

National Park Service  
U.S. Department of the Interior

Jefferson National Expansion Memorial  
11 North Fourth Street  
St. Louis, MO 63102



# Old Courthouse

## *Trial Activity Guide*

### Grades 3-12



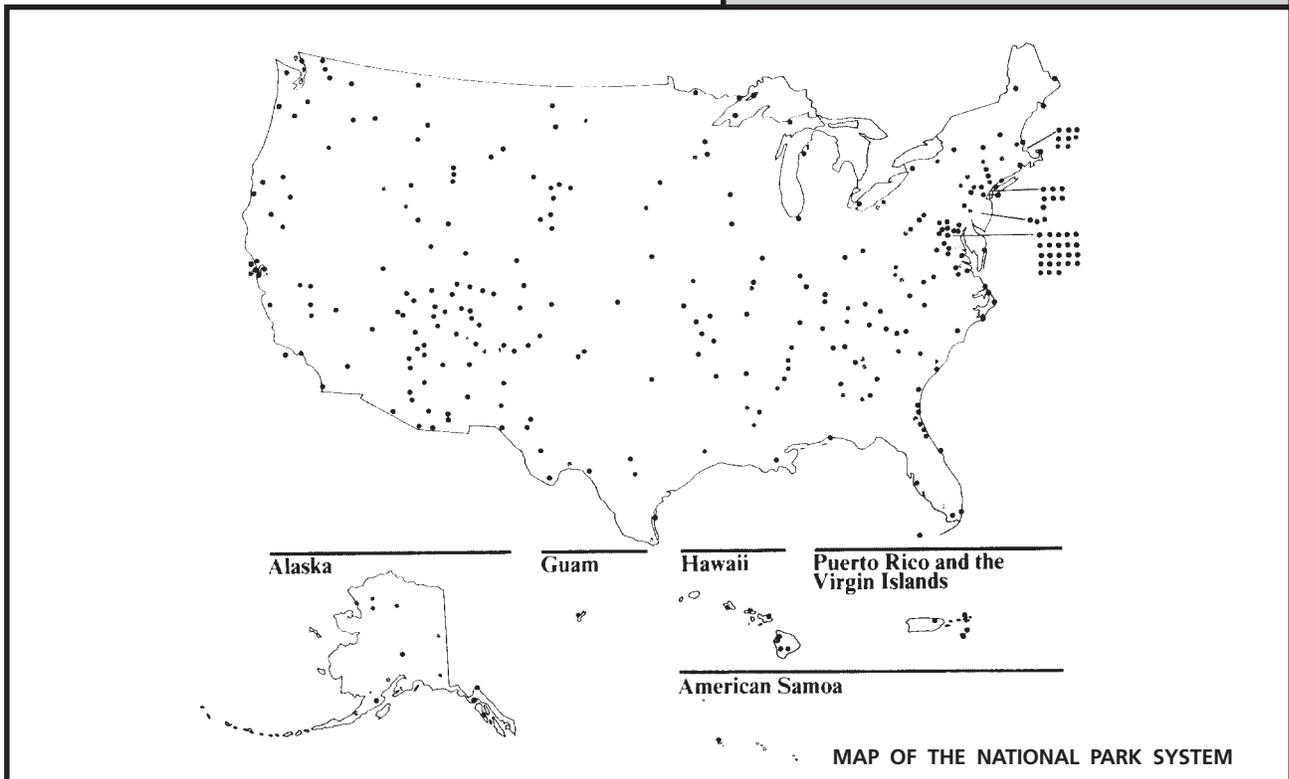
*W*elcome to Jefferson National Expansion Memorial. Thank you for choosing to participate in a trial reenactment at the Old Courthouse. To prepare for your program, you may photocopy the materials in this Teacher Activity Guide, but please do not write or mark in it.

Please return the complete Teacher Activity Guide, including the trial packet, on the day of your Old Courthouse visit, so other teachers may also borrow it.

*The National Park Service is “the largest university in the world, with 367 branch campuses.”*

Robin Winks  
Yale Historian, 1992

As of 2003, the number of National Park units extended to 388, all of which are here for you.



Any questions or comments on this Teacher Activity Guide are welcome. Contact the Director of Education at:

Jefferson National Expansion Memorial  
11 North Fourth Street  
St. Louis, MO 63102  
(314) 655-1600

Produced by the Division of Museum Services and Interpretation: 1998, revised 2004.



Dear Teacher:

Thank you for your valuable suggestions. You requested activities specific to each program topic that can be used before and after your museum visit. We listened and have designed this Teacher Activity Guide (TAG) especially for you. It is an investigative, hands-on approach to history.

The activities are based on curriculum guidelines for the states of Missouri and Illinois; they integrate cooperative learning, conflict resolution, and are relevant to real world experiences. In addition, suggested activities extend across the curriculum, providing an interdisciplinary approach, thereby enhancing the learning process.

We are also excited to introduce you to the National Park Service through an integrated theme concept. In addition to our basic program format, sections on career education and enrichment activities provide a multifaceted guide that can be used for a variety of student levels and subject areas.

We hope you find this guide “user-friendly” and look forward to hearing from you again. We appreciate your feedback and ask that you complete the enclosed Program Evaluation. If you have any questions or need further information, please call us at (314) 655-1600.

Sincerely,

Gary W. Easton  
Superintendent



## **“USER FRIENDLY” FORMAT**

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The activities in the TAG follow a simple format.

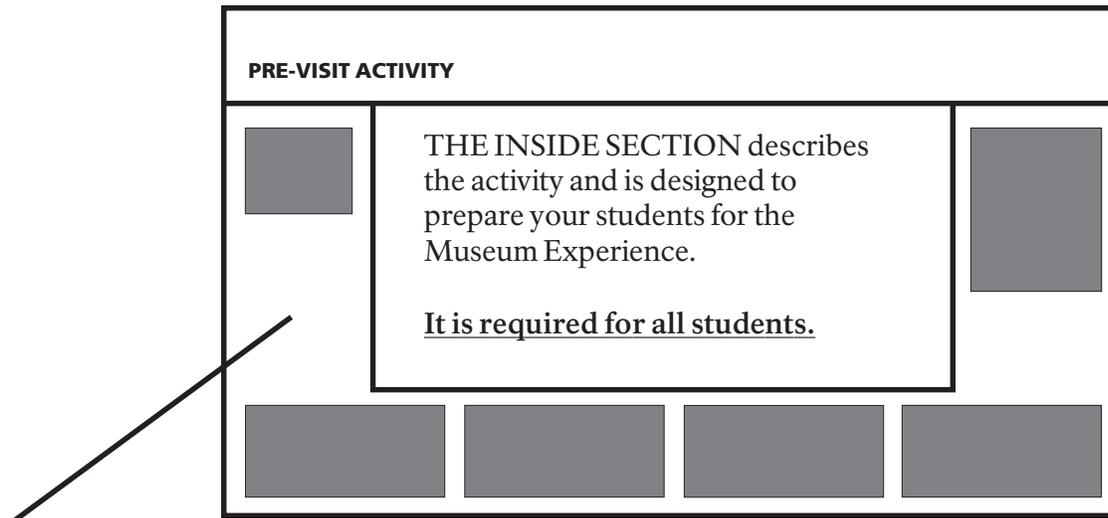
- Three PRE-VISIT ACTIVITIES prepare your students before the MUSEUM EXPERIENCE. We suggest you use all three activities in sequence as access strategies. Depending on the performance level of your students, however, you may wish to move ahead to the REQUIRED activity.
- The MUSEUM EXPERIENCE briefly summarizes the program in which your students will participate at the Museum of Westward Expansion or the Old Courthouse.
- Three POST-VISIT ACTIVITIES complement each of the three PRE-VISIT ACTIVITIES and are designed for you to use after the MUSEUM EXPERIENCE. They are designed in sequence, yet also provide the flexibility to accommodate the specific needs of your students.



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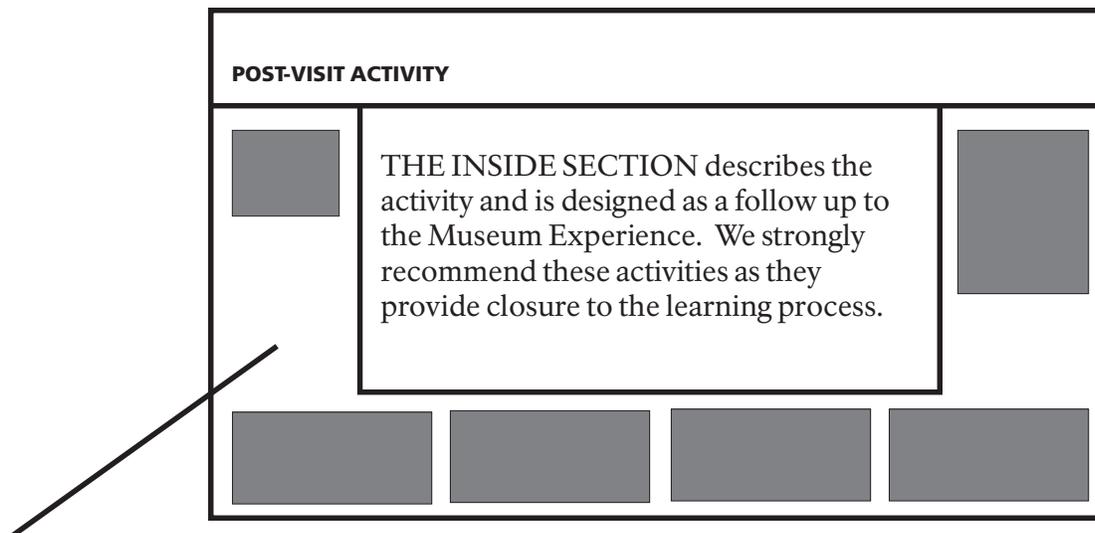
Each activity is designed in a wrap-around format to provide flexibility in your lessons and provide enrichment for a variety of student abilities.

### PRE-VISIT ACTIVITY



THE WRAP-AROUND MARGIN conveys a relevant real world connection with extension activities in Language Arts, Math, Science, Art and Music. Related site information provides an enrichment opportunity that encourages internet exploration and a greater sense of the National Park Service. This sectional is optional; however, it can reinforce the lessons in the main activity.

