension

Project the handout on the board. Then call Ss to come up to the board and draw lines to the matching titles and job descriptions. Have them read the title and description for the class. The rest of the class can determine if the answer is correct. For the second page, have students come up and write in the titles of the numbers. Use the **Teacher Copy** to help with the answers.

The People in a Courtroom

Match the titles to their appropriate job description.

Titles	Job Description
judge	3 person in the courtroom assigned the case under each trial and they preside over
defendant	1 the person in the courtroom that is being tried
witness	2 the job of the judge to remain neutral in every case. It is in charge of everything that happens in each case
prosecutor	7 the person that filed the complaint and brought the case to court
defendant	6 the one being accused
defendant's attorney	5 the judge's assistant
prosecutor	3 person in the courtroom that is said to be guilty and charged with the crime
prosecuting attorney	7 the person who filed the complaint of the defendant is guilty or not guilty
jury	4 the person in the courtroom that presides over

To be remembered: Write in the wall person in the courtroom into the words from the previous page (a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z).

ANSWERS:

1. judge
2. witness
3. prosecutor
4. defendant
5. defendant's attorney
6. defendant
7. prosecuting attorney
8. prosecutor
9. judge

Teacher Directions: Activity 1: Grammar

- **Materials:** student notebooks; *Volunteer Manual, 2012: Ball Toss, p. 46*

Step 1: Setting the Context

Write this on the board: *I ____ a teacher.* Then say to your Ss: *I (blank) a teacher...What word is missing?* Hopefully they will say "am"; if they don't, supply the answer for them and write it on the board. Next, write this sentence on the board: *We ____ students.* Ask your class what word is missing → *are.* If they get it right, write it on the board. If not supply it for them. Then have them practice saying the sentence.

Finally, ask your class what the underlined verbs are on the board → the present tense *to be* verb. Write “I” on the board and ask them what “be” verb goes with “I” → *am*. Do this for the rest of the pronouns and verbs so you have a diagram like the following on the board:

I	am
You	are
He/She/It	is
We	are
You (all)	are
They	are

Step 2: Explaining the Grammar

Tell your Ss that we use the present tense “to be” verb when we state our job or profession → *I am a teacher; You are students; He is a judge; etc.* Without looking at their handout from the previous activity, have your class generate a list of jobs in a courtroom on the board. Once all of the jobs are on the board, have your Ss write down sentences in their notebooks using the “to be” verb. Tell them that they need to use all of the pronouns (not just “I” or “He” for each job) for this activity. Therefore when they’re finished, they should have 9 sentences written down in their notebooks. Walk around the room to make sure Ss are on track and understanding the grammar point. Correct **ONLY** the “to be” errors, not spelling or other errors unrelated to this activity.

Step 3: Practicing the Grammar

Have your Ss close their notebooks. Then do the **ball toss** game so they can practice making up sentences for the job titles on the board: hold the ball and say, “He is a judge”, then throw the ball to another student who will then have to come up with a sentence for another job on the board (i.e., *She is a witness*). Do this until every student has made up a sentence. Reference **Volunteer Manual, 2012: Ball Toss, p. 46**, if necessary.

Teacher Directions: Activity 2: Listening

- **Materials:** *Going to Court DVD Script, Going to Court; TV & DVD player, Going to Court in Minnesota DVD*

Step 1: Prep

Set up the **TV & DVD player** and put in the **Going to Court in Minnesota DVD** and make sure it works. Cue it up so it’s ready to go.

Step 2: Setting the Context

Ask your class this question: *What are some of the reasons people go to court?* Generate a list on the board and discuss. Try to separate them by type of case: *criminal* or *civil*.

- **Criminal cases** involve ANY case that is a crime (speeding tickets, theft, murder, etc.).
- **Civil cases** include family cases (adoption, child custody, divorce) and cases where one party says that another party harmed them (car accidents, not paying rent, etc.)

NOTE: most of the ideas your Ss will come up with will probably be criminal cases, so if they don't think of civil cases try to elicit those responses from them by saying things like: *What would happen if a person never paid their rent and a landlord wanted to collect her money?* Also, ask them to summarize the story they read yesterday about Josie and her employer. (Josie's employer refused to pay her). Discuss if this is a criminal or civil case.

Step 3: Criminal vs. Civil Cases

Once you have your list on the board, explain that there are two types of court cases: *criminal* and *civil*. Ask them which list on the board they think is criminal. If they don't know, supply the answer for them. Then define both terms and write their definitions on the board.

Consider projecting (or drawing) the diagram below on the board to further emphasize the definitions:

	Party 1	Party 2
Civil Case	Plaintiff	Respondent
Criminal Case	Prosecution, Prosecutor	Defendant

Step 4: Listening for Main Ideas

Turn on the TV and tell your class that they are going to watch a video about Going to Court.. Explain that you want them to listen for the main ideas rather than trying to listen to every word.

Pass out the **Going to Court** handout and go over the first 4 questions. Read them together as a class and make sure everyone understands what the questions are asking. Explain that answers to these questions are what they should be listening for.

