

#1 INTERNATIONAL BESTSELLING AUTHOR

JOHN GRISHAM

A GUIDE FOR
TEACHERS & LIBRARIANS

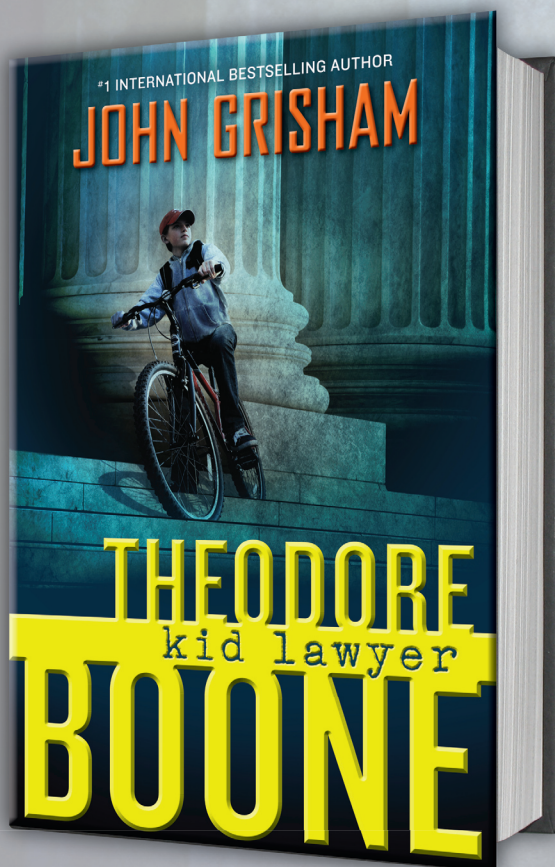
BRING THE COURTROOM
TO THE CLASSROOM



THEODORE
kid lawyer
BOONE

Dutton Children's Books

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www.TheodoreBoone.com • www.penguin.com/teachersandlibrarians



A PERFECT MURDER
A FACELESS WITNESS
ONE PERSON KNOWS THE WHOLE TRUTH ...
AND HE'S ONLY THIRTEEN YEARS OLD
MEET THEODORE BOONE
ABOUT THE BOOK

In the small city of Strattenburg, there are many lawyers, and though he's only thirteen years old, Theo Boone thinks he's one of them. Theo knows every judge, policeman, court clerk—and a lot about the law. He dreams of being a great trial lawyer, of a life in the courtroom.

But Theo finds himself in court much sooner than expected. Because he knows so much—maybe too much—he is suddenly dragged into the middle of a sensational murder trial. A cold-blooded killer is about to go free, and only Theo knows the truth. The stakes are high, but Theo won't stop until justice is served.

Brimming with the intrigue and suspense that made John Grisham a #1 international bestseller and the undisputed master of the legal thriller, *Theodore Boone: Kid Lawyer* will keep readers guessing and pages turning.

ABOUT THE AUTHOR



JOHN GRISHAM

is the author of 21 novels, one work of nonfiction, and one collection of stories.

His works have been translated into 38 languages. *Theodore Boone: Kid Lawyer* is his first book for children.

He lives in Virginia and Mississippi.



Photo © Bob Krasner

YOU'LL FIND THE FOLLOWING MATERIALS INCLUDED IN THIS BOOKLET:

ANTICIPATION GUIDE: PRE-READING ACTIVITY

- Students will use this worksheet to express their opinions on different statements that relate to topics addressed in *Theodore Boone: Kid Lawyer*. After reading the novel, they will have the opportunity to reassess their original reactions. This activity provides a forum for discussing some of the ethical questions posed by the novel.

DISCUSSION QUESTIONS & EXTENSION ACTIVITIES

- Encourage your students to read more deeply and increase their reading comprehension and critical thinking skills by asking them to consider the discussion questions included in this guide. Broaden their reading experience by having them complete the suggested activities in groups, pairs, or as individuals.

READERS' THEATER

- Writing and performing a Readers' Theater can help students demonstrate an understanding of text structure by retelling and sequencing a story. Create your own *Theodore Boone: Kid Lawyer* performance piece and get your entire class or library group involved in the experience!

STORY ANALYSIS & MAKING CONNECTIONS: POST-READING ACTIVITIES

- Use these worksheets to help students identify story elements and then make connections between characters or simple events in *Theodore Boone: Kid Lawyer* with people and events in their own lives.

CROSS-CURRICULAR PROJECT IDEAS

- Extend your reading beyond your literature circles and into science, social studies, and language arts lessons. Complete an exercise in character analysis by asking students to create their own "I AM" and BIOPOEMS using the worksheets included in this booklet.

BRING THE COURTROOM TO THE CLASSROOM

- *Theodore Boone: Kid Lawyer* is the perfect literary introduction to the American judicial system. First, SET THE STAGE by using the diagram included in this booklet to let students use the novel to guide their understanding of the courtroom layout.
- Study the ROLES OF THE MEMBERS OF THE COURT DURING A TRIAL to gain understanding of how each person involved contributes to the events that need to occur in order to determine a verdict.
- To successfully bring the courtroom to the classroom students will need to learn essential courtroom and law terms. Go over the GLOSSARY OF LAW TERMINOLOGY and mark off the words students already know. In partners, students can then quiz each other on the remainder of the words. To reinforce meaning, students should write down sentences or create a dialogue-rich short story using each of the unfamiliar words. Students can use their new knowledge to complete the LAW VOCABULARY WORD SCRAMBLE and LAW TERMINOLOGY MATCHING GAME ACTIVITY SHEETS included in this booklet.

DEVELOPING DIVERGENT IDEAS: HOST A DEBATE!