### POST-VISIT ACTIVITY



THE WRAP-AROUND MARGIN enhances the carry-over of real world connections by extending the lesson across the curriculum into Language Arts, Math, Science, Art and Music.



## CURRICULUM OBJECTIVES

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The following tested objectives for the states of Missouri and Illinois, as well as National Standards for History and Social Studies, are addressed in this program and guide.

- Analyze an event in the state or community in which conflict arose over equal rights of all citizens. (ILS14.D; MAP 3.1, 4.2; NCSS IXb; NSH 5C)
- Conduct research using technology and other tools to locate, select, and organize data and information into useful forms. (ILS 5; MAP 1.2, 1.4, 1.8; NCSS IIIc; NSH 4B)
- Demonstrate a knowledge of basic human behavior and apply social science skills to decision-making. (ILS 16.D,18.B; MAP 3.5; NSH 5E)
- Develop team-building skills by exchanging information and working with others. (ILS 4, 21; MAP 2.3, 4.6; NCSS IVh)
- Distinguish between feelings and decisions. (ILS 24; NSH 5E)
- Draw upon visual data in photographs and drawings. (ILS 25.A; MAP 1.5; NCSS IIc; NSH 2G)
- Evaluate alternative courses of action. (ILS 24.A; MAP 3.6; NSH 5D)
- Formulate questions to focus an inquiry or analysis. (ILS 15.A; MAP1.1; NSH 3A)
- Identify examples of cooperation, compromise, and responsible behavior in decision-making. (ILS 24.A; MAP 4.3; NSH5)
- Identify point of view perceptions/judgments/conclusions. (MAP 3.6; NCSS Ib; NSH 3H)
- Plan and assess courses of action to avoid high-risk behaviors. (ILS 24.C; MAP 4.7)
- Plan and make written, oral, or visual presentations. (ILS 5.C, 26.B; MAP 2.1)
- Recognize that what one person wants to do may be restricted for the good of others. (ILS 18.B; MAP 4.3; NCSS VIh; NSH 5B)

ILS: Illinois Learning Standards

MAP: Missouri Assessment Program

NCSS: National Council for the Social Studies

NSH: National Standards for History



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# PRE-TRIAL





## INTRODUCTION

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Before the United States bought the Louisiana Territory in 1803 and established an American legal system in St. Louis, the French and Spanish administered laws in Upper Louisiana. The crown appointed the governors, who then made all the rules, adjudicated when the laws were broken, and determined all penalties. After 1803, the Americans established a justice system with the basic right of a trial by jury. From then on, anyone accused of wrongdoing in St. Louis had the right to be judged by his fellow citizens, not by officials or magistrates of the crown.

The St. Louis courts met in various buildings throughout the town until 1826 when land was donated to build a home for the courts. The first courthouse at Fourth and Market Streets was completed by 1828 and was expanded through the mid-1800s as St. Louis' population grew. In 1862 the people of St. Louis triumphantly dedicated their completed courthouse, with its beautiful soaring dome, as the seat of justice. By 1930 St. Louis again outgrew its courthouse and moved to the new civil courts building.

The National Park Service acquired the Old Courthouse in 1940 to preserve the structure and interpret its history to visitors. Two landmark cases first tried in these courtrooms were appealed to the U.S. Supreme Court: the Dred Scott case involving citizenship and where slavery could exist and the Virginia Minor case involving the rights of women. St. Louis' Old Courthouse was also the site of important speeches regarding westward expansion.

A mission of the National Park Service is to preserve historic objects, providing opportunities for people to enjoy them, yet leaving those objects unimpaired for the enjoyment of future generations. We hope your group enjoys the museum galleries depicting St. Louis history, the restored murals in the rotunda, and the trial reenactment in the restored courtroom.



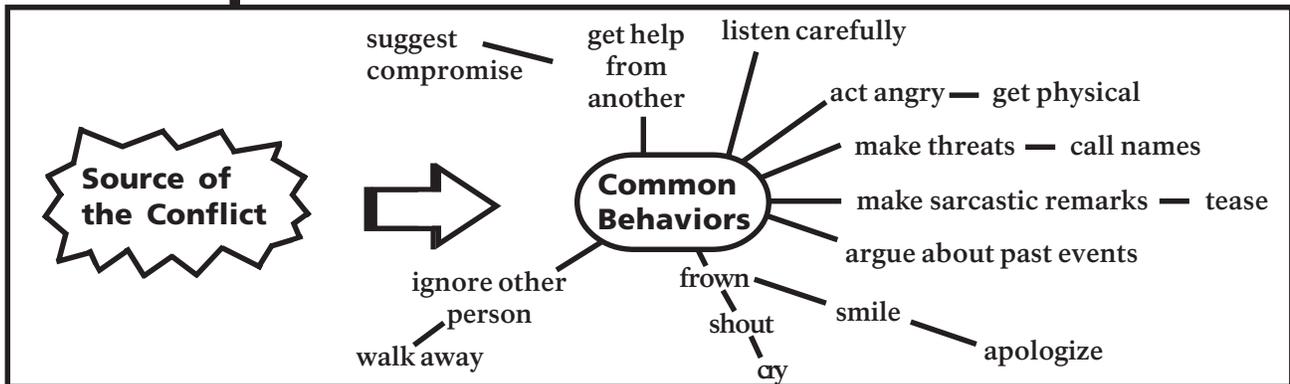
# CONFLICT (*suggested*)

## SOURCES OF CONFLICT

Every day we experience conflict, a dispute or disagreement between two or more parties, about things like what to eat, what time to be home, or what to buy. There are conflicts between brothers, sisters, friends, people at school, and neighbors. Conflict may arise from questions about the use of limited resources (*money, car*), or from differences in values and beliefs (*politics, religion*). They may also arise as a disagreement about facts or information (*spotted owl, the ozone layer*), who has authority (*you can't tell me what to do*), or status and respect (*prejudice*).

## ACTIVITY

Have students brainstorm sources of conflict that they experience and record them on the chalkboard or overhead projector. In small groups, have students discuss one of these sources of conflict and map out common feelings and behaviors they might experience as a result of the conflict.



*Critical Thinking:*  
Which type of conflict response do you think works best? How do you respond to conflict? Is there a better way?

## RESPONSES TO CONFLICT

Every response to a conflict, even the response to do nothing, has consequences. Behavior always brings a result, whether a choice was made to act or not.



## CONFLICT RESOLUTION

There are different ways to resolve conflicts. Negotiation, mediation, and arbitration are methods for resolving conflicts that are used daily. Litigation requires going to court.

- ✓ *Negotiation* is exchanging information, attempting to reach an agreement.
- ✓ *Mediation* involves a third, impartial party, who helps make decisions.
- ✓ *Arbitration* involves an arbitrator who decides what will happen.
- ✓ *Litigation* is formal conflict resolution in a trial court.

## ACTIVITY

In small groups, have students roleplay the following scenario and propose possible resolutions. Have each group present their most effective solution to the class.

John and Mary go to school together. Instead of telling Mary that he likes her, John sometimes teases her. On the way to school, John embarrassed Mary by pulling a barrette out of her hair. He refused to give it back and threw it into a mud puddle. He ran off laughing.

Since this was not the first time John had teased her, Mary decided to get even with him. She told Damon that she saw John try to kiss his girlfriend, Yvonne. Damon saw John in the hallway at school and shoved him against the lockers. Before a real fight got started, a teacher intervened.

Everyone at school knew that Damon's friends and John's friends had fought before. This incident could become serious and cause someone to get hurt.

(copy/cut)

### *Critical Thinking:*

Which method works the best in this situation? Do you think this method will work best in all situations? Why or why not?

If the class can agree upon the best way to resolve this situation, start a school program for students to submit and peacefully resolve conflicts using that method. Have students design a poster to promote the program.



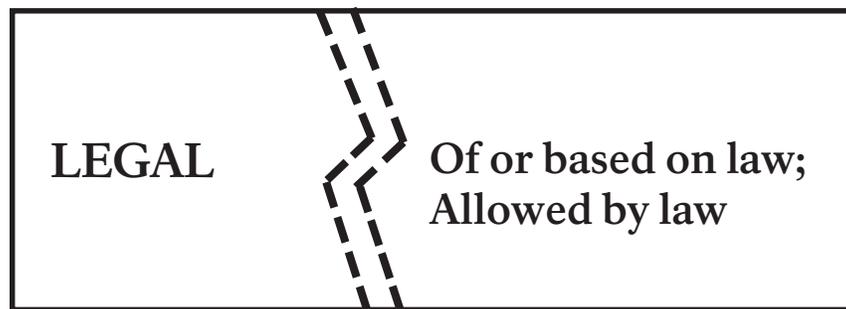
## VOCABULARY (*suggested*)

### VOCABULARY GAME

Students should be familiar with certain terms before the trial. This vocabulary game addresses different learning styles and requires cooperation between students.

### PREPARATION

To prepare, write a word on the left side of a large index card. Write its definition on the right half of the same card. Cut the cards in half, making wavy or pointed cuts. Each pair should have a unique cut so they fit together like puzzle pieces. The pairs should match by definition and shape. For the game, use the same number of pieces as students. Make sure each card has its match. Mix up the word and definition cards. Give each student a card and blank word list for writing in the definitions. You are ready to start the game!



### ROUND ONE

Have students move around the room to find their match. When a match is made, students write the definition on their word sheets and sit down together with their cards. At the end of this round, students will have only one definition. At the end of the round, students pass in their cards. They are mixed up and redistributed. (*Be sure no one gets the same word they've already had.*)

### ROUNDS TWO, THREE, FOUR, ETC...

Repeat the process for **ROUND ONE** for at least 10 rounds. Students who get 10 matches in 10 rounds win! (*This should be everyone.*)

### REVIEW

Give students additional time to fill in the rest of the definitions. Ask quiz questions about the words. Use this as a way to check that all students have the correct definitions. Collect the cards and get ready for the fun learning experience you will have at the Old Courthouse.

For variations of the game, change the amount of time or require silence.

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## VOCABULARY WORD DEFINITIONS

*appeal* - to ask a higher court to review a case

*appellate court* - a court which reviews cases in which one party did not agree with the trial court's decision.

