



Using Mock Trials to Cultivate 21st Century Skills in the World History Classroom

Entrance Ticket

Turn and talk to a person next to you:

What is a mock trial? How is it different from a debate?

Essential
Question



How do mock trials help us understand the full picture of a historical event?



Agenda

- About mock trials in our classrooms
- The journey we took
 - Asking questions
 - Real world connections
 - Using our voices
 - Connections to Habits of Mind
 - What we learned
- The answer to our EQ
- Our suggestions for future trials

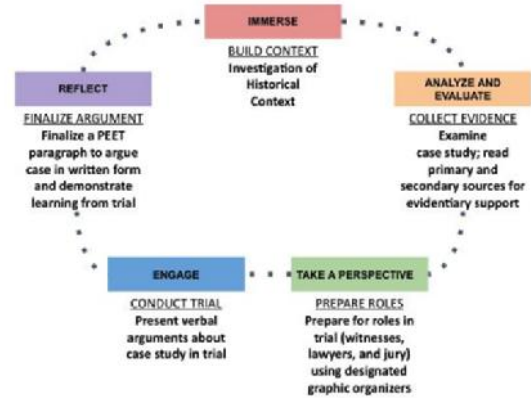


**Comfort Women
Mock Trial**

"Should the current Japanese government be held responsible for the crimes committed against the Comfort Women during World War 2?"



Mock trial methodological cycle



Asking Questions

Open-ended to a comfort women:
What happened to you in the Japanese brothels?

Close-ended to the Japanese PM:
You denied the comfort woman's story, correct?

Real World Connections

Research, argumentative thinking skills, formal communication, preparation, speaking up and being more open

Being aware of what our country or what other countries around the world are doing.

Using

'Comfort women' statue explained

Girl
 "The girl represents those who were forcefully and systematically sexually abused by the Japanese (during WWII)."

Hair
 "We showed how these girls had their relationships (with family and friends) cut off against their will through the statue's cropped hair."

Face
 "The face is of one who is angry about their treatment, but unafraid and with the will to resolve this issue."

Bird
 "The bird is a symbol of peace, freedom and liberation. It connects those victims who 'returned to the sky' and the ones who are still left on the ground."

Empty Chair
 "People can sit in the shoes of the victims and think 'what if it was me?', 'what if it was my family, my sister?'"

Shadow
 "Despite the statue being a girl, its shadow is that of an old woman. It represents the hardship the victims had to suffer all this time."

Heels
 "The heels are unattached to the ground, this represents the unstable lives of the victims, regarded as 'sluts' or 'prostitutes' and treated coldly by society"

Fists
 "The clenched fists represent how the victims will no longer stay silent about Japan's war crimes and want to tell the truth."

Using Our Voices

No matter what position you were in you had a crucial role in the trial.
 If you're shy you learn to speak up more.
 You learn to speak professionally.
 Going into the trial we all had about 2 weeks of preparation.

Connection to School Culture and Habits of Mind

At BACS, we have habits of mind that guide our school culture and curriculum

- Upstanderness
- Self-Advocacy
- Zest
- Collaboration
- Creativity
- Organization
- Integrity
- Humility

HABITS OF MIND
 Blackstone Academy Charter School

Integrity

Integrity: telling the truth to or being honest with oneself and others.

During the Mock Trials we all showed integrity by swearing in. People that were witnesses had to raise their hand and swear in to tell the truth. If you did not tell the truth it would have a major effect on your grade

Self Advocacy

Self advocacy is being empowered so you are the director of your own life.

This relates to the mock trials because after participating in it you build this skill and become better at advocating for yourself and making yourself heard.

Creativity

Creativity is having the ability to use your imagination or your original thought to make a personal statement.

The Mock Trial in general is a creative learning experience. It gives us a chance to know both perspectives of the situation within our peers.

Collaboration

Collaboration is working successfully with others by listening, contributing, leading and learning from your other group members.

It relates to the mock trials because you have to work with other people to win the case. Specifically, you get better at listening and learning from them for the better of the case.

Humility

Awareness that everyone has strengths and weaknesses.

Humility takes part in the mock trial by: reflecting on your performance as a presenter and a teammate so you can improve for the next trial.

Organization

Giving structure to one's thinking, one's work and one's life.

Organization helps with mock trials because it...
Organizes information/evidence used for mock trials
Helps a person put their thoughts in order
Ensures that you follow organized court procedures

Upstanderness

Demonstrating active compassion, even when afraid or in front of a crowd.

The Mock trials connected to upstanderness by pushing others who are more quiet to join in on the conversation.
Mock trials give others a chance to speak and express themselves.
We had to put ourselves in our witness's shoes and were able to imagine how people in history felt.

Zest

Zest is having eagerness and energy to achieve.

In the Mock Trial you wouldn't accomplish learning from the Mock Trial with a bad attitude.

Mock trials make it easier for everyone to be heard.

What We Learned

Recognize bias

Follow court procedures

Law career experience

**Recommendations
for Improving Mock
Trials**

The teacher should give the students a chance to be a judge.

Maybe we could also have the students dress up as the time period that event happened.

Have an unbiased jury members to decide which side won even if it's a few teachers or kids from other classes.

Teachers should know that students need a sufficient amount of preparation time.

Answer to the Essential Question

**Mock trials helps us see
both sides of history so that
we can make informed
evaluations of events.**

Exit Ticket

What are your thoughts on the opportunities presented by mock trials?

Do you see yourself using them in the future? If so, how?

Final Thoughts

We hope that this presentation has inspired you to incorporate mock trials in your classrooms because...