- Much like a courtroom trial, debates in the classroom can help students grasp essential critical thinking and presentation skills. Using the headlines from your newspaper and the worksheets included in this booklet, give your students the opportunity to prepare both sides of an argument about a particular issue.

MAKE SUMMER READING ALL ABOUT MYSTERIES

- Summertime is the perfect time to get kids interested in mysteries and thrillers of all kinds; make *Theodore Boone: Kid Lawyer* the centerpiece of your summer reading program! Use the fantastic programming and display ideas included in this booklet to make your summer library events sizzle.

THEODORE BOONE: kid lawyer

ANTICIPATION GUIDE: PRE-READING ACTIVITY

Before students read *Theodore Boone: Kid Lawyer*, have them complete the anticipation guide below.

Instruct students to complete the chart below by placing a “+” sign in the box next to the statements for which they agree, and a “0” next to those for which they disagree. They must commit to agreement or disagreement—there are no conditional responses. Students should be assured that there are no correct or incorrect positions.

Once students have had the opportunity to complete the guide, read each statement aloud and ask students who agree to stand or raise their hands. Each student should be permitted to provide their rationale for agreeing if they wish. After students have finished reading *Theodore Boone: Kid Lawyer*, ask them to complete the second column of the chart. Have their answers changed? How so? Invite them to explain their thought process and how reading the novel may have altered their original positions.

BEFORE READING	AFTER READING	STATEMENTS
		Regardless of the consequences, speaking out against something you feel is wrong is always a good idea.
		People accused of a crime should be presumed innocent until proven guilty in a court of law.
		No matter the situation, you should always trust your family and friends.
		Evidence should always be given more consideration than an individual's word.
		Lawyers and juries always consider the evidence of the case over what they feel or think.

DISCUSSION QUESTIONS for **THEODORE BOONE:** *kid lawyer*

- Readers quickly learn about Theo's passion for law; what about this discipline is so appealing to him? What are you passionate about? How do you show your commitment to that area of interest?
- Describe Theo. What makes him such a dynamic character? Is he the type of person you would want to befriend? Why or why not?
- One of the important settings in the novel is the county courthouse. The narrator states, "Theo loved the courthouse, with its air of authority, and people hustling importantly about, and somber notices and schedules tacked to the bulletin boards. Most of all, Theo loved the courtrooms themselves." What makes the courthouse and, particularly, the courtrooms so special for Theo? Is there a public place that you are especially fond of visiting? If so, what makes this spot special to you?
- April Finnemore is described as "not just any girl." She is a special friend of Theo's, and he is sensitive to the difficult situation she is facing in which she must decide which parent she hopes to remain living with after her parents' divorce is finalized. Have you ever had a friend with a difficult home life? In what ways have you been able to help them cope with their situation?
- The law firm of Boone & Boone is much like a second home for Theo (he even has his own office); why does he spend so much time there? What does he glean from this daily exposure?
- Consider Theo's descriptions of his parents' offices. How does he describe these rooms, and what can readers infer about his parents' personalities and interests from these descriptions?
- Theo's understanding of the financial problems faced by Sandy Coe's parents allow him to offer Sandy sage advice which ultimately helps protect Sandy's home from being foreclosed by a mortgage company. Think of a time when you were able to offer a friend or acquaintance useful advice. In what ways did your counsel help your friend? Have you been given useful guidance from a friend? What made you decide to follow his/her suggestion? What were the ultimate results?
- From your experience, do you think it's difficult for most people to reach out for help? Consider the characters in the novel; who do they turn to for assistance? To whom do you turn when you are in need?
- Given the rarity of this type of case, the Duffy murder trial draws a great deal of attention from the media, as well as local citizens of Strattenburg. In your opinion, what makes a case like this so intriguing? Is there a local interest issue that you are following? If so, what is the case and what about it is interesting?
- Theo's uncle Ike is unconventional in many regards. What makes him such an interesting and unusual character? Do you have a relative who "marches to the beat of his/her own drum"? What about them is unique?
- Mrs. Boone states that "people in small towns spend too much time looking up to or down on others." Do you believe this type of behavior is exclusive to people from small towns? Why or why not?
- Throughout the story, readers learn that the Boone family participates in a number of community service endeavors; why are these important to them? Are there any ways you and your family choose to give back to your community? If so, what do you do?
- Based on your knowledge from Theo's descriptions, would you enjoy being a student in Mr. Mount's government class? Why or why not?
- Though Theo realizes that the stakes will be raised if he moves forward with sharing his knowledge about the Duffy case, he does so anyway. Do you think he made the right decision? Predict the long-term effects of this action.
- Using the phrase, "This is a story about . . ." supply five words to describe *Theodore Boone: Kid Lawyer*. Explain your choices.

EXTENSION ACTIVITIES for THEODORE BOONE: kid lawyer

CREATE A PLAN OF ACTION FOR APRIL.

- April's family life is a difficult one; brainstorm ideas for a plan that April could use to cope with the situation. Using Theo's voice, write her a letter sharing your concerns for her and detailing the strategies she could implement to make living with her family easier.

EXPLORE JUSTICE SYSTEMS THROUGHOUT THE WORLD.

- The American justice system is rooted in earlier European traditions, but elsewhere in the world, those charged with crimes face very different judicial processes. Select a country and explore how those accused of crimes are determined to be innocent or guilty. Possible suggestions include countries where laws are based on tribal traditions, religion, or political ideology. Have students create a digital report of their findings.

CONSIDER THE ROLE OF THE COURT REPORTER.