*attorney* - someone you turn to when you have a legal problem, someone who has been given the right under the law to act for someone else

*bailiff* - the law enforcement officer responsible for order and security in a courtroom; also responsible to watch over and assist the jury

*bench* - the place in the courtroom where the judge sits

*burden of proof* - the plaintiff's duty of proving one's claim or charge

*civil case* - a legal action started by one person against another, asking recovery for a private wrong

*clerk* - person who swears in the witnesses

*closing arguments* - the opportunity given to the attorneys at the close of the trial to sum up what they believe the jury's verdict should be

*criminal case* - a legal action started by a federal, state, or city prosecutor a person accused of committing a public wrong and asking for a certain punishment

*cross-examination* - questioning a witness by the lawyer who did not call the witness

*damages* - money paid for injuries, harm, or loss that can be granted through a court action

*defendant* - a person in a trial who is accused of a crime or some wrongdoing

*deliberate* - think or discuss carefully before making a decision of guilty, or not guilty based on evidence

*evidence* - Something that shows or proves, or that gives reason for believing; proof or indication.

*foreperson* - Chairperson on a jury; a person who leads or organizes the discussion of a jury and is responsible for trying to keep order.

*guilty* - judged in a court as having done something wrong

*impartial* - Not favoring one side or another; fair.

*innocent* - Not guilty of some crime; blameless.

Vocabulary words are continued on page 35 in the APPENDIX.



## ROLES (*REQUIRED*)

**Critical Thinking:**  
Do you think any of these roles are more important than others? If so, which ones? In a trial who has the most power? Is power the same as importance? What do you think?

### COURTROOM OFFICIALS

Review the following courtroom officials and their responsibilities.

The **judge** is a person who is chosen to be in charge of a **court of justice**. He or she decides upon questions of law and/or fact in a fair and **impartial** manner. Sometimes, a judge decides upon a **verdict** in a trial, but more often, he or she rules which **evidence** should be presented to the **jury**, and what instructions they should receive.

The **clerk** is an officer who performs duties such as keeping files and records, sending out court documents, and entering court **judgments** into the record. The clerk may also swear in witnesses to a court trial.

The **court reporter** keeps a careful record of everything that is said during a trial. Often, the judge or attorneys refer to previous things that have been said. These records may also be necessary when there is an **appeal** of the case.

The **bailiff** has the job of keeping order in, and around, the courtroom. He or she carries out the judge's instructions on bringing in witnesses to **testify** during a trial.

**Witnesses** are people who have some knowledge about something that has to do with the case. This could include someone who saw what happened, someone who knew the people involved, or an expert about some fact of the case.

**Attorneys** have two very important jobs. They protect the fairness of the court system and speak on behalf of their clients. It is important in the American system of justice for both sides of a case to have a chance to tell their side of the story.

**Jurors** are members of the public who have been **summoned** to hear the facts of a case. Usually juries have 12 members. At the end of the trial, the jury weighs the facts that were presented, considers the judge's instructions about the law, and reaches a **verdict**.

Choose a student to play the part of the clerk in the trial reenactment so that he or she may sign the jury summons form, and the witness subpoena forms. He or she will also "swear in" the jurors after they have been selected. Also choose the parts of the attorneys and the judge so he or she can give the jurors their instructions. The other roles will be assigned later.

# THE JURY

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The idea of having a jury decide a case instead of a judge seems to have originated in England about 800 years ago. The idea was brought to America by the settlers who populated the thirteen British colonies, and has continued ever since. The 6th Amendment of the United States Constitution provides the right to trial by jury in all serious criminal cases, and juries are used in many other trials as well.

Contrary to popular belief, juries do not have to have twelve members, nor do their verdicts always have to be unanimous. Each state can decide its own rules, although they are generally similar. Most states choose jurors from lists of registered voters.

Those who are summoned for jury duty are subjected to *voir dire*, a process of selection. They are asked a series of questions regarding their knowledge of things that have to do with the case. Jurors should not have any connection with any of the people involved, so that they will not be biased. After the questioning, the attorneys have a right to dismiss any jurors who they believe may be prejudiced against their client or who they think would not be fair.

Once the jury is selected, the jurors are sworn in by the clerk of the court. Then the judge gives them instructions on how to proceed during the trial.



## ACTIVITY

Consider the following situation.

**Student A is walking to school. As he reaches the corner, he is hit by student B, who is riding his bike. Student A's hospital bills are \$500. Students A and B are not able to work things out amongst themselves. A sues B in civil court.**

Organize the students into groups. Half of the groups will be lawyers for Student A, while the other half will be lawyers for Student B. Have each group draw up a list of questions that they would ask a pool of potential jurors. These questions should give the lawyers enough information to challenge jurors who might be biased against their side.

### *Critical Thinking:*

How easy would it be to get an impartial jury in a case which has become famous?



## JURY SUMMONS (*REQUIRED*)

### ACTIVITY

To familiarize students with the jury process, use copies of the JURY SUMMONS found on page 9 to simulate the process of jury selection. People who are summoned for jury duty are subjected to *voir dire*, a process of selection to see who can understand the law, who can follow instructions, and who is biased.

If it is not possible to mail the JURY SUMMONS forms, pass them out during the school day.

- ◆ Mail a completed copy of the JURY SUMMONS to each student's home.
- ◆ Have students bring the summons to school on a specified day.
- ◆ Screen potential jurors using the trial script and the JURY SELECTION questions, found on page 10.
- ◆ As a class, discuss who might be selected as jurors.
- ◆ Choose at least 12 students to serve on the jury for the trial reenactment.
- ◆ Have the clerk "swear in" the jurors.
- ◆ Have the judge read the INSTRUCTIONS TO THE JURY, found on page 11.

After the jurors have been selected, choose the witnesses using the WITNESS SUBPOENA activity, found on page 12.

**JURY SUMMONS**

*State of Missouri*

To: \_\_\_\_\_

*You are hereby summoned to appear before our Circuit Court, City of St. Louis, at the Old Courthouse, in the City of St. Louis, on the \_\_\_\_\_ Day of \_\_\_\_\_, \_\_\_\_\_, to serve as a juror during a term of the court to commence on that day.*

*By Order of the Court:*

Dated: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
Clerk

NOTE: This summons is part of a school project and is not a legal document.

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## JURY SELECTION (*REQUIRED*)

Use the following questions to select the jury:

### Questions asked by Attorneys for the Plaintiff:

- ◆ *What is your name and address?*
- ◆ *Do you know the defendant?*
- ◆ *Do you know any of the defense attorneys?*
- ◆ *What level of education have you attained?*
- ◆ *Are you employed? If so, what is your occupation?*
- ◆ *Do you have any feelings about the issues of this case which would prevent you from making a balanced decision about the case?*
- ◆ *Will you evaluate all evidence fairly and impartially?*



### Questions asked by Defense Attorneys:

- ◆ *What is your name and address?*
- ◆ *Do you know the plaintiff?*
- ◆ *Do you know any of the attorneys for the plaintiff?*
- ◆ *What level of education have you attained?*
- ◆ *Are you employed? If so, what is your occupation?*
- ◆ *Do you have any feelings about the issues of this case which would prevent you from making a balanced decision about the case?*
- ◆ *Will you evaluate all evidence fairly and impartially?*

(copy/cut)

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## **INSTRUCTIONS TO THE JURY**

Before a trial begins, the judge gives the jurors the following instructions so that they know how to proceed during the trial.

**Instructions to the Jury**

**Jurors cannot accept any favors from the plaintiff, defendant, or lawyers.**

**Jurors cannot discuss the case with anyone.**

**Jurors must not discuss the case amongst themselves until *after* all of the evidence has been given.**

**Individual jurors cannot make independent investigations about the case.**

**Jurors must pay close attention to the evidence as it is given.**

(copy/cut)

Gather all of the students chosen as jurors in one area of the classroom. Give these instructions to the student chosen as the judge so he or she can read them to the jury.



## WITNESS SUBPOENA (*REQUIRED*)

### ACTIVITY

Use copies of the WITNESS SUBPOENA form, found on page 13, to simulate the subpoena process. People who are called as witnesses know some type of information about the case. Witnesses *must* attend the trial and testify if they are ordered to do so by the judge.

Choose students as witnesses who were not selected as the clerk or the judge.

- ◆ Determine the number and names of witnesses in your trial reenactment.
- ◆ After the jurors have been selected, choose other students to play the witnesses, but do not tell them who they are.
- ◆ Have another teacher or parent issue the subpoena to those students during the school day.
- ◆ The students who are subpoenaed will play the witnesses in the trial at the Old Courthouse.

The parts of the clerk, the judge, the attorneys, the jurors, and the witnesses have now been chosen. Assign the remaining roles of the plaintiff(s), the defendant(s), the bailiff, and any other characters which may be included in your trial reenactment script. Students who do not have an assigned role may serve as the audience or as alternate jurors.

**WITNESS SUBPOENA**

*State of Missouri*

*To:* \_\_\_\_\_

*You are hereby commanded, that setting aside all manners of excuse and delay, you appear before our Circuit Court, City of St. Louis, at the Old Courthouse, in the City of St. Louis, on the \_\_\_\_\_ Day of \_\_\_\_\_, \_\_\_\_\_, then and there to testify, and the truth to say, in a case pending in this court where \_\_\_\_\_ is the Plaintiff and \_\_\_\_\_ the Defendant (s).*

*By Order of the Court:* \_\_\_\_\_,  
*Clerk*

*Dated:* \_\_\_\_\_, \_\_\_\_\_

NOTE: This subpoena is part of a school project and is not a legal document.

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## STEPS IN A CIVIL TRIAL (*suggested*)

Use this outline to familiarize the class with the trial process and for the trial reenactment.

### **PRE-TRIAL**

- A. A legal conflict begins.
- B. Lawyers from both parties try to resolve the conflict.
- C. If they cannot resolve it, the plaintiff files a **complaint** with the court.
- D. Once the complaint is filed in court, the defendant is notified, or **served**. Then he or she replies with an answer, denying the allegations.
- E. Lawyers must then gather the facts and **evidence** needed to prepare their cases, such as witnesses, documents, and physical evidence.
- F. Lawyers prepare questions to ask witnesses in interviews and in court.
- G. Lawyers must prepare questions of law so they may present them to the judge. The judge decides what rule of law is right for this case.
- H. For fairness, the lawyers present each other with facts, evidence, exhibits, and witnesses that they plan to present in court. This is called **discovery**.
- I. The court holds hearings to try to resolve the situation.
- J. Pre-trial conferences are held to ensure that attempts were made to settle without a trial, check if all parties are ready, and set a trial date.

