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| Time | Location | Event | Participants |
|  |  | **Arrival and Security*** Students arrive at courthouse
* Students proceed through security to Courtroom
 |  |
| 10 mins | **Courtroom**  | **Welcome and setting the stage*** Judge welcomes the students to the MDNC and the 1st Amendment program.

**Introduction to MDNC*** Judge introduces himself/herself
* Art. III, § 1 (creation of the courts)
* Dist. Cts. (trial), Circuit Cts. (appeal), Supreme Ct.
* Where we fit in – MDNC
* Types of cases heard in federal court (civil & criminal)
* Focus today is on 1st Amendment
 | Judge |
| 15 mins | **Courtroom**  | **Student Expression in Public Schools – Initial Thoughts*** Judge asks students preliminary questions to break the ice and start conversation on the issue of free speech in public schools.
* (1) What does freedom of expression and speech mean to you?
* (2) Do you believe those rights have limits?
* (3) What do you believe is the purpose of schools and public education?
* (4) By a show of hands, have you seen a disruption in a classroom and, (if a student is willing), what was the effect of the disruption on the classroom?
* (5) By a show of hands, are you familiar with the Supreme Court case Tinker v. Des Moines Independent School District (black armband to protest the Vietnam War)?
* Judge sets up the scripted oral argument that follows.
* Judge forecasts that after the scripted oral arguments, the judge and students will apply the lessons of Tinker to other student speech situations – in a speech for class government, in a school newspaper, and outside of school.
 | Judge  |
| 30 mins | **Courtroom** | **Mr./Ms. Chief Justice, May it Please the Court*** Students participate in a scripted oral argument for Tinker.
* There are speaking roles for: (8) Associate Justices, (1) Chief Justice, (4) Attorneys for the Students, (4) Attorneys for the School District. *Students will already have their assigned roles & the script. Students will have highlighted their speaking parts.*
* Remind the rest of the students that after the oral argument they will discuss with the judge how Tinker applies to other student speech situations.
* Begin scripted oral argument.
 | Judge  |
| 20 mins | **Courtroom** | **How Far Can a School Go? Food for Thought*** The students who did not have a speaking role in the oral argument are expected to participate in this portion (and, of course, all other students are welcome).
* Judge asks for a volunteer to summarize the ruling in Tinker. Do the students think the Supreme Court got it right in Tinker?
* Judge poses hypothetical based on Fraser. What do the students think?
* Judge poses hypothetical based on Hazelwood. What do the students think?
* Judge poses hypothetical based on Mahanoy Area School District. What do the students think? What are the possible implications if schools could limit students’ off-campus speech?
 | Judge  |
| 20 mins | **Courthouse** | **Courthouse Tour:*** Other courtrooms if available
* U.S. Marshals holding cells if available
* Docketing
* Grand jury room if available for final Q&A with students
 | Judge  |