- One of the important jobs of those involved in a trial is the courtroom reporter. Court reporters make word-for-word reports of court cases, meetings, speeches, and other events and play a critical role in legal proceedings. Their written accounts of spoken words are made into official records. They are expected to create a complete and accurate legal record. Accuracy is crucial. Texts of spoken words may also be needed for letters, records, and proof in court. Consider the following: What type of training does a court reporter need? How long does this training typically take and where do court reporters learn their craft? Stenotyping and voice writing are two commonly used methods of court reporting. Have students investigate these two methods of reporting and create a Venn diagram detailing the similarities and differences between these techniques.

HOST MOCK TRIALS!

- Once students have read *Theodore Boone: Kid Lawyer* and have a better understanding of the layout of the courtroom and the format in which a trial is conducted, allow them to stage their own mock trials.
- For secondary students, consider hosting the following mock trials:
 - Put a famous literary character on trial for their actions. Examples could include:
 - Mr. and Mrs. Wormwood or Miss Trunchbull from *Matilda*
 - Tom Sawyer or Warden Walker from *The Adventures of Tom Sawyer*
 - Research and reenact a famous court trial. Examples could include:
 - The Salem Witch Trials
 - The *Plessy v Ferguson* Trial
 - The Dred Scott Trial
 - The Scopes Trial
- For younger students, use the debate and trial guidelines learned and put a famous fairy tale character on trial for their indiscretions. Characters could include (but are not limited to):
 - The Wolf from *The Three Little Pigs*
 - Jack from *Jack and the Beanstalk*
 - The Big Bad Wolf from *Little Red Riding Hood*
 - Goldilocks from *Goldilocks and the Three Bears*
 - The Witch from *Hansel and Gretel*

THEODORE BOONE: kid lawyer

READERS' THEATER

PURPOSE: To demonstrate an understanding of text structure by retelling and sequencing a story.

DIRECTIONS:

1. Read *Theodore Boone: Kid Lawyer* to the class. After reading the novel, have students complete a story analysis chart or graphic organizer as a way to make observations about the characters, setting, conflict, and plot.
2. To enhance understanding, take a well-known story and model writing a Readers' Theater script as a whole class activity. After discussing dialogue and performance, divide the class into small groups that will create an original script using a chapter or scene from *Theodore Boone: Kid Lawyer* as inspiration.
3. Next, allow students ample time to practice, and be sure to conference with each group to answer or clarify any questions they may have.
4. Finally, it's showtime! Allow students to create costumes, props, and sets for the final Readers' Theater performance. Groups will perform for other teams of students. For additional fun, consider filming each performance to share with the whole class.

Here's a sample script to use as an example:

Adapted from Chapter 12 of *Theodore Boone: Kid Lawyer* by John Grisham for Readers' Theater

CAST: Narrator 1, Narrator 2, Narrator 3, Hallie, Theo

NARRATOR 1: The most popular girl in Theo's eighth grade class is named Hallie.

NARRATOR 2: Hallie has curly brown hair, loves flirting, cheerleading, tennis, and swimming.

NARRATOR 3: Like the other boys in the eighth grade, Theo is well aware of her beauty and appreciates her from afar until the day she comes to him for legal advice and assistance.

HALLIE (in tears): "Theo, I need your help. My schnauzer, Rocky, was picked up this morning by animal control. My dad is out of town and my mom is seeing patients until late this afternoon. I don't know what to do."

NARRATOR 1: Theo was already aware of Hallie's predicament because he heard her discussion of it in the lunchroom. Since he has an understanding of the pet ordinances in Strattenburg and the workings of Animal Court, he offers assurance.

THEO: "Take it easy, Hallie, I've done this before."

THEODORE BOONE: kid lawyer

STORY ANALYSIS CHART: POST READING ACTIVITY

PURPOSE: Students demonstrate knowledge of basic story elements in *Theodore Boone: Kid Lawyer*.

DIRECTIONS: After a lesson on story elements, read *Theodore Boone: Kid Lawyer* to the class and have students complete the chart below considering setting, characters, problems (conflict), events (sequencing), and solution (conclusion). Extend this activity by allowing students to create their own short stories that follow the same mystery/thriller plotline as *Theodore Boone: Kid Lawyer*.

SETTING:

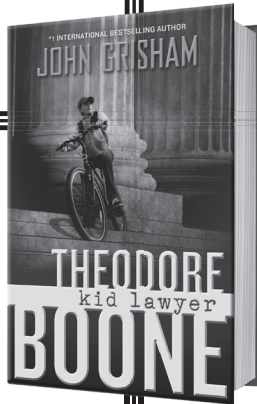
Where did it happen? When did it happen?

CHARACTERS:

Who are the most important people in the story?

PROBLEM (Conflict):

What was wrong? What was the problem?



EVENTS (Sequencing):

What happened first? Next?
Then what happened?

SOLUTION (Conclusion):

How did they solve the problem?

THEODORE BOONE: kid lawyer

MAKING CONNECTIONS: POST-READING ACTIVITY

PURPOSE: Students make connections between characters or simple events in *Theodore Boone: Kid Lawyer* with people and events in their own lives.

DIRECTIONS: After reading *Theodore Boone: Kid Lawyer*, ask students to complete the chart below considering the ways in which the story relates to their life and the world at large.

As I read <i>Theodore Boone: Kid Lawyer</i> , I OBSERVED . . .	As I read <i>Theodore Boone: Kid Lawyer</i> , I WONDERED . . .
SENSORY DESCRIPTIONS (smell, hear, touch, sight, taste) included in <i>Theodore Boone: Kid Lawyer</i> are . . .	<i>Theodore Boone: Kid Lawyer</i> is SIMILAR TO MY LIFE because . . .