### **TRIAL**

- A. Parties prepare a **trial memorandum** for the judge to read. This is a statement of the case.
- B. The parties pick the **jury** by asking them questions to determine whether they are **impartial** or **biased**. This is called *voir dire*.
- C. The **judge** rules on questions of law, objections, and evidence.
- D. After the jury is picked and **sworn**, the judge describes their general duties and reads them the **trial memorandum** (*statement of case*), the general order of proceedings, and introduces the parties and lawyers.

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E. Each party gives an **opening statement**, which tells the jury about the case and what evidence is to be presented.

F. The **plaintiff** (*person bringing the suit*) starts first because they have the **burden of proof**. They call their witnesses, who are questioned in the following order:

1. direct examination (*questioned by attorneys for the plaintiff*)
2. cross examination (*questioned by attorneys for the defense*)
3. redirect (*questioned by attorneys for the plaintiff again*).

G. After the plaintiffs have presented all their evidence, they rest and the **defense** (*party being sued*) presents its case. They call their witnesses, who are questioned in the following order:

1. direct examination (*questioned by attorneys for the defense*)
2. cross examination (*questioned by attorneys for the plaintiff*)
3. redirect (*questioned by attorneys for the defense again*).

H. After the defendant's attorneys have presented all their evidence, they rest. The plaintiff may then present rebut evidence.

I. Each side presents its **closing argument**, a summary of the evidence, portraying its side in a favorable light. The plaintiff may split its closing argument so it can respond to the defense's closing statements.

J. The judge gives the jury **instructions** by telling them what the law is and how they may apply the evidence in deciding the case.

K. The jury then leaves the courtroom to **deliberate**, or discuss, the evidence and law (*as given by the judge*).

L. To deliberate, they first elect a **foreperson** who chairs the deliberation. They discuss until they reach a decision. They must then notify the judge that they have reached a verdict.

M. The court is brought to order with the parties and jury present. The foreperson is asked if they have a verdict. It is passed to the bailiff, then to the judge, who reads the decision silently. It is then passed back to the foreperson, who reads the decision aloud in open court.



## CIVIL TRIALS (*suggested*)

Certain steps must occur before a civil trial begins. Complete these pre-trial steps using the words provided.

trial  
memorandum

resolve

answer

gather facts  
and evidence

prepare  
questions

hearings

served

pre-trial  
conferences

complaint

discovery

rule of law

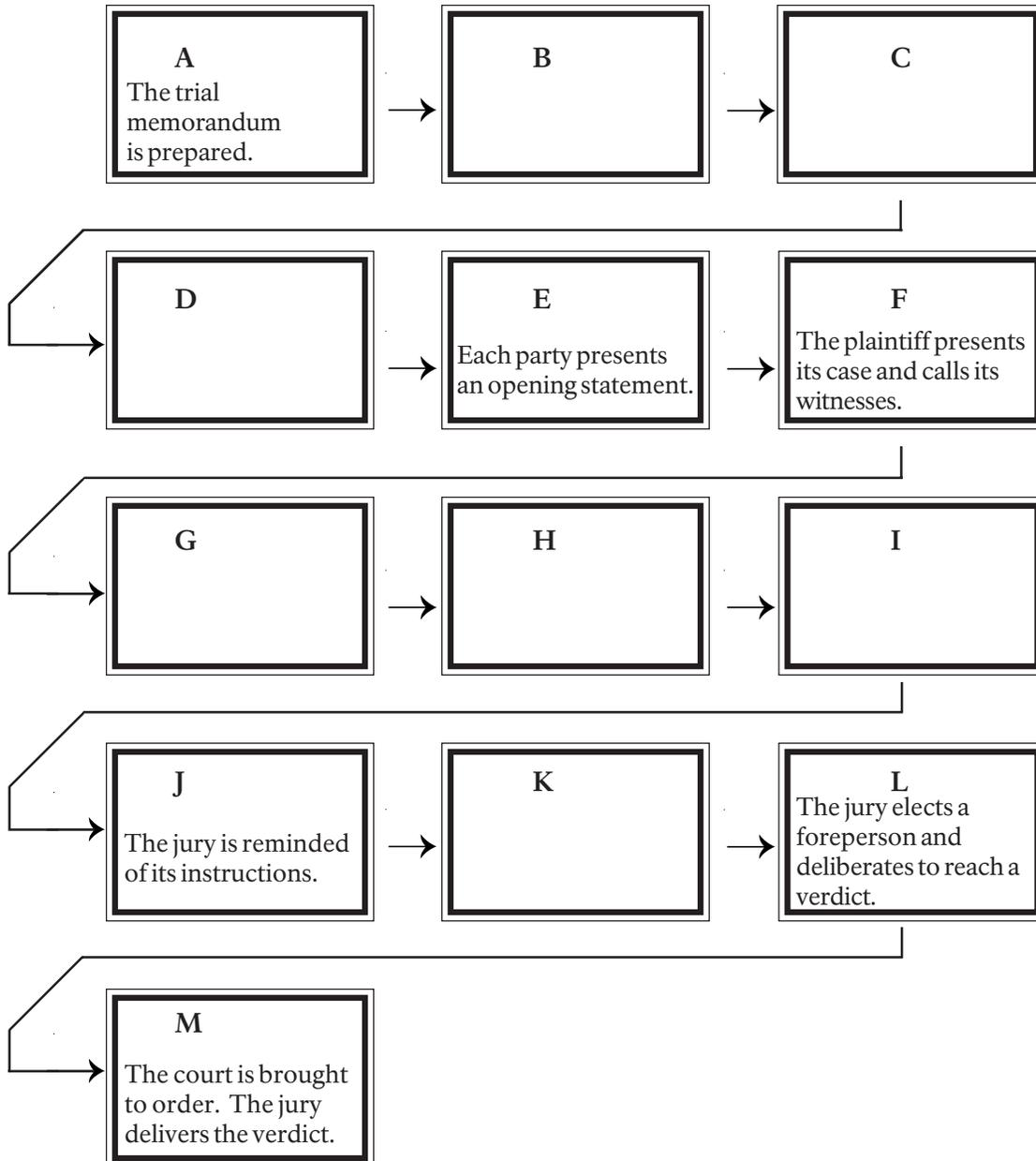
conflict

1. Legal \_\_\_\_\_ begins when one person sues another for damages.
2. Lawyers from both parties try to \_\_\_\_\_ the conflict.
3. If they cannot resolve the conflict, the plaintiff files a \_\_\_\_\_ with the court.
4. Once the complaint is filed, the other party is legally \_\_\_\_\_, or notified of the legal action.
5. The defendants named in the complaint file an \_\_\_\_\_ to the allegations.
6. Lawyers must \_\_\_\_\_ needed to prepare their case for court: witnesses, documents, and physical evidence.
7. The lawyers \_\_\_\_\_ to ask witnesses in interviews and in court.
8. Lawyers must prepare questions of law to present to the judge, so he or she can decide which \_\_\_\_\_ is right for the case.
9. Each lawyer must present the other lawyers with the facts, evidence, exhibits, and witnesses they plan to present in court. This exchange of information is a matter of fairness and is called \_\_\_\_\_.
10. The court holds one or more \_\_\_\_\_ with parties to resolve the situation.
11. The court holds \_\_\_\_\_ with the parties to be sure all attempts have been made to settle without trial, to make sure all parties are ready, and to set a trial date.
12. Parties prepare a \_\_\_\_\_, a statement of the case, for the judge to read.

(Answer Key  
found in  
APPENDIX,  
page 36.)

## TRIAL SEQUENCE CHAIN

Make a sequence chain of events that take place during a trial. Start with Box A and fill in the steps in order until all boxes are completed.



Refer to the STEPS IN A CIVIL TRIAL outline, found on pages 14 & 15, if you need help.

For larger squares, use index cards or recopy the chain on the board.

(Answer Key found in APPENDIX, page 37.)



## COMPLAINT AND ANSWER (*REQUIRED*)

In every civil case, the trial process begins with a **complaint**. A complaint, also known as a petition, is a paper in which a plaintiff sets forth a claim for relief from the court. The attorney for the plaintiff issues the complaint. A complaint gives the defendant notice of why he or she is being sued, and it also shows that the plaintiff is requesting some sort of relief from the court (*damages*). The defense attorney then responds with an **answer** to the plaintiff's complaint. The answer says that the defendant denies the accusations stated in the complaint. These forms are filed with the clerk of the court and copies are given to the opposing party in the case.



### ACTIVITY

- ◆ Discuss the main issues of your trial. (*Use the information in the trial script.*)
- ◆ Organize the class in groups. Half of the groups are lawyers for the plaintiff, half for the defense.
- ◆ Prepare the complaint and answer forms, found on pages 25 and 26 in the TRIAL section, using descriptive and persuasive language. (*Plaintiffs create the complaints, defendants prepare the answers.*)
- ◆ Present all the complaints and answers to the court (*the class*).
- ◆ As a class, choose the best complaint. Choose the best answer to bring to the Old Courthouse.

If necessary, use the sample complaint and sample answer found in the APPENDIX, pages 38 and 39, as examples.

File these forms with the **clerk** (*the student who will play this role in the trial*). You may want to get these forms back from the clerk and keep them until the day of the trial so they are not misplaced.

## TRIAL MEMORANDUM (*REQUIRED*)

The **trial memorandum** is an impartial document which states the facts of a case. It names the plaintiff and the defendant, as well as the attorneys for both sides. It states that an incident allegedly took place and tells when and where it supposedly occurred. There is also a brief description of the situation in question. The trial memorandum is prepared by the attorney for the plaintiff. However, it must be written in an unbiased manner, or the judge will order it to be changed. This document becomes part of the permanent court record. The judge reads the trial memorandum to the jury so that they may know the facts of the case before the trial begins.



### ACTIVITY

- ◆ Working in groups, have students pretend they are attorneys.
- ◆ Use the information from your trial script to fill out the trial memorandum form, found on page 24 in the TRIAL section.
- ◆ State the parties involved, the time and place, and the nature of the case.
- ◆ Have students take turns reading their trial memorandums to the class so everyone will know the facts of the case.

Use the sample trial memorandum in the APPENDIX, page 40, as an example, if necessary.