Play the **Going to Court in Minnesota DVD**. Use the **Going to Court DVD Script** so you know where to stop the DVD. (Stop at the end of scene one.)

Once you stop the DVD, discuss any questions your Ss have. Then tell them to work on answering questions 1-4 on their handout. If your Ss need to listen for the answers again, simply READ the script for them. Do this as many times as is necessary. Afterward, go over the next set of questions (5 & 6). Then start the DVD again. Stop it where necessary and follow the same procedure as you did with the first four questions. Do this for the rest of the sections.

Once your Ss have answered all of the questions, play the *entire* DVD segment they just watched without stopping it. Make sure to stop it at **three minutes and 5 seconds**. (They will watch the second half tomorrow.) This will give your class another opportunity to listen for information.

Step 5: Checking Comprehension

Once your class is ready to discuss the questions, put them in groups of 3-4 and have them discuss the questions and answers. Circle around the room and help out where necessary. Finally, regroup and go over each question as a class.

The People in a Courtroom

TEACHER COPY

ANSWER KEY

Titles

Job Description

judge

This person's job is to be neutral in every case. This person runs the courtroom, and applies the laws fairly, one case at a time.

court clerk

The judge's assistant.

court reporter

This person records everything said in court.

witness

A person who testifies in a case. This person swears under oath to tell the truth.

interpreter

A person who is fluent in English and another language. This person repeats what people say so everyone understands.

party

One of the two sides in a case.

attorney

An expert in the law and the court who represents a party.

jury

The people who hear the witnesses and decide the facts.



<http://hamberesreading.blogsome.com>

ANSWER KEY

1. judge
2. court clerk
3. witness
4. interpreter
5. attorney
6. party
7. attorney
8. party
9. jury

The People in a Courtroom

Match the titles to their appropriate job description

Titles

Job Description

judge

A person who testifies in a case. This person swears under oath to tell the truth.

court clerk

An expert in the law and the court who represents a party.

witness

This person's job is to be neutral in every case. This person runs the courtroom, and applies the laws fairly, one case at a time.

interpreter

The judge's assistant.

party

One of the two sides in a case.

court reporter

The people who hear the witnesses and decide the facts.

jury

This person records everything said in court.

attorney

A person who is fluent in English and another language. This person repeats what people say so everyone understands.

Try to remember from yesterday where each person in a courtroom sits. Use the words from the previous page to fill in the numbers below.



1. _____
2. court clerk
3. _____
4. _____
5. attorney
6. _____
7. _____
8. party
9. _____

Going to Court DVD Script

TEACHER COPY



ECHO Script

Emergency, Community, Health and Outreach

ECHO TV Program Script "Going to Court in Minnesota"

Scene	Audio
1	Minnesota's government has three parts, or branches. Each branch works with laws. People in the Legislative Branch make laws. People in the Executive Branch enforce laws so everyone follows them. People in the Judicial Branch—the courts—work independently to apply the laws fairly, one case at a time. Judges run the courtrooms. Sometimes courts also have juries. They help decide the facts. STOP DVD HERE – Have Ss work on answering questions 1-4 on their handout. If you feel they need to listen again, READ this section of the script for them. Then start the DVD.
2	Courts do NOT favor one side or the other. Instead, courts are like a good referee. They apply the laws equally and fairly to everyone. In other countries, this may not be true. But in this country, it's very important for courts to be neutral. STOP DVD HERE – Have Ss work on answering Questions 5-6 on their handout. If you feel they need to listen again, READ this section of the script for them. Then start the DVD.
3	There are many reasons to go to court: a traffic ticket, problems with a neighbor, family issues, or business conflicts. There are two kinds of court cases: civil and criminal.
4	In criminal cases, the government accuses someone—a defendant— of a crime. A government attorney gives evidence of the crime. The defendant can also give evidence and argue the case. The court listens to both sides. If the court decides that the defendant broke the law, the judge decides the consequences. Criminal court is for any crime: speeding tickets, robbery, and even murder. STOP DVD HERE – Have Ss work on answering Questions 7-9 on their handout. If you feel they need to listen again, READ this section of the script for them. Then start the DVD.
5	In civil cases, one person or group—a party—says that another party harmed them. Here, the court's job is to solve legal problems. At the end of the case, courts often order one party to pay money to the other party. Civil cases can be about housing, car accidents, or even business conflicts.
6	If you have to go to court, do not be afraid. Remember, the court's job is to listen and then apply the law fairly. STOP DVD HERE – Have Ss work on answering Questions 10-12 on their handout. If you feel they need to listen again, READ this section of the script for them. Then start the DVD.

ECHO Script

Emergency, Community, Health and Outreach

Things to listen for

1. What does the Legislative Branch do?
2. What does the Executive Branch do?
3. What does the Judicial Branch do?
4. What does a jury do?
5. Why are courts like a good referee?
6. What does it mean to be “neutral”?

