

# YOU BE THE JUDGE

## Lesson Plan Summary



### OBJECTIVE

- Students will be able to describe the appellate process and how a case is appealed.
- Students will be able to identify what it means to analyze court cases using the standards of fairness and objectivity and describe the process for considering relevant issues and facts presented in court cases.

### INQUIRY QUESTIONS

- What do you see as the benefits and drawbacks of the appellate process?
- Is it possible to be fair and objective in analyzing the issues in a court case? Why or why not?

### COLORADO ACADEMIC STANDARDS

**SS.HS.4.2.EOb.** Identify the structure, function, and roles of current members of local, state, and national governments. Including but not limited to: understanding the three branches of government at each level of government.

**SS.HS.4.2.EOf.** Evaluate the role of the judicial system in protecting life, liberty, and property for all persons in the United States

### ACTIVITIES

Lecture/Reading, You Be the Judge Activity, Continuum Activity

### MATERIALS

“You be the Judge” Case Worksheets, Reading (if using), masking tape

### GRADE LEVEL

High School

### TIME

One class period

### KEY TERMS

**Appellant:** Party appealing the lower court’s decision.

**Appellee:** Party prevailing in the lower court and arguing, on appeal, against setting aside the lower court’s decision.

**Appellate Brief:** Establishes the legal argument for the party, explaining why the reviewing court should affirm or reverse the lower court’s judgment based on legal precedent and citations to the controlling cases or statutory law.

**Oral Arguments:** Presentation of a case before a court by spoken word. Lawyers or parties representing each side in a dispute have 30 minutes to make their case and answer questions from Supreme Court justices and 15 minutes in the Court of Appeals.

**Opinion:** Written decision made by appellate courts after reviewing briefs and hearing Oral Arguments in a case.

**Certiorari:** A legal order by which a higher court commands a lower court to certify or to send up a record of a trial or other proceedings in the lower court for the purpose of judicial review. “Granting certiorari” means agreeing to consider a request or appeal.

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## Lesson Background and Class Preparation



### KEY TERMS (CON'T)

**Per curiam:** By decision of a judge, or of a court in a unanimous agreement.

**Objective:** Expressing or dealing with facts or conditions as perceived without distortion by personal feelings, prejudices, or interpretations

**Fairness:** Ability to judge without personal feelings or interests and to make specific judgments in a particular case.

Find more legal terms in our [Courts in the Community Teaching Materials](#).

### LESSON BACKGROUND

The goal of this lesson is to help students understand the appellate process, how a case is appealed and how cases are argued and analyzed using standards of fairness and objectivity. You can choose to lecture about the process or have students read about it. We want students to understand that the appellate process ensures justice by reviewing decisions made in lower courts. Unlike trial courts, appellate courts do not preside over trials, hear testimony from witnesses, or consider new evidence. Instead, they examine the trial record to determine whether legal errors were made that could have affected the outcome of the case. Appeals are not automatic and typically require a valid legal basis, such as a mistake in how the law was applied or in trial procedures.

This is a lesson from our Courts in the Community curriculum. Find out more about this program ([coloradojudicial.gov/courts-community](http://coloradojudicial.gov/courts-community)) and our lessons ([coloradojudicial.gov/community-and-educational-resources/lesson-plans](http://coloradojudicial.gov/community-and-educational-resources/lesson-plans)).

### CLASS PREPARATION

- Write lesson objective and key terms on the board or on the screen.
- Review Tips for Diverse Learners on p. 14 to consider how best to engage your students with the content.
- Determine which cases you want the students to discuss:
  - **Case #1:** Students who are part of a vampire club called The Fangtastics at Central High School post vampire-related content on the student wall of their's school's official FaceBook page. When the principal decides not to recognize The Fangtastics as a legitimate school club because she believes it endorses dangerous cult activity, a student posts a critical satire about the decision on the student wall. The student administrator of the wall does not remove the satire or student postings about the club. The principal makes the students remove the content, claiming that all the students violated school policies by posting content that threatened a safe and efficient learning environment. The students claim that their First Amendment rights were violated and sue the principal and the school district in federal court.