THEODORE BOONE: kid lawyer

CROSS-CURRICULAR PROJECT IDEAS

SOCIAL STUDIES: Exploring the American Judicial System

The American judicial system utilizes a number of complex rules and practices to ensure fairness. Select one of the following topics and use the library and the Internet to become knowledgeable about the selected topic.

- How are juries expected to determine guilt or innocence?
- Consider in what ways Constitutional Amendments address the judicial system (Fourth and Fifth Amendments).
- How is evidence determined to be admissible or not admissible?
- Investigate the role and responsibility of the judge—what are his responsibilities? What is he allowed/not allowed to do in a case?
- Compare civil and criminal trials. Consider what makes something a civil offense and what makes something a criminal offense. How does the way guilt or innocence is determined differ? How does sentencing differ between these two?
- In what ways has the media affected court cases? Consider how the saturation of media affects jury selection, influencing witnesses. Also, consider how public opinion affects the way an attorney defends or prosecutes a client.

Have students use the knowledge learned to create a Glogster digital poster at <http://www.glogster.com/>. After creation, have students display and share the unique features of their posters with the class.

SCIENCE: Using Forensic Science to Solve Mysteries and Crimes

Theo and Ike realize that the gloves Mr. Duffy wore are likely crucial pieces of evidence in the case against him. Ike states, “The gloves need to be examined by the crime lab. They could have small samples of skin, Mrs. Duffy’s skin, or her hair, or they could even have DNA from Mr. Duffy’s sweat.” Using the library and the Internet, research what part science plays in solving mysteries and criminal investigations. Consider the following:

- What is forensic science?
- How has this type of science been used throughout history?
- What are common examples in popular culture?

After assessing that the class has an appropriate understanding of this methodology, complete one of the following:

- Watch an episode of *Perry Mason*, *CSI*, or a segment of *Sherlock Holmes* to analyze what evidence of forensic studies is used.
- Investigate how long-term unsolved crimes are being reopened due to gains made in forensic science.

Allow students to select a create Wiki as a means of presenting their findings with the group.

LANGUAGE ARTS: Considering Character

"I Am" and Biopoems are great ways to practice descriptive writing, to demonstrate reading comprehension, and to perform character analysis. Selecting a character from *Theodore Boone: Kid Lawyer*, have students complete the prompts about that character by following along on the worksheets provided in this booklet or, alternatively, students may create an original slideshow using PowerPoint or Movie Maker. Before students begin, model one version of each type of poem on the board or on chart paper and explain the elements that should be added to each line.

"I AM" POEM and BIOPOEM INSTRUCTIONS:

"I AM" POEM

FIRST STANZA:

I am . . . (name the character)

I wonder . . . (something the character is actually curious about)

I hear . . . (an imaginary sound the character might hear)

I see . . . (an imaginary sight the character might see)

I want . . . (something the character truly desires)

SECOND STANZA:

I pretend . . . (something the character actually pretends to do)

I feel . . . (a feeling about something imaginary)

I touch . . . (an imaginary touch)

I worry . . . (something that really bothers the character)

I cry . . . (something that makes the character very sad)

I am . . . (character's name repeated)

THIRD STANZA:

I understand . . . (something the character knows is true)

I say . . . (something that the character believes in)

I dream . . . (something the character might actually dream about)

I try . . . (something the character really makes an effort about)

I hope . . . (something the character actually hopes for)

I am . . . (character's name repeated)

BIOPOEM

(First name)

(Three traits that describe the character)

Relative of . . .

Lover of . . . (three things)

Who feels . . . (three things)

Who needs . . . (three things)

Who fears . . . (three things)

Who gives . . . (three things)

Who would like to see . . . (three things)

Resident of . . .

(Last name)

AN "I AM" POEM INSPIRED by
THEODORE BOONE: kid lawyer

I am _____

I wonder _____

I hear _____

I see _____

I want _____

I pretend _____

I feel _____

I touch _____

I worry _____

I cry _____

I am _____

I understand _____

I say _____

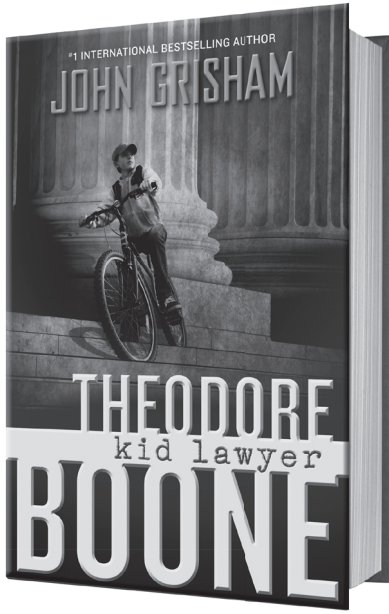
I dream _____

I try _____

I hope _____

I am _____





A BIOPOEM INSPIRED by **THEODORE BOONE:** kid lawyer

Name _____

Class _____

Date _____

Relative of _____

Lover of _____

Who feels _____

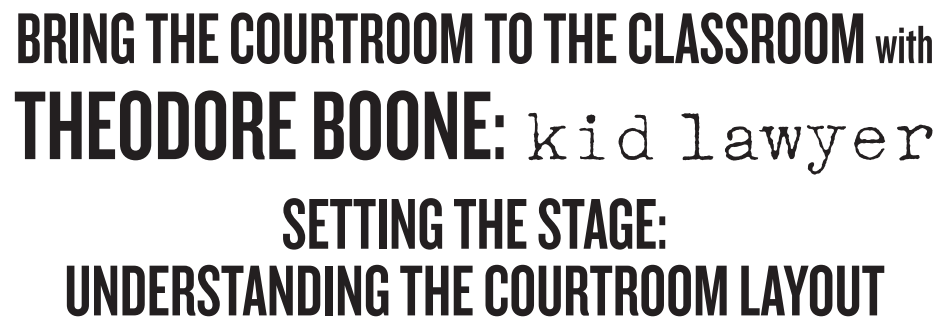
Who needs _____

Who fears _____

Who gives _____

Who would like to see _____

Resident of _____



PLACE THE FOLLOWING TERMS IN THE BOXES BELOW: Defense Lawyer, Spectators, Judge, Witness, Court Reporter, Prosecution, Bailiff, Additional Witnesses, Jury, Defendant, Court Clerk

ANSWERS (from top, left to right): Judge, Witness, Bailiff, Court Reporter, Court Clerk, Jury, Prosecution, Defense Attorney, Defendant, Additional Witnesses, Spectators.