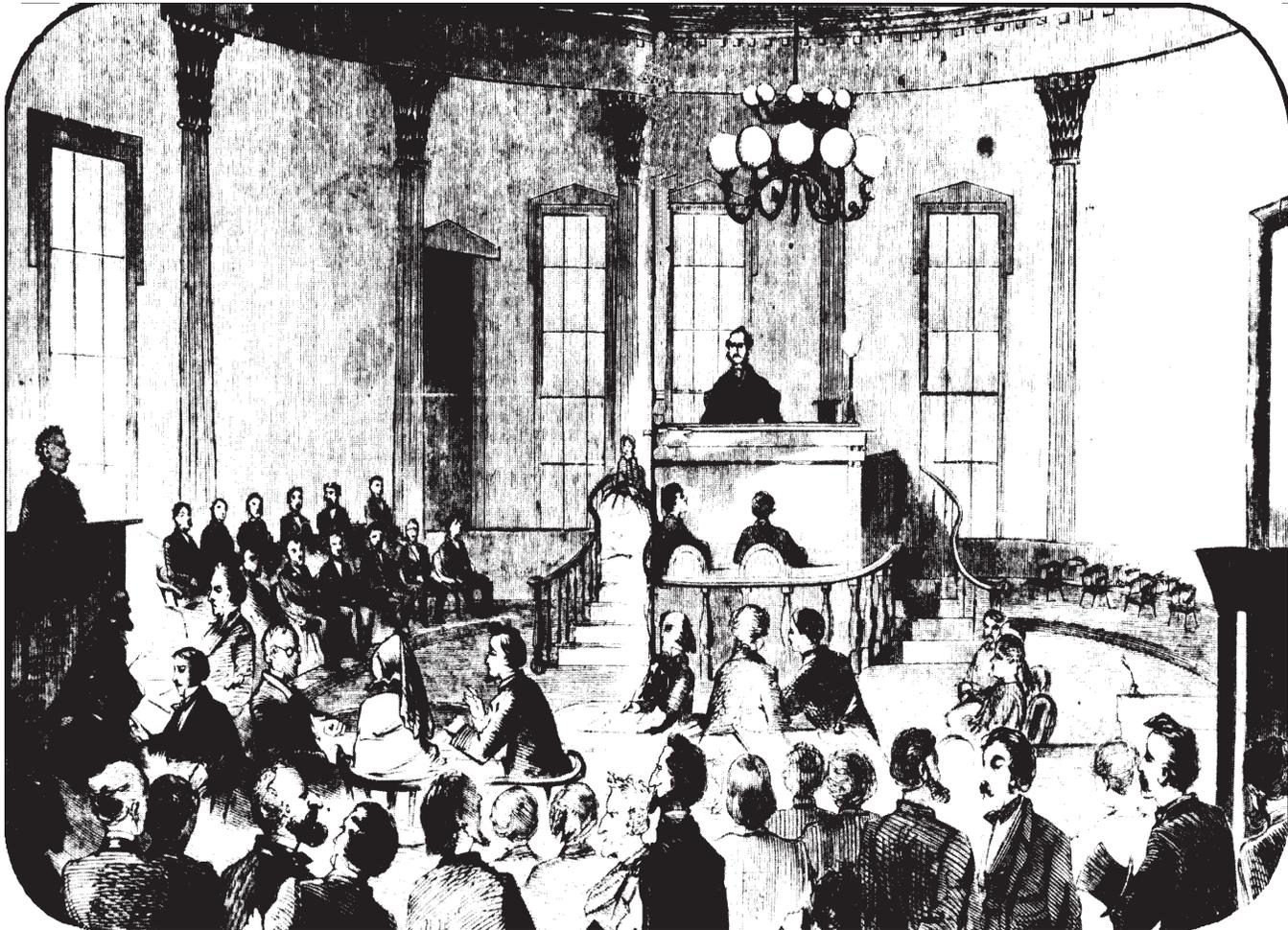
Give a completed copy of the trial memorandum to the student assigned to play the judge so that he or she may read it to the jury so they know the facts before the trial.



## THE COURTROOM (*REQUIRED*)

### OLD COURTHOUSE COURTROOM - 1860

The illustration below is the oldest known view of an Old Courthouse courtroom. Although it is a picture of one specific courtroom, it gives a general idea of how most of the courtrooms in the Old Courthouse were arranged.



(copy/cut)

### ACTIVITY

In groups, have students analyze the above illustration and answer the following questions:

Where is the judge?

Where is the bailiff?

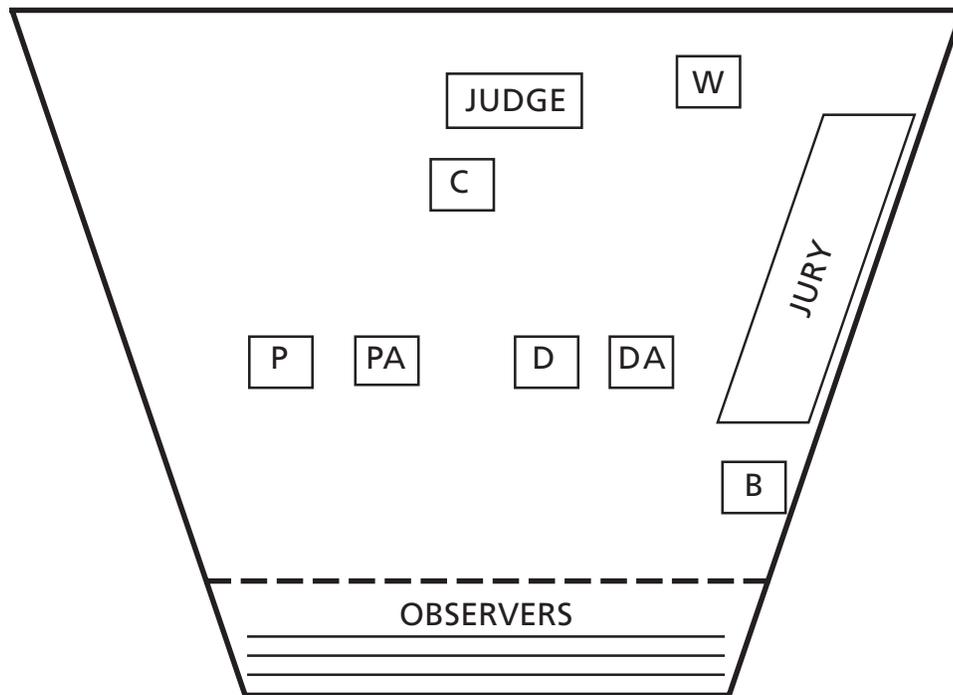
What do you notice about the jury?

How would a jury today be different?

## ACTIVITY

To prepare for the trial reenactment at the Old Courthouse, arrange your classroom like a courtroom.

- ◆ Move the desks and chairs to recreate a court environment. *(Use this floor plan as a model.)*
- ◆ Once you are situated in your “courtroom”, review the vocabulary, roles, and steps in a civil trial.
- ◆ Practice the speaking parts of the script to get ready for your trial. *(Do not practice the jury deliberation.)*



<b>B</b>	BAILIFF	<b>DA</b>	DEFENSE ATTORNEY	
<b>C</b>	CLERK	<b>P</b>	PLAINTIFF	<b>W</b> WITNESS
<b>D</b>	DEFENDANT	<b>PA</b>	PROSECUTING ATTORNEY	



## **EXTENSIONS** *(suggested)*

*Before* your visit to the Old Courthouse, use these activities to extend the learning experience across the curriculum.

### **ART:**

- ✂ Paint a courtroom backdrop and arrange the classroom like a courtroom. Create your own trial concerning an issue at school or in your community.
- ✂ Photography was banned in most courtrooms until very recent times. Even now, only special equipment may be brought in, and only with the judge's permission. In the 19th century, newspapers often had artists sketch specific court scenes. These drawings would appear next to the court report in the paper. Play the role of court artists. Determine which participants in your trial should be drawn and how many drawings should be made. Make these sketches.

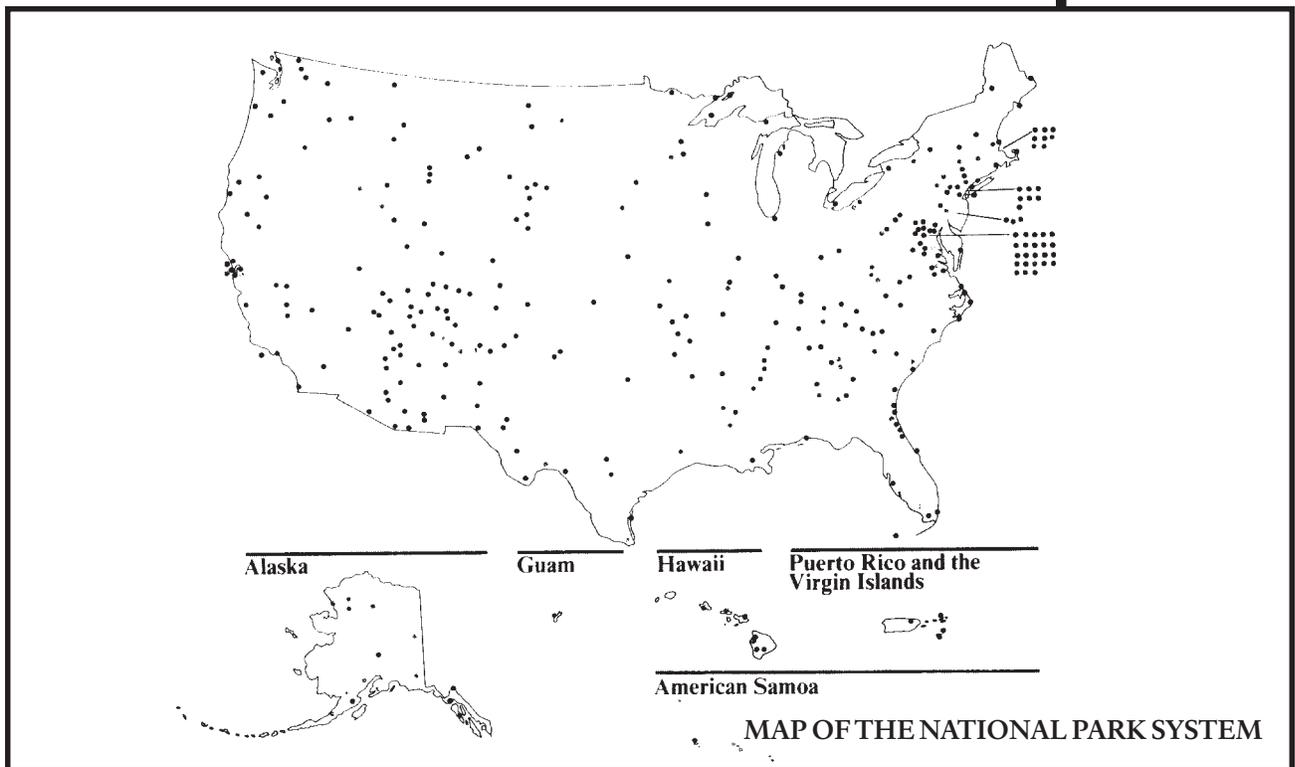
### **LANGUAGE ARTS:**

- ✍ Using newspapers, identify and analyze court cases. Using the vocabulary words, identify the plaintiff, defendant, and all the major participants.
- ✍ Roleplay as lawyers. Write questions for examination and cross-examination of witnesses. Practice questioning skills in the classroom.
- ✍ Write a newspaper article or editorial about the upcoming trial. Discuss the central issues, as well as the participants involved. Make a prediction as to what will happen.