7. What are some reasons people go to court?

8. In criminal cases, what is the name for a person accused of a crime?

9. What are examples of criminal cases?

10. In civil cases, what is another name for a person or group?

11. What are examples of civil cases?

12. Why don't you need to be afraid to go to court?

Going to Court Unit: Week 1, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill/Transition: Determine how courts can help them.</p> <p>Literacy: Read and write answers to simple wh-questions.</p> <p>Listening/Speaking: Dictate sentences and match up courtroom vocabulary to their definitions; listen for specific information about going to court in Minnesota.</p> <p>Grammar: Complete sentences with the appropriate form of the present tense “to be” verb.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Review, Student A & B • Handout: Going to Court • Handout: Grammar: “to be” <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Going to Court DVD Script <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector • TV and DVD player • Going to Court in Minnesota DVD

Lesson Plan

Review: Listening/Speaking (30-40mins)

Description: Ss will do peer dictations and then match up terms to their definitions.

Materials/Prep: Make copies of **Review, Student A & B; ELMO or overhead projector.**

Activity 1: Life Skill/Transitions/Listening/Literacy (45mins)

Description: Ss will listen for specific information about going to court in Minnesota and answer questions

Materials/Prep: Make copies of **Going to Court** and one copy of **Going to Court DVD Script; TV & DVD player; Going to Court in Minnesota DVD; ELMO or overhead projector.**

Activity 2: Grammar (20mins)

Description: Ss will use the present tense form of the “to be” verb to complete sentences.

Materials/Prep: Copies of **Grammar: “to be”;** **ELMO or overhead projector.**

Wrap-up: Time permitting, ask Ss to write down three things they learned today. Then, as they leave the classroom, stand at the door and have them tell you one of the things they learned.

Teacher Directions: Review: Listening/Speaking

- **Materials:** *Review, Student A & B*; ELMO or overhead projector

Step 1: Prep

Make copies of the **Review, Student A & B** handouts. If you have 14 Ss, you will need to make 7 Student A copies and 7 Student B copies. Make them on different colored paper so it's easier to track later on.

Step 2: Setting the Context

Tell your Ss that you are going to read two short statements and that they need to write down exactly what they hear you say, word for word. Tell them not to worry about spelling and that they need to ask you to repeat yourself, or slow down, if necessary. (Review these clarification phrases and write them on the board, i.e., *Can you repeat that please?*) Next, tell them to write numbers 1. and 2. down in their notebooks. **Then read statement #1:** *Helps decide the facts.* Then repeat this phrase. **Then read statement #2:** *Keeps the courtroom safe.* Repeat this phrase.

Next write this on the board:

- A) Bailiff
- B) Jury

Ask them what number in their notebooks (1. or 2.) goes with what letter (ANSWER: 1. & B; 2. & A). Discuss these answers or any confusions they have with this activity before continuing.

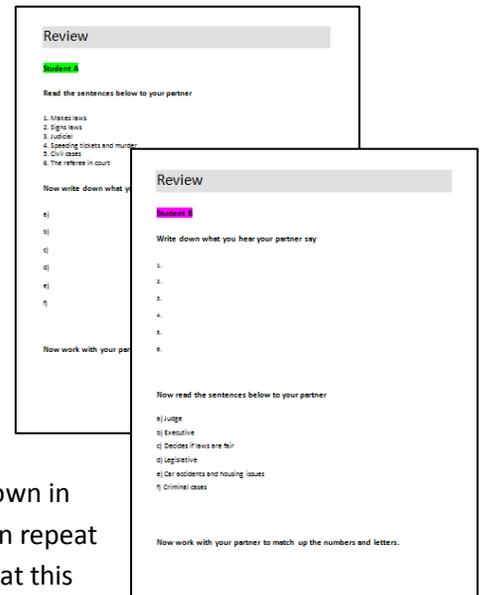
Step 3: Review

Tell your class that they will now do the same thing you just did but in pairs: one person will read a sentence, and the other person will write down *exactly* what they hear. Afterward they will switch parts. Once they have both read their sentences, they will have to work together to match up the numbers with the correct letters.

Put your Ss in pairs and pass out the **Review, Student A & B** handouts. Tell Students to read their sentences first. Circle around the room so you can help Ss where necessary.

Step 4: Checking Comprehension

Once everyone is almost finished, regroup and go over the answers. Have one pair of Ss come up to the board and write down the first answer and read it for the class. Have the rest of the Ss decide if that answer is correct or not. Here is the ANSWER KEY for the activity: **1. & D / 2. & B / 3. & C / 4. & F / 5. & E / 6. & A**



Teacher Directions: Activity 1: Life Skill/ Transitions/ Listening/Literacy

- **Materials:** *Going to Court*, *Going to Court DVD Script*; TV & DVD player; *Going to Court in Minnesota DVD*; ELMO or overhead projector

Step 1: Prep

Turn on the TV and put in the **Going to Court in Minnesota DVD** and cue it up to start at **three minutes and 5 seconds (3.05)**. Use the **Going to Court DVD Script** to help you.