ROLES OF THE MEMBERS OF THE COURT DURING A TRIAL

Prosecution & Defense

- Create a list of main arguments
- Name a list of witnesses

Prosecution Lawyers

- Address the jury
- Present the arguments
- Question witnesses in order to convince the jury of the defendant's guilt

Prosecution Witnesses

- Respond to questions posed by the lawyers for the prosecution
- Respond to questions posed by the lawyers for the defense

Defense Lawyers

- Address the jury
- Present the arguments
- Question witnesses in order to convince the jury of the defendant's innocence

Defense Witnesses

- Respond to questions posed by the lawyers for the prosecution
- Respond to questions posed by the lawyers for the defense

Jury

- Serves as the audience for all arguments presented in the trial
- Evaluates the arguments presented by the prosecution and the defense in order to determine the guilt or innocence of the defendant
- Judges the effectiveness and merit of the arguments and evidence presented by the prosecution and defense teams
- Votes on the outcome of the trial according to the established criteria only

Clerk of Court

- Works with the chief judge in overseeing the court's administration
- Assists in managing the flow of cases through the court
- Maintains court records
- Keeps all physical evidence secure

Bailiff

- Enforces the rules of behavior in courtrooms

The Judge

- Decides which disputed facts (evidence) may be presented to the jury
- Provides jury instructions and explains what the applicable law is to the jury

Witnesses

- Have specific knowledge of what happened
- Do tell the jury what they think or feel
- Do not present gossip

Expert Witnesses

- Know the specific facts in the case
- Use their specialized knowledge to help the jury understand complex evidence

GLOSSARY OF LAW TERMINOLOGY

ACQUITTAL: A jury verdict that a criminal defendant is not guilty, or the finding of a judge that the evidence is insufficient to support a conviction.

ADMISSIBLE: A term used to describe evidence that may be considered by a jury or judge in civil and criminal cases.

AFFIDAVIT: A written or printed statement made under oath.

APPEAL: A request made after a trial by a party that has lost on one or more issues that a higher court review the decision to determine if it was correct. To make such a request is “to appeal” or “to take an appeal.” One who appeals is called the “appellant,” the other party is the “appellee.”

ARRAIGNMENT: A proceeding in which a criminal defendant is brought into court, told of the charges in an indictment or information, and asked to plead guilty or not guilty.

BAIL: The release, prior to trial, of a person accused of a crime, under specified conditions designed to assure that person’s appearance in court when required. Also can refer to the amount of bond money posted as a financial condition of pretrial release.

BRIEF: A written statement submitted in a trial or appellate proceeding that explains one side’s legal and factual arguments.

BURDEN OF PROOF: The duty to prove disputed facts. In civil cases, a plaintiff generally has the burden of proving his or her case. In criminal cases, the government has the burden of proving the defendant’s guilt.

CLERK OF COURT: The court officer who oversees administrative functions, especially managing the flow of cases through the court. The clerk’s office is often called a court’s central nervous system.

CONVICTION: A judgment of guilt against a criminal defendant.

COUNSEL: Legal advice; a term also used to refer to the lawyers in a case.

COUNT: An allegation in an indictment or information, charging a defendant with a crime. An indictment or information may contain allegations that the defendant committed more than one crime. Each allegation is referred to as a count.

COURT: Government entity authorized to resolve legal disputes. Judges sometimes use “court” to refer to themselves in the third person, as in “the court has read the briefs.”

COURT REPORTER: A person who makes a word-for-word record of what is said in court, generally by using a stenographic machine, shorthand, or audio recording, and then produces a transcript of the proceedings upon request.

DEFENDANT: In a criminal case, the person accused of the crime.

DUE PROCESS: In criminal law, the constitutional guarantee that a defendant will receive a fair and impartial trial.

EVIDENCE: Information presented in testimony or in documents that is used to persuade the fact finder (judge or jury) to decide the case in favor of one side or the other.

JUDGE: An official of the judicial branch with authority to decide lawsuits brought before courts. Used generically, the term judge may also refer to all judicial officers, including Supreme Court justices.

JURY: The group of persons selected to hear the evidence in a trial and render a verdict on matters of fact.

JURY INSTRUCTIONS: A judge's directions to the jury before it begins deliberations regarding the factual questions it must answer and the legal rules that it must apply.

MISTRIAL: An invalid trial, caused by fundamental error. When a mistrial is declared, the trial must start again with the selection of a new jury.

MOTION: A request by a litigant to a judge for a decision on an issue relating to the case.

ORAL ARGUMENT: An opportunity for lawyers to summarize their position before the court and also to answer the judge's questions.

PLAINTIFF: A person or business that files a formal complaint with the court. In criminal cases, it is the state.

PLEA: In a criminal case, the defendant's statement pleading "guilty" or "not guilty" in answer to the charges.

PRECEDENT: A court decision in an earlier case with facts and legal issues similar to a dispute currently before a court. Judges will generally "follow precedent"—meaning that they use the principles established in earlier cases to decide new cases that have similar facts and raise similar legal issues. A judge will disregard precedent if a party can show that the earlier case was wrongly decided, or that it differed in some significant way from the current case.