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## Class Preparation



### CLASS PREPARATION

- **Case #2:** Prairie Grove has redesigned a 50-acre park in the center of the city. The city council wants to preserve some elements of nature in the park, undisturbed by city noise, traffic, pollution, and crowding. It is a place where people can go and enjoy trees and flowers; there are also playgrounds and picnic areas. At all entrances to the park the following sign has been posted: **No Vehicles in the Park.** Bikes are not allowed in the park and people wanting to bike from one side of town to the other have to ride all the way around the park. One day, Angelina Martin decides to ride her bike through the park because she is late for work. She is stopped by police who fine her for violating the law. Angelina sues in municipal court saying the law is too restrictive and there should be an exemption for bicycles. She wins but the city appeals to the Court of Appeals, claiming that an exemption for bicycles will lead to exemptions for unicycles, scooters, skateboards and more.
- **Case #3:** Terry Smith was fired by his employer Burgers or Bust, a fast-food restaurant, after another employee reported to the manager that Smith called a customer a "scum bag" during a disagreement. The manager, who fired Smith, did not witness the exchange between Smith and the customer. Smith denies calling the customer anything and says the customer called him a scum bag. Smith and the customer each have one witness to the incident who supports their claim. The manager says that Smith could be terminated at will and that there was good cause. Smith disputes the terms of his work contract and contends there was not good cause. Smith sues his employer, claiming wrongful discharge from employment and that he was really fired because he is Jehovah's Witness and won't work on Saturdays. Smith says he has evidence the manager has been "looking for reasons to fire him" before the disagreement. Smith is seeking reinstatement and damages in the amount of lost earnings. The case goes to the Colorado Civil Rights Division, who determines Smith has a right to sue.
- Make copies of worksheets for the cases you are using. You may want to divide the students into three groups, one for each case, or have smaller groups with some groups reviewing the same case.
- Make copies of the reading, if you are using.
- Consider doing the Continuum Activity, where students stand on a line on the floor to show how they think a case should be decided. Place masking tape in a long line on the floor and have students stand on the line showing which side they agree with and to what degree.

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## Class Lecture



### CLASS LECTURE

#### Who Can Appeal

- In civil cases, either party can appeal to a higher court. In criminal cases in Colorado, the defendant has an automatic right to appeal.
- In criminal cases, the prosecution may appeal only under limited circumstances before a verdict, usually on specific points of law. Post-verdict appeals by the prosecution are restricted due to the protection against double jeopardy under the U.S. Constitution.
- After exhausting state-level appeals, criminal defendants may seek a federal review through a **writ of habeas corpus**, arguing violations of federal constitutional rights.

#### What Can Be Appealed

- Not all cases are eligible for appeal. A legal basis must exist—typically a claim that the trial involved procedural errors or a misapplication of the law.
- An appeal is not a retrial and does not involve new evidence or witnesses. Instead, appellate courts review the trial record, briefs, and legal arguments to determine whether a significant legal error occurred.
- The Colorado Court of Appeals must hear all properly filed appeals. In contrast, the Colorado Supreme Court selects which cases to hear and grants certiorari to approximately 10% of petitions.

#### Steps in the Appellate Process

- Notice of Appeal: Filed by the appellant to begin the process.
- Record on Appeal: Complete record from the lower court is submitted.
- Briefs:
  - Opening Brief (Appellant): Outlines legal errors and arguments.
  - Answer Brief (Appellee): Responds to the appellant's arguments.
  - Reply Brief (Appellant): Optional rebuttal to the appellee's points.
  - Amicus Briefs: Third parties may submit supporting arguments.
- Oral Argument: Optional opportunity for attorneys to summarize arguments and answer judges' questions.
- Deliberation: Judges meet to discuss and vote. Opinions are issued (majority, concurring, or dissenting).

#### How Judges Analyze an Appellate Court Case

- Analyzing a case begins with examining witness statements. Not all testimony carries equal weight. Misperceptions, forgetfulness, reticence, or motives for dishonesty can all affect credibility.
- Judges think about the following questions:
  - Did the witness experience the event firsthand, are they repeating what someone else told them or are they simply speculating as to what happened?