Step 2: Setting the Context

Write the word “attorney” on the board and ask your Ss if they know what an attorney does. Discuss. Make sure to highlight the fact that attorneys are there to *help* people understand their rights. Also mention that if they are accused of a crime / are a defendant in a criminal case and can’t afford an attorney, they can ask the court to provide one for them.

Step 3: Listening

Pass out the **Going to Court** handout to your Ss. Go over the first four questions and explain that they have to listen for the answers to these questions. Play the **Going to Court in Minnesota DVD**. Use the **Going to Court DVD Script** to know where to stop it. After you stop the DVD, discuss any questions your class might have and then give them time to answer the questions. If they need to hear the script again in order to answer the questions, read the script for them. Once everyone is ready to move on, go over the next set of questions and then play the DVD. Repeat this procedure for each listening section on the handout.

After everyone has answered each of the questions, play the DVD segments they just watched in their entirety, without stopping. This will give them another chance to listen for information.

Step 5: Checking for Comprehension

Put Ss into groups of 3-4 and have them ask/answer the questions as a group. Circle around the room and assist where necessary.

Once almost everyone is done discussing their answers, regroup as a class and go over them.

Going to Court
ECHO Script
 Emergency, Community, Health and Outreach

Things to Listen for

1. What is an attorney's job?
2. If you can't afford a lawyer in a criminal case, what can you do?
3. If you can't afford a lawyer in a civil case, what can you do?
4. What can you do if you are a defendant in a criminal case and you can't afford a lawyer?
5. What do attorneys do for people who are deaf or hard of hearing?
6. What will happen if you are a defendant in a criminal case and you can't afford a lawyer?
7. What should you do if you are a defendant in a criminal case and you can't afford a lawyer?
8. What do attorneys do for people who are deaf or hard of hearing?

Going to Court DVD Script
 TEACHER COPY
ECHO Script
 Emergency, Community, Health and Outreach

ECHO TV Program Script
"Going to Court in Minnesota"

Scene	Audio	Notes
1	START THE DVD HERE as if you are a defendant in a criminal case you have the right to speak with an attorney. Attorneys are people in the law and the court. They will speak to the judge for you. Their job is to help you understand your rights, and give you advice based on the law and the facts. But you have to help tell your attorney. Ask the judge, "Can you get an attorney in a criminal case, will this court provide one for me?" Most criminal case attorneys are called Public Defenders. In civil cases, there are no Public Defenders. If you want an attorney in a civil case, you have to find and usually pay for your own. STOP THE DVD HERE. Discuss the main points and have your 30 answer Question 1-4. Then play section again.	Passes with attorney in court
2	START THE DVD HERE if you don't understand what anyone says to help. Court interpreters can answer your questions about how the court works. Being a bilingual friend or family member, or asking a court translator speaks your language. If you have a disability, you can also ask the court for help. Ask someone in the courtroom if you can see someone go to court, so the court can get ready.	Court can't hear a deaf's deaf, interpreters interpreting for a hand. Passes with deafly getting help.
3	When you are in the courtroom for a hearing, or trial, the court must have an interpreter who speaks your language. Ask the court for an interpreter BEFORE you go to the court to get ready. Only anyone you understand work in the courtroom. Please interpreters ask for the court, not for you. Interpreters report what people say to someone who can't hear. Ask a court interpreter to understand, tell the judge, "I don't understand if interpreters aren't attorneys. They don't get paid about \$200 THE DVD HERE. Discuss the main points and have your 30 answer Question 4-6. Then play section again."	in courtroom with someone who can't hear a court interpreter.

Teacher Directions: Activity 2: Grammar

- **Materials:** *Grammar: “to be”*; ELMO or overhead projector

Step 1: Setting the Context

Write this sentence on the board: *She _____ a judge.* Ask your class what verb is missing → *is.* Ask them what the present tense “to be” verbs are for each of the pronouns: *I am, you are, he/she/it is, you (all) are, we are, they are.* Write all of these pronoun/verb combinations on the board.

Step 2: Grammar

Pass out the **Grammar: “to be”** handout and have your Ss work on it independently. As they finish, pair Ss up together and have them check their answers.

Once everyone has finished, go over the worksheet together: project the handout on the board and have Ss come up and write in the correct “to be” verb. Then, have the whole class read the sentence together.

Step 3: Grammar extension

Time permitting, have your Ss change each of the present tense verbs into the past tense.

Wrap Up Activity: Time permitting, ask Ss to write down three things they learned today. Then as they leave the classroom, stand at the door and have them tell you one of the things they learned.

Grammar: “to be”

Fill in the correct form of the “to be” verb for each sentence below.

1. I _____ a jury member.
2. She _____ a judge.
3. They _____ court clerks.
4. We _____ in the court audience.
5. He _____ the defense attorney.
6. Maria _____ the prosecuting attorney.
7. John and Jill _____ witnesses in the murder case.
8. You _____ the interpreter.
9. I _____ the prosecutor/plaintiff??
10. You (all) _____ the 12 members on this trial.