---

**SOCIAL STUDIES:**

- ➔ Write to a National Park for a copy of their site bulletin relating to trials or citizenship. The mailing addresses for some parks are in the Appendix, page 41. Or use their Internet address, and download any information they may have on related topics. Start with <http://www.nps.gov>
  
- ➔ Use the Internet at <http://www.nps.gov/jeff> to learn about the trials of Dred Scott and Virginia Minor, as well as other trials, which took place at the Old Courthouse.





# TRIAL





# TRIAL MEMORANDUM

---

Plaintiff: \_\_\_\_\_

Counsel: \_\_\_\_\_  
[Attorney for Plaintiff]

Defendant: \_\_\_\_\_

Counsel: \_\_\_\_\_  
[Attorney for Defense]

Time and Place:

About \_\_\_\_ o'clock on the \_\_\_\_ Day of \_\_\_\_\_, at \_\_\_\_\_ in  
the City of St. Louis. (place)

Nature of the Case:

This complaint is brought by \_\_\_\_\_  
against, \_\_\_\_\_ alleging that the Defendant \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

The Defendant denies these allegations.



# COMPLAINT

---

\_\_\_\_\_  
Plaintiff

v

\_\_\_\_\_  
Defendant

In the Circuit Courtroom  
of the Old Courthouse,

\_\_\_\_\_, \_\_\_\_\_  
State of Missouri  
City of St. Louis

The Plaintiff, \_\_\_\_\_, states that on \_\_\_\_\_,  
he/she was \_\_\_\_\_

\_\_\_\_\_. And  
suffered \_\_\_\_\_

as the result of the actions of the Defendant. For this reason, the Plaintiff prays judgment  
and seeks damages.

Dated this \_\_\_\_ Day of \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_  
Signature  
Attorney for the Plaintiff



# ANSWER

\_\_\_\_\_  
Plaintiff

v

\_\_\_\_\_  
Defendant

In the Circuit Courtroom  
of the Old Courthouse,

\_\_\_\_\_, \_\_\_\_\_  
State of Missouri  
City of St. Louis

Now comes the Defendant, \_\_\_\_\_, and for its answer to the  
Plaintiff's petitions, the Defendant says \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

For this reason, the Defendant prays judgment.

Dated this \_\_\_\_ Day of \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_  
Signature  
Attorney for the Defendant



# POST-TRIAL





## APPEALING A CASE (*suggested*)

When one party in a case does not agree with the verdict, that party may appeal the case (*except for the prosecution in a criminal case*). Each state and the federal judiciary have courts of appeal, also called appellate courts. These courts review cases to see if any mistakes were made at the trial level.

### WHY ALLOW APPEALS?

In a trial court, mistakes can be made that affect the outcome of the case. Some examples of these mistakes include:

- ◆ The trial court failed to apply the law correctly.
- ◆ The trial court failed to allow or not allow certain evidence or testimony.
- ◆ The trial court failed to guarantee a right required in the Constitution.
- ◆ The trial court failed to follow procedures.
- ◆ The evidence did not correctly support the decision.

### ***Critical Thinking:***

In groups, have students brainstorm examples where mistakes may lead to an appeal.

### HOW ARE APPELLATE COURTS DIFFERENT FROM TRIAL COURTS?

An appeals court is different from a trial court. Some examples of these differences include:

- ◆ Several judges hear one case and decide.
- ◆ There is no jury.
- ◆ The appellate judges hear arguments from lawyers, not evidence from witnesses.
- ◆ Judges ask the lawyers questions.

### WHAT DO APPELLATE COURTS DO?

- ◆ Appellate courts can affirm (*agree with*) or overrule (*not agree with*) the trial court's decision.
- ◆ When an appeals court overrules the trial court, it means there will be a new trial.
- ◆ When an appeals court or a supreme court rules on a case, the ruling becomes law and sets a precedent for similar cases.



## APPEALS IN CIVIL CASES (*suggested*)

### *Critical Thinking:*

Have students use newspapers and national magazines to find a court case for each level of trials or appeals.

In civil cases involving two or more parties within the same state, the case would follow the **state** appeals process, starting at the bottom with the civil court and moving upward.



For civil cases on the **federal** level, the case would start in the U.S. District Court and move up as it is appealed.



---

The U.S. Supreme Court generally hears appeals, not original trials. They only hear cases involving federal law or the constitutionality of laws. The U.S. Supreme Court Justices review many cases each year, but only hear a small percentage of the cases presented for their review. By agreeing to hear a case, the U.S. Supreme Court is saying that maybe the law was not interpreted correctly in the previous trials. When the U.S. Supreme Court decides not to review a case, the verdict from the lower court stands.



## ACTIVITY

Have students roleplay the U.S. Supreme Court and appeal the verdict of your trial reenactment. An appeal must be based on the misapplication of a point of law. In this activity your trial is being appealed because:

**The rights of citizenship were denied by the verdict of the case.** According to Amendment 14 of the U.S. Constitution, no state can deny the rights of citizens.

- ◆ Select three or five students to act as U.S. Supreme Court Justices. They should begin reviewing the transcript of the case (*the trial reenactment script*).
- ◆ Have the remaining students divide into two groups, those agreeing with the verdict and those not agreeing with the verdict. Each group will meet to brainstorm all of their arguments for their case and write them down in a **brief** (*statement of their position*). Each side will submit its brief to the justices.
- ◆ While the justices read the briefs and formulate questions, the **for** and **against** lawyers will select two people to present their arguments.
- ◆ The justices will hear the arguments from both sides, ask questions, and then decide if laws or procedures were applied correctly in the original case. Each justice will vote to **affirm** (*agree with*) or **overrule** (*not agree with*) the trial court, and the majority opinion will apply to the case. The decision with which most of the justices agree is called the **majority opinion**.
- ◆ The justices who do not agree have a **dissenting opinion**. Each justice must be able to explain the reasons for his or her decision.

Incorporate primary source documents into this exercise. As a class, read and discuss the 14th Amendment of the U.S. Constitution.

**Critical Thinking:**  
Why are appeals courts important?  
What if a party could not appeal the judgment?



## FAIRNESS *(suggested)*

### *Critical Thinking:*

How do these rights help to make trials fair? What other things ensure fairness in trials?

For over two hundred years the U.S. Constitution and the Bill of Rights have guaranteed certain rights for U.S. citizens. These rights include the right to a speedy trial and the right to a trial by jury. Defendants are considered innocent until proven guilty.

### ACTIVITY

Organize the class into four groups. Copy and cut the questions below. Give one to each group to discuss. Each group should prepare its answer to present to the class. Hold a class discussion about the fairness of each situation.

The United States uses juries to decide most cases. Many nations only use judges. What are the advantages and disadvantages to both of these ways? Which way is more fair? Explain.

In some states, judges are elected to office, while in others they are appointed. Which way do you think is best, and why? Which way is more fair? Explain.

A jury must be convinced beyond a reasonable doubt, or else the defendant cannot be punished. Why do you think this law exists? Do you think that it is fair? Explain.

How is the system of rules in your school similar to the American Court system? How is it different? Is one more fair than the other? Explain.

(copy/cut)

### *Critical Thinking:*

Does the whole class agree? Is it possible to get everyone to agree on fairness? Why or why not?

---

## ACTIVITY

Copy and cut the following scenarios. Organize the class into five groups. Have each group choose one situation to roleplay. As a class, discuss each scenario.

Keisha borrowed a book about airplanes from the library. She let her friend Ben borrow the book. Ben liked the pictures in the book and cut them out.

The city council usually sends out cards reminding its citizens to renew their dog licenses. This year they overlooked this service. The Jones family forgot to renew their license and was issued a fine by the city council for having an expired dog license.

Maria went to the store with Sharon. Sharon stole some candy and ran out of the store. Maria ran out with her.

DeAndre brought a comic book to school. While the teacher was not looking, he passed it to Phil, who was caught with the book.

Joe visited a state where firecrackers were sold. He returned to his state where firecrackers are illegal. He sold some to Paul, who lit one and burned himself.

(copy/cut)

## FOR REVIEW

Have students answer the following questions if a trial were to happen in one of these situations.

List the PLAINTIFFS.

Who would be the DEFENDANTS?

Would there be WITNESSES? If yes, who are they?

What is the EVIDENCE in the case?

What might the JURY'S decision be? Explain your reasoning.

If you were the JUDGE, what would your decision be? Why?

### *Critical Thinking:*

What is the conflict? Which character do you think is responsible? Why? What do you think should happen?



## REAL WORLD CONNECTION *(suggested)*

### ACTIVITY

Find an article about a local or current trial. Investigate and complete the data sheet below using the information you discover.

PLAINTIFF	
DEFENDANT	
JUDGE	
PLAINTIFF'S ATTORNEY(S)	
DEFENSE ATTORNEY(S)	
WITNESSES	
EVIDENCE	
TESTIMONY	

(copy/cut)

#### ***Critical Thinking:***

Tell what this case is about in your own words.

Create possible closing arguments for the plaintiff and defense.

Write a short trial reenactment script for this case.