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## Class Lecture (con't)



### CLASS LECTURE

- Does the witness have a motive to lie (e.g., personal gain or avoiding punishment)?
- Does the story logically align with other evidence?
- There are usually at least two sides to every story, so they objectively ask, “What makes sense here? Which story is the most logical?”
- Then they compare statements with the physical evidence—documents, photographs, contracts, etc. If testimony contradicts “cold, hard facts” it likely isn’t reliable. They apply all relevant statutes and case law objectively to the scenario.

### Oral Arguments

- Appeals courts often make decisions only on the basis of the written briefs but sometimes they hear Oral Arguments
- Oral argument is a structured yet dynamic part of the appellate process. Each attorney must be well-prepared, having reviewed all facts and legal authorities.
- The attorney must identify two or three of their strongest arguments that have the best chance of convincing the court. Sometimes, this will mean emphasizing the strengths of a part of the written brief, or a counter position to an opponent’s argument, or a combination of both.
- The attorney should talk to the court in a conversational manner and not read the argument. In response to individual court members’ questions, the attorney must answer each question directly and candidly. Thus, as part of preparation, the attorney must consider concerns that court members might have about the case and anticipate questions that may be asked.
- The attorney should frame his or her entire talk around the perspective of what would be important to know and take into consideration if the attorney were on the court and had to decide the case.
- Appellants present first and may reserve part of their time for rebuttal.
- In the Colorado Supreme Court: Each side gets 30 minutes.
- In the Colorado Court of Appeals: Each side gets 15 minutes.
- Judges assess not just persuasiveness but legal reasoning. Oral argument often clarifies written briefs and can influence the court’s decision.

### How lawyers prepare for oral argument

- Review briefs and relevant law
- Summarize the case and their arguments
- Prepare to answer questions from the Court
- Anticipate sticking points with some justices/judges
- Practice in front of mirror



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## Class Lecture (con't)



### CLASS LECTURE

#### Colorado Supreme Court

- All seven justices take part in every case (unless there's a conflict of interest)
- Each side is given 30 minutes during Oral Arguments.
- After the completion of Oral Arguments or review of briefs, justices meet to take a tentative vote
- Chief Justice assigns case to one justice who has voted in the majority
- Occasionally Supreme Court will issue unsigned opinion called a per curiam
- The justice assigned to the case writes the court's majority opinion; other justices can write concurring or dissenting opinions
  - Concurring opinion: a justice agrees with the majority opinion but not for the same reasons
  - Dissenting opinion: a justice disagrees with the result reached by the majority of the other justices

#### Colorado Court of Appeals

- Three judges (out of 22) decide each case
- Composition of each panel of three judges rotates so all judges handle equal workload
- Majority is necessary to make a ruling
- After the completion of Oral Arguments or after reviewing the briefs, panel judges meet to take a tentative vote
- Usually a case is assigned to a particular judge for the writing of the opinion before the oral argument or review of briefs, but assignment may change after the panel discusses the case
- Judge assigned to the case writes court's majority opinion
- Other judges on the panel can write concurring or dissenting opinions

#### Outcomes and Judgments

- The appellate court may affirm (uphold), reverse (overturn), or remand (send back) the case for further proceedings
- If the appeals court affirms lower court's judgment
  - Case can end
  - Losing party can appeal to a higher court
  - The lower court decision stands if appeals court dismisses the appeal
- If judgment is reversed
  - Appellate court will send the case back to the lower court
  - Order the trial court to take further action
  - May order that:
    - New trial be held
    - Trial court's judgment be modified or corrected
    - Trial court reconsider the facts, take additional evidence, or consider case in light of a recent decision by the appellate court

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## Lesson Instructions



### INTRODUCTION (1 minute)

Begin by saying: *"Today we are going to discuss the appellate process, how a case is appealed, how cases are argued and analyzed. We will start with an activity where you get to be the judge in a court case."*

### WARMUP

Read the lesson objective and key terms.