Now write 5 sentences of your own using the “to be” verb.

Review

Student A

Read the sentences below to your partner

1. Makes laws
2. Enforces laws
3. Judicial
4. Speeding tickets and murder
5. Civil cases
6. The referee in court

Now write down what you hear your partner say.

- a)
- b)
- c)
- d)
- e)
- f)

Now work with your partner to match up the numbers and letters.

Review

Student B

Write down what you hear your partner say

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Now read the sentences below to your partner

- a) Judge
- b) Executive
- c) Applies the laws fairly
- d) Legislative
- e) Car accidents and housing issues
- f) Criminal cases

Now work with your partner to match up the numbers and letters.

Going to Court DVD Script

TEACHER COPY

ECHO Script



Emergency, Community, Health and Outreach

ECHO TV Program Script "Going to Court in Minnesota"

Scene	Audio
7	START THE DVD at 3.05 >> If you are a defendant in a criminal case, you have the right to work with an attorney. Attorneys are experts in the law and the court. They also can speak to the judge for you. Their job is to help you understand your rights, and give you advice based on the law and the facts. But you have to help. Tell your attorney ALL the facts. Listen to your attorney and ask questions so you can get good advice. If you cannot afford an attorney in a criminal case, ask the court to provide one for you. These criminal case attorneys are called Public Defenders. In civil cases, there are no Public Defenders. So if you want an attorney in a civil case, you have to find and usually pay for your own. <u>STOP THE DVD HERE - Discuss the main points and have your Ss answer Question 1-4. If they need to listen for the answers again, READ the script for them. Then start the DVD.</u>
8	If you don't understand what's going on, ask for help. Court employees can answer your questions about how the court works. Bring a bilingual friend or family member, or ask if a court employee speaks your language. If you have a disability, you can also ask the court for help. Ask as soon as you can BEFORE you go to court, so the court can get ready.
9	When you are in the courtroom for a hearing or trial, the court must have an interpreter who speaks your language. Ask the court for an interpreter BEFORE you go so the court can get ready. Only special court interpreters work in the courtroom. These interpreters work for the court, not for you. Interpreters repeat what people say so everyone understands. But if you don't understand, tell the judge, "I don't understand." Interpreters aren't attorneys. They don't give legal advice. <u>STOP THE DVD HERE - Discuss the main points and have your Ss answer Question 5-7. If they need to listen for the answers again, READ the script for them. Then start the DVD.</u>
10	You don't have to use an attorney. The court will not discriminate against you because of your race, religion, language, gender, or culture. Never try to bribe judges or court employees. Remember, courts are fair and neutral. Always tell the truth. It's a crime to lie in court. If you don't know the answer to a question, just say, "I don't know." If you can't remember, say, "I can't remember."
11	Minnesota courts help solve legal problems. They apply the law to protect people and property. They help keep our communities fair and safe. If you're going to court, get prepared. Know what to expect before you go, be honest and respectful, and ask for help if you need it. <u>STOP THE DVD HERE - Discuss the main points and have your Ss answer Question 8-11. If they need to listen for the answers again, READ the script for them. Then start the DVD.</u>



ECHO Script

Emergency, Community, Health and Outreach

Things to listen for

1. What is an attorney's job?
2. When do you have a right to an attorney?
3. What do you have to do to help your attorney do their job?
4. What can you do if you don't have enough money to pay an attorney?
5. What can you do if you don't understand what's going on in court?
6. If you have a disability or don't speak English, when should you ask for help?

7. What do interpreters do?

8. Why don't judges and court employees take bribes?

9. Is it legal to tell a lie in court?

10. What should you say if you don't know the answer to a question?

11. What is the purpose of Minnesota courts?

Grammar: “to be”

Fill in the correct form of the “to be” verb for each sentence below.

1. I _____ a juror.
2. Ella _____ a judge.
3. They _____ court clerks.
4. We _____ in the court audience.
5. He _____ the defense attorney.
6. Maria _____ the prosecuting attorney.
7. John and Jill _____ witnesses in the adoption case.
8. You _____ the interpreter.
9. I _____ a party in the case.
10. You (all) _____ the 12 jury members for this trial.

Now write 5 sentences of your own using the “to be” verb.

Going to Court Unit: Week 1, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill/Literacy: Read and answer questions about a juror summons.</p> <p>Listening/Speaking: Practice leaving requested information for jury service, as well as declining service due to citizenship status.</p> <p>Grammar: Read sentences and fill in the missing information with the correct vocabulary and present tense “to be” verb.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: The Law, Student Copy • Handout: Serving Jury Duty • Handout: Sample Juror Summons • Handout: Post Test <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • The Law, Teacher Copy <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector • Laptop, LCD projector, & Speakers

Lesson Plan

Review: Grammar (30-40mins)

Description: Ss will use vocabulary words and present tense “to be” verbs to complete sentences related to information they have learned throughout the week.

Materials/Prep: Copies of **The Law, Student Copy** and one copy of **The Law, Teacher Copy**; ELMO or overhead projector.