## EXTENSIONS *(suggested)*

Use these activities to extend the learning experience across the curriculum.

### ART:

- ✂ Using magazines and newspapers, cut out letters, words, or pictures related to your trial reenactment. Arrange and paste them on a board to make a trial poster.
- ✂ Play the part of a courtroom artist by sketching scenes from the trial.

### LANGUAGE ARTS:

- ✍ Re-try your case at school by roleplaying with another class.
- ✍ Write a trial based on a fairy tale. One to try would be the “Three Little Pigs”, *Big Bad Wolf v Curly Pig*.
- ✍ Read Mark Twain’s books, *Puddn’head Wilson* and *Tom Sawyer, Detective*. Write a trial based on the courtroom scenes in these stories.
- ✍ Read the novel *To Kill a Mockingbird*, by Harper Lee.

### MATH:

- + Using newspapers, magazines, or the Internet, find cases in which monetary damages were awarded. Create math problems using the figures for damages from the trials.
- + Using real trials as models, calculate damages for your trial as if a guilty verdict had been reached.

### SCIENCE:

- ⚗ Use of DNA evidence is acceptable evidence in court. Find an article about a recent scientific discovery. Use it as a basis to write a trial.
- ⚗ In the time of Dred Scott’s trials (1847-1857), the science used by law enforcement was primitive by today’s standards. Use newspapers to determine what kind of technology law enforcement officials use to gather evidence.



## EXTENSIONS *(suggested)*

### MUSIC:

- ♪ Create a song that describes the court case you acted out at the Old Courthouse. The song should mention the key players and give specific details about the trial. Have a class concert when all songs are completed.
  
- ♪ “I care not who writes the laws of a country so long as I may listen to its songs.” George Jean Nathan, *The World in Falseface*, 1923. What does Mr. Nathan mean by the above quote? Is he saying that music is more important than laws? Is he suggesting that making laws is like creating music? Or does he mean something entirely different? What do you think?

### SOCIAL STUDIES:

- ➔ Invite an attorney or judge to your class to speak about a career in law.
  
- ➔ Plan a visit to a functioning courthouse near you. Arrangements can usually be made for classes to observe a trial in session.
  
- ➔ Watch a television court program in which real cases are decided. Is this an effective way to administer justice? Why or why not?
  
- ➔ Watch a movie about a trial and discuss. Suggested films include,  
*Kramer Vs Kramer* (1979)  
*A Place in the Sun* (1951)  
*To Kill a Mockingbird* (1962)  
*Mr. Lincoln* (1939)
  
- ➔ Using the Internet, explore national parks that relate to trials and citizenship. <http://www.nps.gov>  
Brown v. Board of Education National Historic Site  
Federal Hall National Memorial  
Martin Luther King, Jr., National Historic Site  
Mary McLeod Bethune Council House National  
Historic Site  
Roger Williams National Memorial  
St. Paul’s National Historic Site  
Sewall-Belmont House National Historic Site  
Women’s Rights National Historic Park



# APPENDIX





## VOCABULARY (*continued*)

---

**judge** - A public official with power to hear cases in a court of law and decide what laws apply to them.

**justice** - The upholding of what is just or lawful; the condition of being fair.

**jury** - A group of people who have sworn to decide the facts in a court case and to reach a fair decision or verdict.

**legal** - Of or based on law; allowed by law.

**oath** - a formal promise to perform a specific duty or act

**objection** - A request by an attorney during a trial that the judge order the witness not to answer a question asked by the other attorney. The judge must either “sustain” the objection (*agree with it and forbid the witness to answer it*) or “overrule” it (*allow the question to be asked*).

**opening statements** - the presentations made by the attorneys on each side of a case at the start of a trial

**overrule** - to rule out or set aside a ruling by someone of lesser authority.

**parties** - individuals, corporations, or groups involved in a case.

**plaintiff** - person who starts an action, files a complaint, or sues another person.

**subpoena** - an official paper ordering a person to appear in court.

**suit** - A lawsuit; an action started by one party against another to recover losses believed to have been caused by the second party.

**Supreme Court** - The highest court in a judicial system. Its makes the final decision on cases which it agrees to review.

**sustain** - To hold up or support; to uphold as true or right.

**testimony** - Evidence given after taking an oath in court to tell the truth; questions answered under oath concerning what one knows about a case being heard in court.

**trial** - the formal presentation from both sides of a dispute before a jury or a judge

**Trial Court** - The first court to hear and decide upon a case. If no appeal is made, it is the only court to hear the case.

**unanimous** - showing complete agreement, with no one opposed

**verdict** - The decision that a jury or judge makes after hearing and considering all of the evidence and testimony in a case.

**witness** - Someone who has seen or heard something; someone who provides evidence about something; someone who is officially ordered to testify in court.



## CIVIL TRIALS (*answer key to page 16*)

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Certain steps must occur before a civil trial begins. Complete these pre-trial steps using the words provided.

1. Legal conflict begins when one person sues another for damages.
2. Lawyers from both parties try to resolve the conflict.
3. If they cannot resolve the conflict, the plaintiff files a complaint with the court.
4. Once the complaint is filed in court, the other party is legally served, or notified of the legal action.
5. The defendants named in the complaint file an answer to the allegations.
6. Lawyers must gather facts and evidence needed to prepare their case for court: witnesses, documents, and physical evidence.
7. The lawyers prepare questions to ask witnesses in interviews and in court.
8. Lawyers must prepare questions of law to present to the judge, so he or she can decide which rule of law is right for the case.
9. Each lawyer must present the other lawyers with the facts, evidence, exhibits, and witnesses they plan to present in court. This exchange of information is a matter of fairness and is called discovery.
10. The court holds one or more hearings with parties to resolve the situation.
11. The court holds one or more pre-trial conferences with the parties to be sure all attempts have been made to settle without trial, to make sure all parties are ready, and to set a trial date.
12. Parties prepare a trial memorandum, a statement of the case, for the judge to read.

trial memorandum  
gather facts and evidence  
served  
discovery

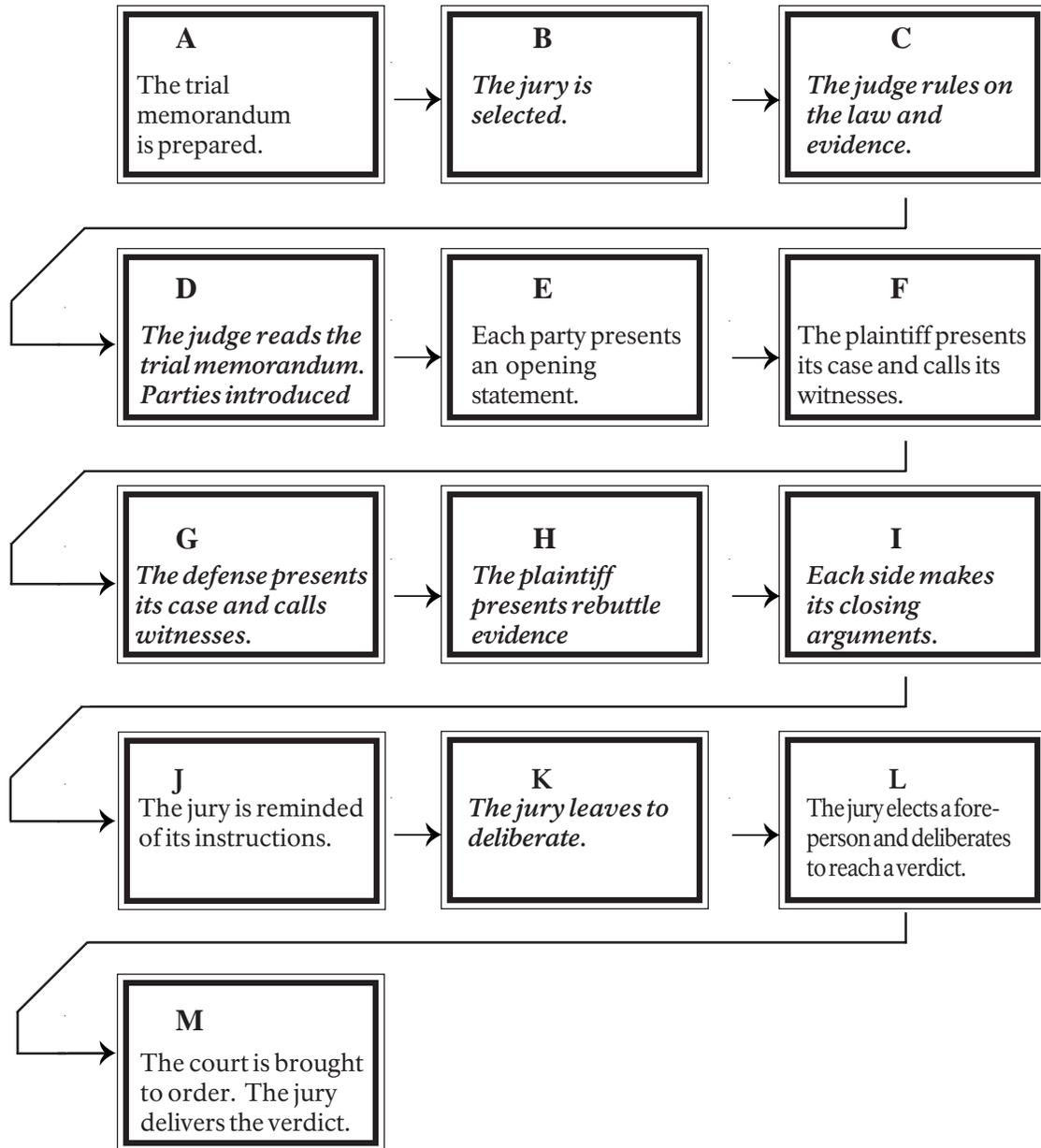
resolve  
prepare questions  
pre-trial conferences  
rule of law

answer  
hearings  
complaint  
conflict



## TRIAL SEQUENCE CHAIN (*answer key on pg. 17*)

Make a sequence chain of events that take place during a trial. Start with Box A and fill in the steps in order until all boxes are completed.