### DIGGING IN

#### Lecture/Reading (15 minutes)

Lecture or divide into small groups and do a read around, assigning parts of the reading.

#### Discussion (5 minutes)

Then discuss the following:

- What do you see as the benefits and drawbacks of the appeals process?
- Do you think it is possible to be fair and objective in analyzing the issues in a court case? Why or why not?

#### You be the Judge (25 minutes)

**Option 1:** Divide the students into three or more groups (depending on how big you want the groups) and hand out one court case with questions to each group. Have students complete the worksheet below about the case assigned, including arguments for the **appellant** (the party appealing the lower court's decision) and arguments for the **appellee** (the party prevailing in the lower court and arguing, on appeal, against setting aside the lower court's decision). Bring the class back together. Go through each case, having one student be a spokesperson to represent the arguments for the appellant and one for the appellee.

**Option 2:** Select one case and display on the screen. Walk through the facts, legal issues and arguments, asking students to share their ideas.

#### Take a Vote or Continuum Activity (15 minutes)

For each case (or the ones you have time to discuss):

**Take a Vote:** Have the students vote on how they would rule. Ask a few to share their reasoning.

#### OR

**Continuum:** Tell students to stand on the masking tape line, with one end marking they would definitely rule for the appellant, the other end for the appellee. Explain the following to the students:

- The line is a continuum, which means they can place themselves on the line based on how strongly they agree with one side.
- They can't stand in the middle; they have to take a position.
- They need to have a reason for their position.

Ask a few students to share their reasoning. Encourage the class to consider whether the reasons change their ruling. If so, they can move to a different position on the line.

Have students write one thing they learned about the appellate process.

### EXIT TICKET (2 minutes)

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## Reading: The Appellate Process



*By Colorado Supreme Court Justice Maria Berkenkotter*

The appellate process ensures justice by reviewing decisions made in lower courts. Unlike trial courts, appellate courts do not preside over trials, hear testimony from witnesses, or consider new evidence. Instead, they examine the trial record to determine whether legal errors were made that could have affected the outcome of the case. Appeals are not automatic and typically require a valid legal basis, such as a mistake in how the law was applied or in trial procedures.

Appellate courts serve two essential functions: checking judicial power and promoting uniform interpretation of the law. In Colorado, appellate courts include the Colorado Court of Appeals and the Colorado Supreme Court. Our appellate courts are composed of more than one judge or justice. That way it takes more than one jurist to review the work of another and to make decisions binding on lower courts. Our Court of Appeals sits in panels of three judges, and the Supreme Court is composed of seven justices who hear all cases before that court. The Court of Appeals must hear all properly filed appeals, while the Supreme Court selects only about 10% of cases submitted through a process called **certiorari**.

In a civil case, either party may appeal to a higher court. In a criminal case in Colorado, the defendant has a right to an appeal, while the prosecution has a limited right to appeal to determine certain points of law. Prosecution appeals usually occur before the actual trial is concluded and go directly to the Supreme Court for determination. Appeals by the prosecution after a verdict in a criminal case are not normally allowed because of the prohibition in the U.S. Constitution against double jeopardy or being tried twice for the same crime.

On the Court of Appeals, the composition of each panel of three judges rotates so all judges handle an equal amount of arguments. The judges discuss the case and take a vote to determine the views of the panel; at least two of the three judges on a panel must agree for an opinion to be issued. Usually, a case is assigned to a particular judge for the writing of the opinion before the actual oral argument or review of the case, but that assignment may change after the panel discusses the case. The other judges on the panel can write concurring or dissenting opinions if they so choose.

All seven justices on the Supreme Court hear and take part in every case reviewed by the Supreme Court (unless there is a conflict of interest). Immediately after the completion of Oral Arguments or review of the case, the justices meet in a conference room to determine the views of the members of the court and take a tentative vote. A majority is necessary to make a ruling in each case the court hears. The chief justice presides, and, in general, the members of the court express their views in order of seniority, with the most junior justice opening the discussion.