Activity 1: Life Skill/Literacy/Listening/Speaking (60mins)

Description: Ss will read and answer questions about a juror summons and practice leaving messages in response to the summons.

Materials/Prep: Copies of **Serving Jury Duty** and **Sample Juror Summons**; laptop, LCD projector, & Speakers; ELMO or overhead projector.

Post Test (15mins)

Make copies of the **Post Test** and give them to Ss. **Make sure they write their names on their tests.** Collect the tests afterwards and give them to your Coordinator.

Wrap-up: Time permitting, have Ss share two things they learned this week with the class.

Teacher Directions: Review: Grammar

- Materials: *The Law, Teacher and Student copies; ELMO or overhead projector*

Step 1: Review

Pass out the **The Law, Student Copy** handout to Ss as they come in to class. Explain what they need to do and let them work on the handout independently. As they finish, pair them up together so they can check answers. Allow them 15 minutes to work on this. This will provide a buffer for the late Ss.



Step 2: Checking Comprehension

Project a copy of the handout on the board and have Ss come up and fill in the missing words. Use the **Teacher Copy** to help you with the answers. Once the statements are complete and correct, read the statements for your class; then have them read the statements with you. Discuss. Do this for each of the pictures on the handout.



Teacher Directions: Activity 1: Life Skill/Literacy/Listening/Speaking

- Materials: *Serving Jury Duty, Sample Juror Summons; laptop & speakers; LCD projector; ELMO or overhead projector*

Step 1: Prep

Hook up the **LCD projector** to the **laptop** and open your internet browser.

[Watch "All Rise: Jury Service in Minnesota."](#) Adjust the volume on the laptop and **speakers**.

Step 2: Setting the Context

Ask anyone if they have ever been called for jury duty. If they have, ask them to explain the process and what happened. Also have them tell the class about their experiences *on* the jury. If no one has been called for jury duty, briefly explain the process as you understand it. Make sure to discuss why people are selected at random and why it's considered a "civic duty". Explain that people have a right to a trial by a jury. Explain why it is important to have juries decide the facts in a case. Also explain that if you are not a U.S. Citizen, you cannot serve. Tell them that immigrants will often

receive a summons because they have driver's licenses, but that if this ever happens to them, they **just need to tell the court that they are not a citizen** and they won't have to serve.

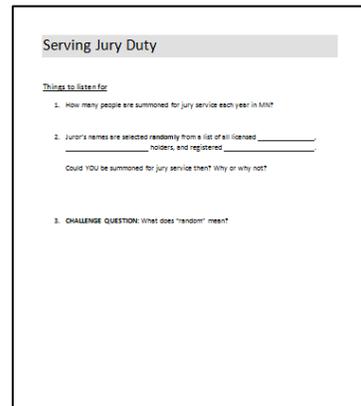
Finally, ask your class if they have any questions about jury duty. Write the questions on the board.

Step 3: Listening for Specific Information

Pass out the **Serving Jury Duty** handout (or write the questions on the board for your Ss) and go over the questions with your class. Make sure they understand what the questions are asking and that they need to listen for the answers to these questions.

Play the video. STOP IT AT ONE MINUTE & FIFTEEN SECONDS.

Allow your Ss some time to write in their answers to the questions. Then, play the video clip again. Discuss the answers to the questions. Make sure to highlight the fact that if they have a driver's license or a state ID they could be summoned for jury duty.

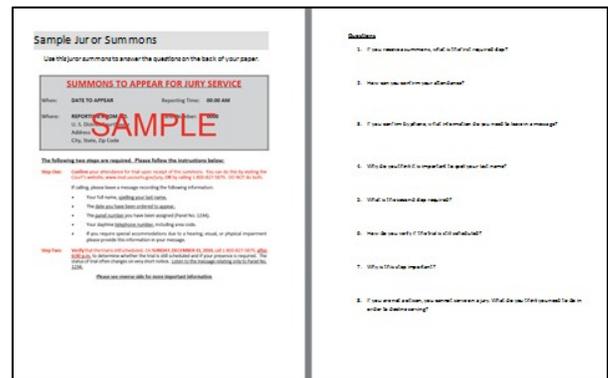


The handout titled "Serving Jury Duty" contains three listening questions:

1. How many people are summoned for jury service each year in MN?
2. Juror's names are selected randomly from a list of all licensed _____ holders, and registered _____
Could YOU be summoned for jury service then? Why or why not?
3. CHALLENGE QUESTION: What does "random" mean?

Step 4: Reading a Juror Summons

Project the first page of the **Sample Juror Summons** handout on the board and give the handout to your class. Go over the summons together, explaining that this is an example of what they might see in the mail if they are summoned to jury duty. Make sure to point out that "special accommodations" also include needing an interpreter. Review what an interpreter is.



The handout titled "Sample Juror Summons" is divided into two columns. The left column contains the summons text, including a header "SUMMONS TO APPEAR FOR JURY SERVICE" and a "DATE TO APPEAR" field. The right column contains a list of questions for students to read and answer.