PRO SE: Representing oneself. Serving as one's own lawyer.

PROSECUTE: To charge someone with a crime. A prosecutor tries a criminal case on behalf of the government.

RECORD: A written account of the proceedings in a case, including all pleadings, evidence, and exhibits submitted in the course of the case.

SENTENCE: The punishment ordered by a court for a defendant convicted of a crime.

SEQUESTER: To separate. Sometimes juries are sequestered from outside influences during their deliberations.

STANDARD OF PROOF: Degree of proof required. In criminal cases, prosecutors must prove a defendant's guilt "beyond a reasonable doubt."

SUBPOENA: A command, issued under a court's authority, to a witness to appear and give testimony.

TESTIMONY: Evidence presented orally by witnesses during trials or before grand juries.

TRANSCRIPT: A written, word-for-word record of what was said, either in a proceeding such as a trial, or during some other formal conversation, such as a hearing or oral deposition.

VERDICT: The decision of a trial jury or a judge that determines the guilt or innocence of a criminal defendant.

WARRANT: Court authorization, most often for law enforcement officers, to conduct a search or make an arrest.

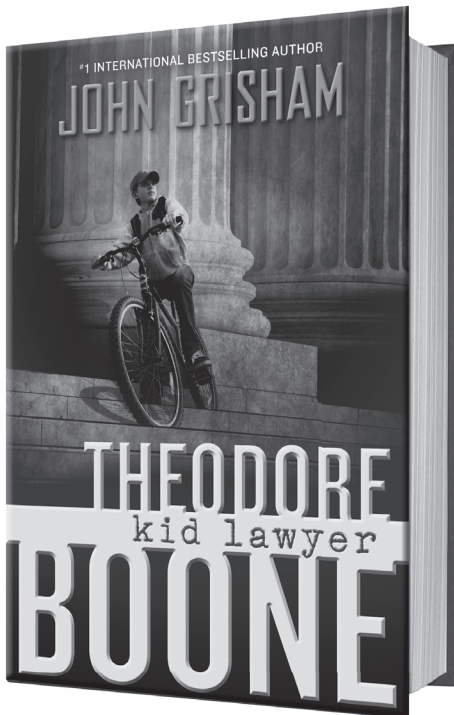
WITNESS: A person called upon by either side in a trial to give testimony before the court or jury.

THEODORE BOONE: kid lawyer

LAW TERMINOLOGY MATCHING GAME

Write the letter of the correct definition next to each term.

- | | |
|---------------------|--|
| _____ 1. Brief | a. A written statement submitted in a trial or appellate proceeding that explains one side's legal and factual arguments |
| _____ 2. Jury | b. The punishment ordered by a court for a defendant convicted of a crime |
| _____ 3. Conviction | c. A judgment of guilt against a criminal defendant |
| _____ 4. Plaintiff | d. A person called upon by either side in a trial to give testimony before the court or jury |
| _____ 5. Acquittal | e. A person or business that files a formal complaint with the court. In criminal cases, it is the state. |
| _____ 6. Sentence | f. The group of persons selected to hear the evidence in a trial and render a verdict on matters of fact |
| _____ 7. Witness | g. A jury verdict that a criminal defendant is not guilty, or the finding of a judge that the evidence is insufficient to support a conviction |
| _____ 8. Admissible | h. In a criminal case, the person accused of the crime |
| _____ 9. Defendant | i. A written or printed statement made under oath |
| _____ 10. Affidavit | j. A term used to describe evidence that may be considered by a jury or judge in civil and criminal cases |



THEODORE BOONE: kid lawyer

LAW VOCABULARY WORD SCRAMBLE

Unscramble the words below:

1. IMSNETOTY _____
2. CTVERDI _____
3. AANRWTR _____
4. ETCEENNS _____
5. EEUCRTOPS _____
6. ALEP _____
7. ATIFFPNLI _____
8. OITMON _____
9. RTSIMALI _____
10. CEIEDNEV _____
11. NNOTVICICO _____
12. ENLOSUC _____
13. ITATCALQU _____
14. EPPLAA _____
15. BIAL _____

DEVELOPING DIVERGENT IDEAS: HOST A DEBATE!

Much like a courtroom trial, debates in the classroom or library can help students grasp many essential critical thinking and presentation skills. Using the headlines from your newspaper, select some local interest issues that have garnered a great deal of attention and public debate (an example might include an area school district considering mandating school uniforms for every student). After reading some general reports on these issues, host a brief classroom discussion, allowing students to consider whether they support or are against the issues. Prior to making group assignments, be sure to explain that due to the need to have balanced groups, some students may be debating positions opposite their beliefs. Next, divide the class into the two groups. Have each group research and build an argument for their position on the topic.

Using debate guidelines and rubrics found online as additional support, have students use the following chart to prepare for the debate. Consider enriching the activity by filming the debates and inviting other classes to observe as the audience.

DEBATE ROLES:

Opening Statement Presenter:

Gathers the main arguments into an introductory statement. Does not give specific information; just says "this is true because of A and B and C."

1. _____

Topic Presenters:

Present the main arguments for the team. Each presenter gives specific details that **prove** A and B and C.

1. _____

2. _____

3. _____

Rebuttal Presenters:

Answer the arguments of the other team. These presenters must take notes as the other team is presenting their arguments and respond to every argument, using specific information to **disprove** them.

1. _____

2. _____

Closing Statement Presenter:

Presents the closing arguments for the team. Repeats the main idea for all reasons.

1. _____

DEBATE RULES:

No put-downs • You must raise your hand if it's not your time to speak.