The chief justice assigns the case to one of the justices who has voted in the majority. The justice assigned to the case will, in most instances, write the court's majority opinion. The opinion is a statement of the court's decision and the reasons upon which that decision is based. The opinion may go through several drafts before a majority of the court agrees with it. Other justices can write concurring or dissenting opinions in the case. A concurring opinion is one in which a justice agrees with the majority opinion but not for the same reasons. A dissenting opinion is one in which a justice



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## Reading: The Appellate Process (con't)



disagrees with the result reached by the majority of the other justices. However, the majority opinion is the official opinion of the court in the case. Occasionally, the Supreme Court will simply issue an unsigned opinion. These are called *per curiam* (by the court).

Criminal defendants convicted in state courts have a further safeguard. After using all their rights of appeal on the state level, they may file a writ of habeas corpus in the federal courts in an attempt to show that their federal constitutional rights were violated. The right of a federal review imposes the check of the federal courts on abuses that may occur in the state courts.

### Breaking down the Appellate Process

Appeals are argued in written documents called briefs. While briefs contain a recitation of the facts (as determined by the jury or the trial court), their focus is on legal arguments. Oral arguments are held in some cases to allow the judges or justices an opportunity to ask the parties questions, as well as to give the attorneys a chance to argue their cases directly to the judges or justices.

Appellate courts decide appeals in writing. Their orders are called opinions. The whole body of appellate opinions is known as case law. Some (but not most) of the opinions by the Colorado Court of Appeals are published, while all of the opinions by the Colorado Supreme Court are published. Any published opinion by an appellate court constitutes precedent, which means that it must be followed in the future.

Precedents from the appellate courts must be followed by the trial courts (both district courts and county courts). Appellate courts, too, must follow precedents from higher appellate courts. So, for example, the Colorado Court of Appeals must follow opinions published by the Colorado Supreme Court, but the Colorado Supreme Court is not bound by opinions published by the Colorado Court of Appeals. Of course, the Colorado Supreme Court must follow its own opinions from the past. It can't disregard them just because the justices on the court now think differently than the justices who were on the court at the time of the prior opinion.

Not all published case law is binding. That means Colorado's appellate courts are not bound to follow opinions from Montana's appellate courts (and vice versa). If the case law is from a higher court in the same jurisdiction, then it is binding.

### How Judges Analyze a Court Case

The legitimacy of trials depends on the notion that trials represent a "search for the truth." In our justice system, juries and trial judges are expected to base their verdicts on what really happened. We are all, to some extent, influenced by our own backgrounds. Lawyers and judges must set aside personal biases and think objectively about the facts and legal arguments presented.

Analyzing a case begins with examining witness statements. Not all testimony carries equal weight. Misperceptions, forgetfulness, reticence, or motives for dishonesty can all affect credibility. For example, if the police say someone gave them permission to search a car, but the person says they didn't give permission, the jury or the trial court must decide who to believe. These credibility determinations allow juries and trial courts to decide what the facts are. We call these findings of fact.

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## Reading: The Appellate Process (con't)



Findings of fact are usually final when the case is reviewed on appeal, which explains why jury verdicts are generally not subject to change on appeal. What is usually argued on appeal is that the trial judge erred in applying the law while making a decision or ruling (such as allowing a particular item of evidence to be shown to the jury or permitting a witness to provide certain testimony).

Judges consider the following when they review a case:

- Did the witness experience the event firsthand or is she repeating what someone else told her or simply speculating as to what happened?
- Is there any motive to lie (e.g., personal gain or avoiding punishment)?
- Does the story logically align with other evidence?
- Remembering that there are two sides to every story and must objectively ask, “What makes sense here? Which story is the most logical?”

Then they will compare statements with the physical evidence—documents, photographs, contracts, etc. If testimony contradicts “cold, hard facts” it likely isn’t reliable. Lastly, they apply all relevant statutes and case law objectively to the scenario.

