|  |  |  |  |
| --- | --- | --- | --- |
| 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 |