

## Lesson plan: Courtroom role play based on 'These Walls' performance at York Castle Museum

<b>Background:</b>	<p>This lesson plan and supporting resources are designed around a performance by the York Theatre Royal Youth Theatre working in partnership with York Castle Museum (highlights video available on YouTube). The performance is based in part on a true story of a young woman who was hanged at York Castle in 1803 at the age of 19, having been convicted of killing her new-born baby.</p> <p>This lesson allows KS3/KS4 students to take on roles within the courtroom situation considering this case, arguing the two sides and reaching a verdict. It could be used to increase awareness of the justice system (Citizenship), allow students to participate in different roles in a formal debate (Spoken English). The lesson could also be used for history lessons, drama lessons or groups.</p>
<b>Session Aim:</b>	<p>The session will allow students to participate in a 'courtroom' scenario where they can argue different viewpoints and have a greater awareness of the concepts of justice/injustice and criminal justice system. Students will weigh up evidence, make a case, assess and respond to competing arguments.</p>
<b>Learning objectives:</b>	<ul style="list-style-type: none"><li>• Be able to participate in a formal debate</li><li>• Be able to assess evidence provided and present a reasoned argument</li><li>• Be able to compare viewpoints and reach a decision</li><li>• Be able to identify the key roles in a courtroom situation</li><li>• Have the opportunity to improvise and perform in a dramatic setting, using role, tone, volume and mood</li></ul>
<b>Time:</b>	<p>1.5/2 hours (double lesson) or could be done over two lessons.</p>
<b>Resources provided:</b>	<p>Videos available on the York Museums Trust YouTube channel, lesson plan, teacher briefing information and presentation, roles allocation cards, student briefing sheets and supplementary activity worksheet/quiz.</p>

## Links to the National Curriculum:

<p><b>Citizenship:</b></p>	<p><b>Purpose of Study:</b> Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.</p> <p><b>Aims:</b> develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced</p> <p><b>Attainment targets – pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>• the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals <b>(KS3)</b></li> <li>• the legal system in the UK, different sources of law and how the law helps society deal with complex problems <b>(KS4)</b></li> </ul>
<p><b>English (Spoken Language) KS3</b></p>	<p><b>Pupils should be taught to speak confidently and effectively:</b></p> <ul style="list-style-type: none"> <li>• using Standard English confidently in a range of formal and informal contexts, including classroom discussion</li> <li>• giving short speeches and presentations, expressing their own ideas and keeping to the point</li> <li>• participating in formal debates and structured discussions, summarising and/or building on what has been said</li> <li>• improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> </ul>
<p><b>English (Spoken Language) KS4</b></p>	<p><b>Pupils should be taught to speak confidently, audibly and effectively, including through:</b></p> <ul style="list-style-type: none"> <li>• using Standard English when the context and audience require it</li> <li>• working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines</li> <li>• listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary</li> <li>• planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates</li> <li>• listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation</li> <li>• improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> </ul>
<p><b>History KS3</b></p>	<p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>• ideas, political power, industry and empire: Britain, 1745-1901 – for example:             <ul style="list-style-type: none"> <li>○ party politics, extension of the franchise and social reform</li> </ul> </li> </ul>

Timings	Learning activities	Resources
15 mins	Teacher to introduce the session, outline learning outcomes (available in PowerPoint presentation) and show class the video "These Walls" (captioning/subtitle option available).	Teacher briefing sheet Presentation (includes link to video, learning outcomes and background)  Video can also be accessed directly: <a href="https://youtu.be/sH5ujiGJP98">https://youtu.be/sH5ujiGJP98</a>
30-40 mins	Teacher to allocate roles to the class (this can be done randomly by picking a card or roles allocated to specific students) as follows: <ul style="list-style-type: none"> <li>• 12 x jurors (they will then choose a foreperson)</li> <li>• 1 x judge</li> <li>• 1 x witness for the prosecution (Annabella Wilson)</li> <li>• 1 x defendant (Martha Chapel)</li> <li>• The rest of the class to be split into two groups – prosecution and defence and each will allocate a barrister to present arguments/ask questions for each side.</li> </ul> <p>Briefing sheets to be provided to students for review which include details of the responsibilities of the role, background information and evidence as applicable (depending on their role).</p> <p>Teams to review their briefing sheets and prepare for their respective roles.</p>	Role cards sheet Student briefing sheets  Extension; activity worksheet /quiz, can also be issued to students with roles requiring less preparation.

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30-40 mins	<p>Teacher to facilitate courtroom discussion (process is outlined on a slide in the presentation) as follows:</p> <ol style="list-style-type: none"> <li>1. Prosecution opening statement / argument</li> <li>2. Prosecution to call their witness and ask them two questions</li> <li>3. Defence to cross examine the witness (two questions)</li> <li>4. Defence opening statement / argument</li> <li>5. Defence to call the defendant and ask them two questions</li> <li>6. Prosecution to cross examine the defendant (two questions)</li> <li>7. Prosecution closing speech</li> <li>8. Defence closing speech</li> <li>9. Judge to direct the jury</li> <li>10. The jury to agree on whether or not they find Martha guilty of murder (vote to be taken if not unanimous) and the foreperson to present their verdict (allow 3-5 minutes).</li> <li>11. The judge to summarise and announce the verdict / sentence (if applicable).</li> </ol>	Presentation
15-25 mins	<p>Teacher to summarise the session and facilitate a discussion reflecting on the activity.</p> <p>The points to be highlighted would vary depending on the curriculum focus but could include:</p> <ul style="list-style-type: none"> <li>• How laws and concepts of justice and injustice change over time, key similarities and changes in the criminal justice system since Martha's day (such as the fact that jury trials are still used, however, the death sentence has since been abolished in the UK)</li> <li>• How attitudes to illegitimacy and women's rights have changed since Martha's day.</li> <li>• That contemporary society is increasing aware of Mental Health issues.</li> <li>• That we have many rights and liberties in the UK which may be taken for granted but this was not always the case and there are places in the world whose citizens do not enjoy the same level of rights and protection</li> <li>• The importance of structured debate and argument in the justice process</li> <li>• The verbal skills and use of language used when presenting persuasive arguments</li> </ul>	<p>Teacher briefing sheet Presentation</p> <p>The 'Over to you'/points for reflection section of the activity sheet could be used here as a starting point if time allows.</p>

Timings	Learning activities	Resources
	<p>Additional activities are provided in the optional activity worksheet and quiz (this could be provided as homework or extension/differentiated task):</p> <ul style="list-style-type: none"><li>• Key roles in the criminal justice system (exemplar answers provided for students to self-check)</li><li>• Terminology quiz (answers provided for students to self-check)</li><li>• 'Over to you', points for reflection (could be used in the discussion section of the lesson or as a homework task for consideration at the next lesson).</li></ul>	Worksheet and quiz