# **SAMPLE COMPLAINT (from the Franke Trial)**

Julia Franke, Plaintiff	)	In the Circuit Court of the City of St. Louis
	)	
	)	
v	)	April Term 1888.
	)	
	)	
City of St. Louis,	)	State of Missouri
Rebecca Webb,	)	City of St. Louis
Defendants	)	

Plaintiff, for her amended petition states: that, about three weeks prior to the 29th day of February 1888, a fire occurred in a certain building erected on the west side of Fourth Street, in the city of St. Louis, Missouri, between Locust and St. Charles Streets which building was known as number 407 North Fourth Street - whereby said building was partially destroyed, and the walls thereof including the front wall, which was built immediately upon the line of the side-walk of Fourth Street, were greatly damaged, weakened and rendered dangerous and insecure; all of which facts were on and for about three weeks prior to said 29th day of February 1888, known to the defendants, or which facts, the defendants, by the exercise of ordinary care, might have discovered in time to have secured said wall, and to have avoided the happening of the injury herein complained of.

That on said 29th day of February 1888, plaintiff's son, Frederick William Franke, - then a minor and unmarried, - was walking along and upon the side-walk on the west side of Fourth Street aforesaid, - as he had a lawful right to do, - and when at a point in front of said building, number 407, a large and heavy stone fell out of said front wall, by reason of the damaged and weakened condition of said wall, as the result of said fire, and struck him upon the head, fracturing his skull, and producing such injuries that her said son died therefrom on or about the second day of March. That at the time when plaintiff's said son was walking along said Street, and received said injuries, no sign of danger or warning was exposed or given by defendants to pedestrians along said Street, of the dangerous condition of said wall; nor was said condition so apparent of itself as to warn them thereof. And plaintiff states that said building at the times alleged, was under the custody and control of defendant Webb, the owner thereof; and said Fourth Street was a public street and highway of and under the control of the defendant, City of St. Louis.

That at the time when her said son died, plaintiff's husband, the father of said boy, was still living; but that since the death of her said son, to-wit: on the 17th day of March 1888, his father has also departed this life.

By reason of the premises, plaintiff states: that, she has been damaged in the sum of two thousand, five hundred dollars, for which, with costs, she prays judgment.

Attorneys for Plaintiff



# **SAMPLE ANSWER (from the Franke Trial)**

---

Julia Franke, Plaintiff	)	In the Circuit Court of City of St. Louis
	)	
	)	
	)	
v	)	April Term 1888.
	)	
	)	
The City of St. Louis et.al	)	State of Missouri
Defendants	)	City of St. Louis
	)	
	)	
	)	
	)	

Now comes the Defendant, The City of St. Louis, and for its separate answer to the plaintiff's amended petition denies each and every allegation therein contained and says that none of the matters of facts stated in said petition are true.

And for a further answer to plaintiff's petition this defendant says that the injuries that said Frederick William is alleged to have sustained resulted to him by reason of his own carelessness and negligence which directly contributed thereto and caused the same.

Wherefore this defendant prays judgment with its costs.

Mr. Bell for Defendant  
City of St. Louis



## **SAMPLE TRIAL MEMORANDUM (*Franke*)**

---

**Plaintiff:** Julia Franke of 1617 N. 9th Street, St. Louis, MO

**Counsel:** Messrs. Rassieur and Schnurmacher of St. Louis

**Defendants:** Rebecca Webb of St. Louis and the City of St. Louis

**Counsel:** Mr. Bell of St. Louis

**Time and Place:**

On or about noon on the 29th of February 1888, at or near the front of building 407 North Fourth Street in the City of St. Louis.

**Nature of the Case:**

This is a suit for personal damages brought by Julia Franke against each of the defendants, individually and severally, alleging that her son was injured and subsequently died as a result of a stone falling from the building at 407 N. Fourth Street and striking him on the head; that the injuries were proximately caused by or the result of the negligence or lack of due care of each defendant, individually and severally; that she suffered damages as a result thereof.

Each defendant denies it was negligent; denies it is liable or responsible for any negligence which proximately caused the injuries and damages alleged; denies the plaintiff was damaged to the extent alleged; and that if in fact some negligence had occurred, it was the negligence of plaintiff's son, or some other that each defendant, which proximately caused the injuries and damages alleged.



## NATIONAL PARKS

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For more information on trials and related topics, contact the following National Parks:

### **Adams National Historic Site**

Education Office  
P.O. Box 531  
Quincy, MA 02269-0531  
(617) 770-1175  
*(Boston Massacre/Amistad Mutiny)*

### **Brown v. Board of Education NHS**

Education Office  
424 South Kansas Avenue, Suite 220  
Topeka, KS 66603-3441  
(913) 354-4273  
*(School Integration)*

### **Fort Davis National Historic Site**

Education Office  
P.O. Box 1456  
Fort Davis, TX 79734  
(915) 426-3224  
*(Trial of Henry O. Flipper,  
African American Officer)*

### **Jefferson National Expansion Memorial**

Education Office  
11 North Fourth Street  
St Louis, MO 63102  
(314) 655-1700  
*(Dred Scott, Virginia Minor, Caroline  
Williams, and others)*

### **Women's Rights National Historical Park**

Education Office  
136 Fall Street  
Seneca Falls, NY 13148  
(315) 568-2991  
*(Susan B. Anthony & Women's Suffrage)*

### **Harpers Ferry National Historical Park**

Education Office  
P.O. Box 65  
Harpers Ferry, WV 25425-0065  
(304) 535-6298  
*(John Brown Abolition Activities)*

### **Homestead National Monument**

Education Office  
Route 3, Box 47  
Beatrice, NE 68310-9416  
(402) 223-3514  
*(Separation of Church and State)*

### **Fort Smith National Historic Site**

Education Office  
P.O. Box 1406  
Fort Smith, AR 72902  
(501) 783-3961  
*(Judge Parker Trials of federal criminals  
captured in Indian Territory)*

### **Statue of Liberty/Ellis Island National Monument**

Education Office  
Liberty Island  
New York, NY 10004  
(212) 363-3200  
*(Immigrant Appeals)*



## READING LIST

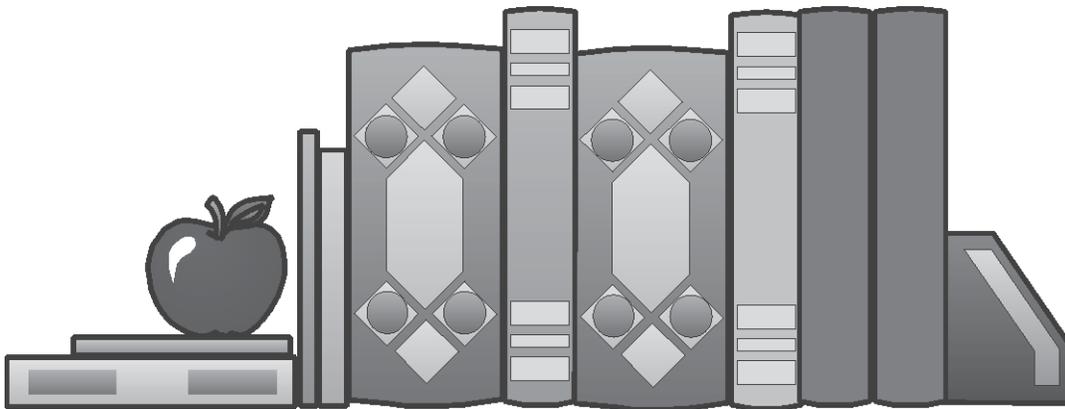
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### PARK RANGERS RECOMMEND THESE BOOKS

#### For Students and Teachers:

- Ackerly, Sally Mahe and Linda Rieckes. *Courts and Trials*. St. Paul, Minnesota: West Publishing Company, 1980.
- Dosch, Donald. *The Old Courthouse: Americans Build a Forum on the Frontier*. St. Louis, Missouri: Jefferson National Expansion Historical Association and the National Park Service, 1979.
- Dunne, Gerald T. *The Missouri Supreme Court: From Dred Scott to Nancy Cruzan*. Columbia, Missouri: The University of Missouri Press, 1993.
- Ehrlich, Walter. *Dred Scott's Struggle for Freedom*. Westport, Connecticut: Greenwood Press, 1979.
- Fehrenbacher, Don E. *Slavery, Law, and Politics: The Dred Scott Case in Historical Perspective*. New York, NY: Oxford University Press, 1981.
- Primm, James N. *Lion of the Valley: St. Louis, Missouri*. Boulder, Colorado: Pruett Publishing Company, 1990.

Note: Many of these books are available through the Jefferson National Parks Association. Call (314) 231-5474 or (800) 537-7962 or visit [www.historydirect.com](http://www.historydirect.com).





## ADDITIONAL RESOURCES

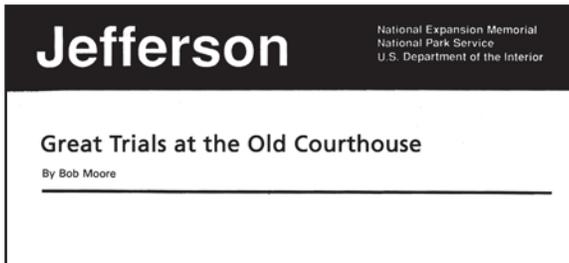
### Museum Gazettes



“Freedom on Trial - The Dred Scott Case”  
“Virginia Minor: Genteel Crusader for Women’s Rights”

Jefferson National Expansion Memorial  
11 North Fourth Street  
St. Louis, MO 63102  
(314) 655-1700

### Site Bulletins



“Great Trials at the Old Courthouse”  
“The Dred Scott Decision”  
“The Old Courthouse”

Jefferson National Expansion Memorial  
11 North Fourth Street  
St. Louis, MO 63102  
(314) 655-1700

### Videos



*America’s Battlegrounds*, 60 min., St. Louis, 1994. (segment 2: *Dred Scott*)

*Touring the Gateway Arch: Behind the Scenes at a National Memorial*, 30 min., JNEHA, 1994. (*Old Courthouse segment*)

*12 Angry Men*, Sidney Lumet, 93 min., MGM UA Home Video, Santa Monica, 1957. (*black & white*)

### Internet



Our address on the World Wide Web is:  
[www.nps.gov/jeff](http://www.nps.gov/jeff)  
Jefferson National Expansion Memorial  
11 North Fourth Street  
St. Louis, MO 63102  
(314) 655-1700

For more information on the National Park Service, visit the agency’s home page at:  
[www.nps.gov](http://www.nps.gov)

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