Teams lose 1 point for each interruption. • Teams lose 1 point for whispering while another speaker is talking.

DEBATE TIME LIMITS:

Opening statements for both sides = 3 minutes each • Arguments for both sides = 3 minutes each

Rebuttal conference = 1 minute • Rebuttals = 2 minutes each • Closing statements for both sides = 3 minutes each

THE DEBATE

TOPIC: _____

DATE: _____

CLASS: _____

TEAM NAMES: _____

PRO

CON

Opening Statement:

Opening Statement:

Main Argument Points:

Main Argument Points:

1.

1.

2.

2.

3.

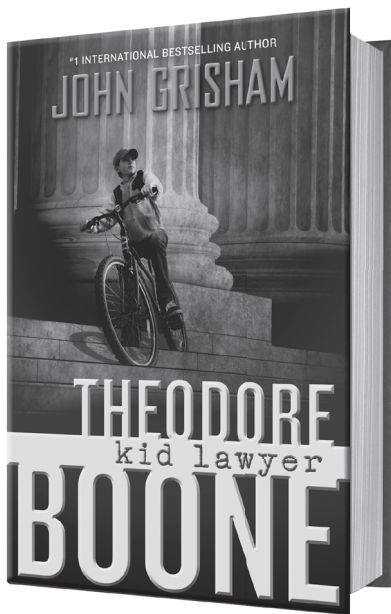
3.

Rebuttals:

Rebuttals:

Closing Statement:

Closing Statement:



SPICE UP SUMMER READING WITH A SPOTLIGHT ON MYSTERIES

Put *Theodore Boone: Kid Lawyer* center stage for a spotlight on mysteries during your summer reading program at your library.

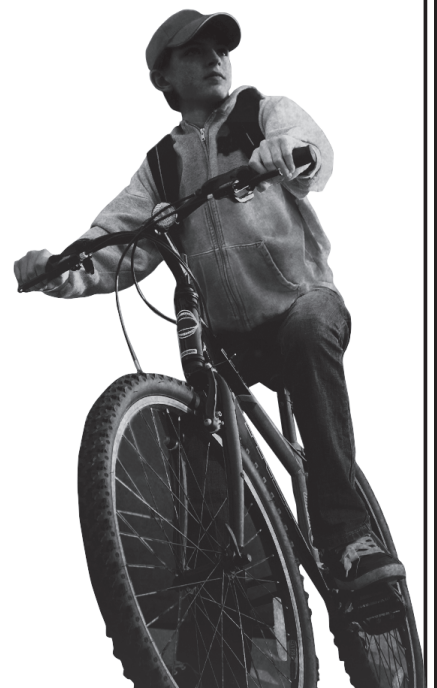
BOOK DISPLAYS: Igniting Interest

Create displays that highlight the library's mystery collections. If the program is open for children and teens, be sure to include a wide selection of books. Book displays should include favorites such as *Nancy Drew*, *Hardy Boys*, *The Westing Game*, *Cam Jansen*, *Gilda Joyce: Psychic Investigator*, and *Enola Holmes*. To decorate, consider using crime scene tape to form a taped outline of a body on the floor near by the display.

GET A CLUE: Summer Programming Ideas

- **BEGIN THE MYSTERY SPOTLIGHT BY WORKING WITH PARTICIPANTS IN UNDERSTANDING THE BASICS OF MYSTERIES AND INVESTIGATIONS.** Create a mystery vocabulary word bank that will help participants understand the terminology they might encounter throughout the program. Include words like alibi, breakthrough, suspect, victim, perpetrator, red herring, interrogate, hunch, evidence, deduce, detective, crime, sleuth, and witness.
- **TO FURTHER CONNECT AND PROMOTE THE MYSTERY GENRE, HAVE PARTICIPANTS CHECK OUT A MYSTERY TITLE TO BE READ AND LATER SHARED WITH OTHERS.** Allow time in the library for individual reading or pair children or teens in small groups to read a selected mystery novel aloud. As an extension, create book scavenger hunts where clues are left inside popular mystery titles.
- **AT THE BEGINNING OF THE SUMMER PROGRAM, "ADOPT" A SUMMER SLEUTH MASCOT (PERHAPS A STUFFED ANIMAL).** During the summer, make the mascot disappear. In its place, leave a handwritten ransom note. Allow sleuths to serve the library and get handwriting samples from staff members. After collecting these samples, have participants analyze the handwriting to determine who was the thief.
- **INVITE THE CSI UNIT FROM THE LOCAL POLICE DEPARTMENT TO CONDUCT A WORKSHOP ON HOW CRIME SCENES ARE INVESTIGATED IN THE REAL WORLD.** Encourage the police to bring some "tools of the trade" so that participants can become familiar with these devices. As an extension, offer fingerprinting and allow participants to investigate and learn more about how fingerprint analysis works.
- **HOST A DEBATE AND MOCK TRIAL DAY!** Turn your library into a courtroom and get kids involved in the legal system by letting them practice the debate skills they'll need to be high-powered courtroom lawyers. Have them debate their favorite sports (football vs baseball), teams (Yankees vs Red Sox), vacation destinations (ski vs beach), or subject in school (English vs math). Pull some of the mock trial topics listed in this booklet and put a famous literary villain or historical character on trial! Visit www.TheodoreBoone.com for a free downloadable mock trial role playing sticker template; hand out stickers to each participant identifying them as the judge, prosecution, defense, and so on.