Questions:

1. If you receive summons, what is that called?
2. How can you get involved?
3. If you receive summons, what information do you need to know?
4. Why do you need to know that?
5. What is the reason for that?
6. How do you get involved?
7. Why is that important?
8. If you are not a citizen, you cannot serve on a jury. What do you need to do to be able to serve?

Tell your class to turn over their handout so they can read the questions. Read them as a class and make sure they understand what the questions are asking. Then have them answer the questions individually. As Ss finish, pair them up together so they can check their answers. Once almost everyone is finished, regroup and go over the answers together as a class.

Step 5: Making practice calls

Tell your Ss that they are now going to practice calling the number on the jury summons and providing the information requested. Write a sample script together as a class on the board. It should read something like the one below. (**NOTE:** Try to elicit responses from your Ss. *They* should create as much of this script as possible):

Hello, my name is _____. (SPELL NAME). I have been ordered to appear for jury duty on _____. The panel number I have been assigned to is _____. My

phone number is _____. I speak _____ as my first language and would like an interpreter present. (CLOSING).

“Closing” examples: “If you have any questions please call me.”, “Thank you, Bye.”, “Goodbye”, etc.

Once you have the script on the board, model for them what the message should sound like, and then practice pronouncing any difficult words. Tell your Ss to practice leaving their messages (out loud) by themselves three times.

Next, pair Ss up and tell them that they are going to practice leaving their messages for each other. The student listening has to listen for, and write down, the BLANK INFORMATION in the script (i.e., name, jury duty date, etc.). Afterwards, they should compare answers and notes – *was the message clear? What information was not clear?* The unclear information should then be practiced by the speaker again.

Finally, have your Ss practice calling in and saying that they are NOT citizens and cannot serve on jury duty. Explain that they still need to supply their name, jury duty date, etc., except instead of asking for an interpreter, they would explain that they are not citizens so therefore cannot serve. Have each student practice this script by themselves three times, and then call on a few Ss to share their messages with the class.

The Law

Teacher Copy

Use the words in the box to help complete the sentences below. You will also need to use the appropriate form of the present tense “to be” verb.

police witness interpreter advice defendant neutral
jury judge true translates attorney rights
enforce laws laws fair courtroom



This person is neutral in every case. This person is in charge of everything that happens in a courtroom. This person is a judge.



Ernesto swears under oath that what he says is true. He testifies in a case. Ernesto is a witness.



Judy translates what is said in English into Spanish for Ernesto. When Ernesto speaks Spanish, Judy repeats what he says in English. Judy is an interpreter.



Bob speaks to the judge for his client and helps the client understand his rights. He also gives the client advice based on the law and the facts. Bob is an attorney.



We help decide the facts in a case. We are the jury.



One job of the police is to enforce laws.



This is the Minnesota Capitol. This is where laws are made.



This is a courtroom. This is where laws are applied fairly, one case at a time.

The Law

Student Copy

Use the words in the box to help complete the sentences below. You will also need to use the appropriate form of the present tense “to be” verb.

police witness interpreter advice defendant neutral
jury judge true translates attorney rights
enforce laws laws fair courtroom



This person is _____ in every case. This person is in charge of everything that happens in a courtroom. This person _____ a _____.



Ernesto swears under oath that what he says is _____. He testifies in a case. Ernesto is a _____.



Judy _____ what is said in English into Spanish for Ernesto. When Ernesto speaks Spanish, Judy repeats what he says in English. Judy _____ an _____.



Bob speaks to the judge for his client and helps the client understand his _____. He also gives the client _____ based on the law and the facts. Bob _____ an _____.



We help decide the facts in a case. We _____ the _____.



One job of the _____ branch is to _____.



This is the Minnesota Capitol. This is where _____ are made.



This is a _____. Laws are applied fairly, one case at a time here.

Serving Jury Duty

Teacher Copy

Things to listen for

1. How many people are summoned for jury service each year in MN? **Over 150,000**
2. Juror's names are selected **randomly** from a list of all licensed **drivers**, **state ID** holders, and registered **voters**.

Could YOU be summoned for jury service then? Why or why not?

You can be summoned, but you only HAVE to serve on a jury if you are qualified. You may or may not be qualified. For example, you have to be a U.S. citizen and be able to communicate in English.

3. **CHALLENGE QUESTION:** What does "random" mean?
"Random" means not planned. So "random selection" means that names are chosen with no plan. [Demonstrate by *randomly* pulling learner names out of a container.]

Serving Jury Duty

Things to listen for

4. How many people are summoned for jury service each year in MN?
5. Juror's names are selected **randomly** from a list of all licensed _____, _____ holders, and registered _____.

Could YOU be summoned for jury service then? Why or why not?

6. **CHALLENGE QUESTION:** What does "random" mean?

Sample Juror Summons

Use this juror summons to answer the questions on the back of your paper.



SUMMONS
You are hereby notified that you have been selected to serve as a trial juror in the County District Court.