### **How Attorneys Prepare and Argue in an Appellate Court**

Oral argument is a critical part of the appellate process. It allows each side to clarify and emphasize key legal points before the judges and persuasively explain why their client’s position should prevail. It is dynamic—judges may interrupt at any point with questions. Lawyers must anticipate tough questions and remain flexible in their presentations. Strong preparation is critical.

To write a strong argument, lawyers must:

- Know the facts and issues inside and out.
- Understand relevant statutes and case law.
- Identify two or three of the strongest legal arguments.
- Anticipate and respond directly to judges’ concerns.
- Keep their tone conversational and avoid reading word-for-word from an outline
- Structure their time: Appellants can reserve rebuttal time (e.g., 10 minutes + 5-minute rebuttal).

Above all, attorneys should think from the court’s perspective: “What does the court need to know to make a just decision?”

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## Worksheet: Case 1 (Vampire Club)



### Case 1: Does the First Amendment Protect a Vampire Club?

Students who are part of a vampire club called The Fangtastics at Central High School post vampire-related content on the student wall of their's school's official FaceBook page. When the principal decides not to recognize The Fangtastics as a legitimate school club because she believes it endorses dangerous cult activity, a student posts a critical satire about the decision on the student wall. The student administrator of the wall does not remove the satire or student postings about the club. The principal makes the students remove the content, claiming that all the students violated school policies by posting content that threatened a safe and efficient learning environment. The students claim that their First Amendment rights were violated and sue the principal and the school district in federal court.

#### Find the Facts

*List the facts of the case. What are the most important facts? Are there any facts you need to know not listed above?*

#### Identify the Issues

*What rights are in conflict in this case? What questions or issues does this case ask the court to answer?*

#### List the Arguments

Students (Appellant) Arguments

Principal and School District (Appellee) Arguments

#### What should the judge decide?

Decision

Reasons for your decision

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## Worksheet: Case 2 (No bikes allowed!)



### Case 2: No bikes allowed!

Prairie Grove has redesigned a 50-acre park in the center of the city. The city council wants to preserve some elements of nature in the park, undisturbed by city noise, traffic, pollution, and crowding. It is a place where people can go and enjoy trees and flowers; there are also playgrounds and picnic areas. At all entrances to the park the following sign has been posted: **No Vehicles in the Park**. Bikes are not allowed in the park and people wanting to bike from one side of town to the other have to ride all the way around the park. One day, Angelina Martin decides to ride her bike through the park because she is late for work. She is stopped by police who fine her for violating the law. Martin sues in municipal court saying the law is too restrictive and there should be an exemption for bicycles. She wins but the city appeals to the Court of Appeals, claiming that an exemption for bicycles will lead to exemptions for unicycles, scooters, skateboards and more.

#### Find the Facts

*List the facts of the case. What are the most important facts? Are there any facts you need to know not listed above?*

#### Identify the Issues

*What rights are in conflict in this case? What questions or issues does this case ask the court to answer?*

#### List the Arguments

City of Prairie Grove (Appellant) Arguments

Angelina Martin (Appellee) Arguments

#### What should the judge decide?

Decision

Reasons for your decision

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## Worksheet: Case 3 (Wrongful Termination)



### Case 3: Wrongful Termination

Terry Smith was fired by his employer Burgers or Bust, a fast-food restaurant, after another employee reported to the manager that Smith called a customer a "scum bag" during a disagreement. The manager, who fired Smith, did not witness the exchange between Smith and the customer. Smith denies calling the customer anything and says the customer called him a scum bag. Smith and the customer each have one other witness to the incident who supports their claim. The manager says that Smith could be terminated at will and that there was good cause. Smith disputes the terms of his work contract and contends there was not good cause. Smith sues his employer, claiming wrongful discharge from employment and that he was really fired because he is Jehovah's Witness and doesn't work on Saturdays. Smith says he has evidence that the manager has been "looking for reasons to fire him" before the disagreement. Smith is seeking reinstatement and damages in the amount of lost earnings. The case goes to the Colorado Civil Rights Division, who determines Smith has a right to sue.