- **HOST A “WHO DONE IT?” MYSTERY SIMULATION.** Consider using library staff and volunteers to serve as characters in the staging of the mystery, or alternatively, select and purchase a crafted mystery simulation kit and allow summer reading program participants to act out the mystery themselves. To enhance the activity, use props and costumes and allow time for the actors to become familiar with their parts.
- **HOST A GAME DAY!** Use board and computer games to have the participants practice solving mysteries. Board games could include: Clue, Who Did It? Murder Mystery Board Game, 39 Clues Search for the Keys Game, Techno Source Guess What I Am, 221B Baker Street Mystery Game. To enhance the activity, use props and costumes and have participants role-play for the games which lend themselves to this activity.
- **A GREAT WAY TO HELP CHILDREN AND TEENS UNDERSTAND THE WAY A MYSTERY UNFOLDS IS TO WATCH A MOVIE OR TV SHOW.** Select an episode of a kid-friendly TV detective/mystery show (*Roxy Hunter, Father Dowling Mysteries, Murder She Wrote, Remington Steele*) or a movie (*Nancy Drew, Scooby-Doo, The Great Muppet Caper, Sherlock Holmes, Rear Window, Orient Express*). View with the whole group, and be sure to pause after each major event to allow viewers to consider the clues and make predictions. Consider putting the participants in groups and allowing the groups to make and share predictions along the way—if a group solves the mystery, reward them with a prize (keep a selection of paperback mysteries in your prize bank).
- **HAVE SLEUTHS WORK THROUGH A VIRTUAL CRIME LAB TO CREATE A DNA FINGERPRINT USING PBS’S NOVA ONLINE SITE:** <http://www.pbs.org/wgbh/nova/sheppard/analyze.html> or use Rice’s University’s CSI: Web Adventures at: <http://forensics.rice.edu/>. Additional web cases can be solved at the FBI Kids page: <http://www.fbi.gov/fbikids.htm>
- **USING THE MYSTERY VOCABULARY WORD BANK YOU CREATED AT THE BEGINNING OF THE PROGRAM, HAVE TEAMS OF PARTICIPANTS CREATE ORIGINAL CRYPTOGRAMS AND OTHER PUZZLES.** After creating these brainteasers, allow groups to exchange products and work to solve the puzzles.
- **HAVE PARTICIPANTS CREATE ORIGINAL MYSTERY SHORT STORIES.** All mysteries have five basic but important elements. These five components are: the characters, the setting, the plot, the problem, and the solution. These essential elements keep the story running smoothly and allow the clues to the solution of the mystery to be revealed in a logical way that the reader can follow. And remember: Every good detective has a mental word bank of mystery terminology and commonly used phrases, so be sure to incorporate these into the story! Share and review the following guidelines with writers:
 - **#1:** There must be a misdeed and the reader must want to see its solution; his interest must be aroused and then he must long to see the mystery solved.
 - **#2:** The villain must appear reasonably early in the story. The villain must be evident for a good portion of the book.
 - **#3:** The author must be honest and all clues must be made available to the reader. The reader must know everything the protagonist knows.
 - **#4:** The detective must exert effort to catch the villain and the criminal must exert effort to fool the detective and escape from him. Coincidence is taboo.



A PERFECT MURDER

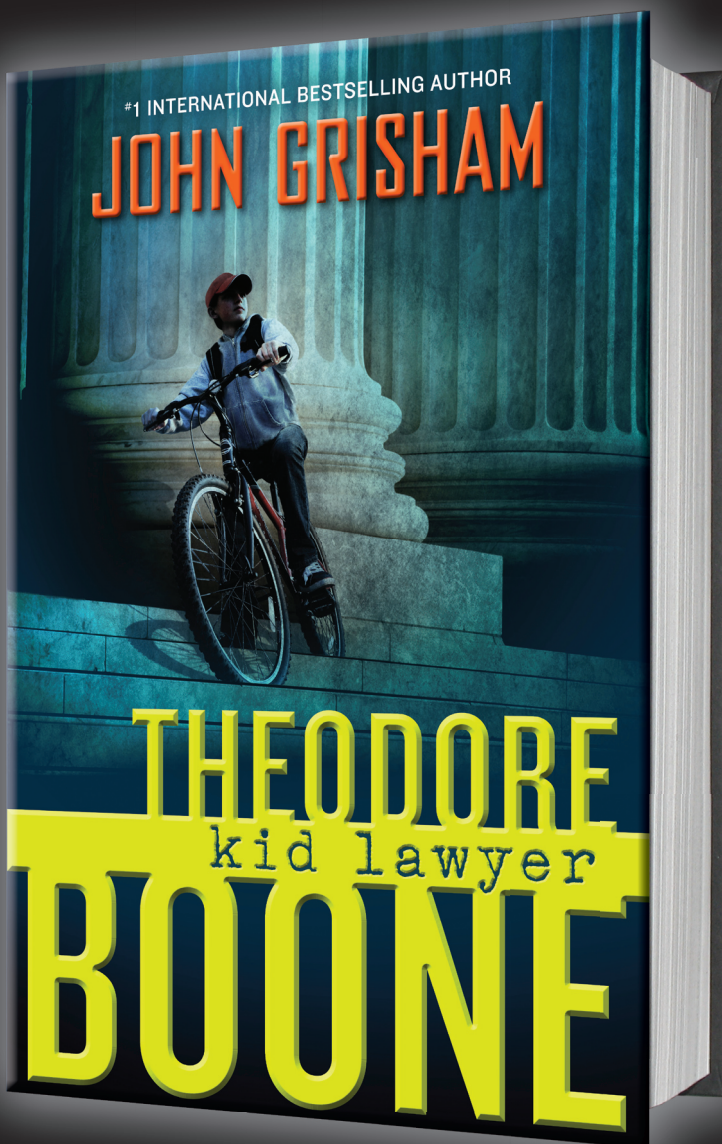
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