SAMPLE

+----- Tear Apart Here **Save** the upper portion and **RETURN** the lower portion **IMMEDIATELY** -----

Minnesota law requires you to serve on jury service if qualified. You may be guilty of a crime if you do one of the following (Minnesota Statutes Chapter 593).
Fail to **return** this jury questionnaire
Misrepresent information on this jury questionnaire
Fail to show up for jury service as directed

PLEASE FOLD FOR THE ADDRESS TO SHOW IN THE RETURN ENVELOPE

SECTION A - QUALIFICATION QUESTIONS

This questionnaire is necessary to determine whether you are qualified to serve as a juror. Please check the appropriate boxes.

- YES NO 1. Are you a citizen of the United States?
If NO, 1st country of citizenship _____
- YES NO 2. Are you at least 18 years old?
If NO, enter date of birth ____ - ____ - ____ (mm/dd/yyyy)
- YES NO 3. Are you a resident of this County?
- YES NO 4. Are you able to communicate in English?
- YES NO 5. Do you have a physical or mental disability that would affect your ability to serve on a jury? If YES, you must attach a written explanation. A medical statement may be required.
- YES NO 6. Have you ever been convicted of a felony? If YES, are you still on parole or still under the supervision of the Court, Probation or Corrections?
 YES NO
- YES NO 7. Have you ever been on jury duty anywhere in Minnesota in the past four years? Please note that jury duty is not limited to actual service on a case. It is defined as a person who filled out the questionnaire, is qualified as a juror, and goes or is available to go to the courthouse to serve as a juror. IF YES, when and where?

- YES NO 8. Are you a judge in the judicial branch? _____

FOR PERSONS AGE 70 OR OVER ONLY: If you are 70 years of age or older, you may serve on jury duty OR you may be excused. Do you wish to be excused? YES NO
If YES, enter date of birth _____ (mm/dd/yyyy)

QUESTIONNAIRE CONTINUES ON REVERSE SIDE — PLEASE COMPLETE BOTH SIDES OF THIS FORM

Questions

1. What does this summons notify you of?
2. When are you required to serve on jury duty?
3. Are you qualified to serve on jury duty if you are 19 years old?
4. Why do you think it is important to spell your last name?
5. Are you qualified to serve on Jury Duty if you speak no English?
6. Are you required to serve on Jury Duty if you have a disability?
7. Are you required to serve on Jury Duty if you are 75 years old?
8. If you are not a citizen, you cannot serve on a jury. What do you think you need to do in order to decline serving?

Post Test – ANSWER KEY

Name:

Date:

School Location:

Read the questions below. Then circle the letter with the correct answer.

1. A court interpreter's job is to:
 - a) Speak in English and another language
 - b) Not act as a lawyers
 - c) Not give legal advice
 - d) All of the above**

2. Who makes sure the courtroom is safe?
 - a) Audience
 - b) Judge
 - c) Court Clerk
 - d) Bailiff**

3. Who is an expert in the law?
 - a) Attorney**
 - b) Court interpreter
 - c) Bailiff
 - d) Court reporter

4. Who must remain neutral in every court case?
 - a) The judge**
 - b) The attorneys
 - c) The defendant
 - d) The witnesses

5. What does a jury do in a court case?
 - a) Makes sure the courtroom is safe
 - b) Interprets what is said when people do not speak the same language
 - c) Helps decide the facts**
 - d) None of the above

6. How many people can serve on a jury?
 - a) 6-12**
 - b) 15-20
 - c) 4-5
 - d) 5

7. Your attorney's job is to:
 - a) Speak to the judge for you
 - b) Help you understand your rights
 - c) Give you advice based on the law and the facts
 - d) All of the above**

8. What is an example of a criminal case?
 - a) Murder**
 - b) Housing issues
 - c) Divorce
 - d) All of the above

9. What is an example of a civil case?
 - a) Murder
 - b) Theft
 - c) Housing issues**
 - d) All of the above

Fill in the missing information below with the correct words.

10. The court interpreter speaks English and another language.

11. There are two sides, or **parties**, in every case.

12. A **witness** testifies in a case and swears under oath to tell the truth.

Post Test

Student Copy

Name:

Date:

School Location:

Read the questions below. Then circle the letter with the correct answer.

1. A court interpreter's job is to:
 - a) Speak in English and another language
 - b) Not act as a lawyers
 - c) Not give legal advice
 - d) All of the above

2. Who makes sure the courtroom is safe?
 - a) Audience
 - b) Judge
 - c) Court Clerk
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3. Who is an expert in the law?
 - a) Attorney
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5. What does a jury do in a court case?
 - a) Makes sure the courtroom is safe
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9. What is an example of a civil case?
 - a) Murder
 - b) Theft
 - c) Housing issues
 - d) All of the above

Fill in the missing information below with the correct words.

10. The court _____ speaks English and another language.

11. There are two sides, or _____, in every case.

12. A _____ testifies in a case and swears under oath to tell the truth.