#### Find the Facts

*List the facts of the case. What are the most important facts? Are there any facts you need to know not listed above?*

#### Identify the Issues

*What rights are in conflict in this case? What questions or issues does this case ask the court to answer?*

#### List the Arguments

Terry Smith (Appellant) Arguments

Burgers or Bust restaurant (Appellee) Arguments

#### What should the judge decide?

Decision

Reasons for your decision



# TIPS FOR DIVERSE LEARNERS



- Post key terms on the board or on the screen for students to revisit.
- Introduce key vocabulary the day before the lesson and review before teaching the content, either through a handout or a document you create using your school's virtual classroom tool.
- Consider having students make a drawing or sketch about the concepts being taught, which could be posted in the room to add with learning. Prompt students to use these drawings and other visuals to remember vocabulary words or skills that have been taught.
- Combine students with varying learning abilities, interests, language proficiencies, or other skill strengths into groups of two or more for the reading activity to provide peer support throughout a lesson. You may want to alter the makeup of working groups according to the activity at hand, e.g. sometimes heterogeneous grouping is appropriate, where at other times, same-language or more homogenous groups may work best.
- Provide a T-chart or graphic organizer for note taking, or project one as you are teaching the content to help students track on the content.
- Allow students to demonstrate their knowledge through a range of options, such as written responses, presentations, projects or oral assessments.
- Empower students to share their thoughts and experiences about how the concept being taught has impacted Americans throughout history.
- Work with a partner or in a small group.
- Assign roles to students to help them in completing activities.
- Add pictures, photos or other visual aids to help explicitly teach skills.
- Try different discussion techniques, including jigsaw, fishbowl or wrap around.

# EDUCATIONAL RESOURCES



## COLORADO JUDICIAL DEPARTMENT RESOURCES

Lesson Plans: [coloradojudicial.gov/community-and-educational-resources/lesson-plans](https://coloradojudicial.gov/community-and-educational-resources/lesson-plans)

Supreme Court or Court of Appeals tours: [cjlccolorado.gov/book-a-tour-of-the-ralph-l-carr-judicial-center](https://cjlccolorado.gov/book-a-tour-of-the-ralph-l-carr-judicial-center)

Visit the Judicial Learning Center: [cjlccolorado.gov](https://cjlccolorado.gov)

## JUDICIAL DEPARTMENT INFORMATION

Colorado Supreme Court: [coloradojudicial.gov/supreme-court](https://coloradojudicial.gov/supreme-court)

Colorado Court of Appeals: [coloradojudicial.gov/court-appeals](https://coloradojudicial.gov/court-appeals)

Map of Colorado Judicial Districts: [coloradojudicial.gov/colorado-judicial-district-map](https://coloradojudicial.gov/colorado-judicial-district-map)

Supreme Court Library: [cjlccolorado.gov/colorado-supreme-court-library](https://cjlccolorado.gov/colorado-supreme-court-library)

## OTHER EDUCATIONAL RESOURCES

Glossary of Legal Terms: [uscourts.gov/glossary](https://uscourts.gov/glossary)

Ben's Guide to the U.S. Government: [bensguide.gpo.gov](https://bensguide.gpo.gov)

Bill of Rights Institute: [billofrightsinstitute.org](https://billofrightsinstitute.org)

Center for Civic Education: [civiced.org](https://civiced.org)

Digital Civics Toolkit: [digitalcivicstoolkit.org](https://digitalcivicstoolkit.org)

iCivics: [vision.icivics.org](https://vision.icivics.org)

Colorado Council for the Social Studies: [coloradocouncilforthesocialstudies.org](https://coloradocouncilforthesocialstudies.org)

Annenberg Guide to the Constitution: [annenbergclassroom.org/constitution](https://annenbergclassroom.org/constitution)

Constitution Annotated: [constitution.congress.gov](https://constitution.congress.gov)

The Constitutional Sources Project (ConSource): [consource.org](https://consource.org)

Teach Democracy: [teachdemocracy.org/curriculum](https://teachdemocracy.org/curriculum)

The Rendell Center for Civics and Civic Education: [rendellcenter.org](https://rendellcenter.org)