



The Judicial Learning Center in St. Louis
Student Art Competition

Juries: Through the Eyes of Students

Teacher Guide

The Judicial Learning Center is excited to provide a venue for students within the district to express their view of juries through artistic expression. Entry in the competition is free and open to all students in grades 1-12, including public and private schools and home-schooled, within the Eastern District of Missouri.

After learning about juries, students will create an artwork representing a jury using one of the techniques approved for the competition. Art works will be judged based on the following criteria: originality, design, technique, content, and appeal to the theme of “***Juries.***”

Suggested materials and activities to instruct students about juries can be found in this “Teacher Guide.”

The arts are a critical component of social studies. Social Studies and Art teachers working in collaboration with students will provide diverse learning modalities and allow students to become more effective learners.

This competition is about “juries”, so students must have a working understanding of what a jury is, what it does, how they look, etc. If the art teacher is in need of resources regarding “juries”, he/she should consult with the social studies teacher. The same situation exists if the social studies teacher is in need of assistance with the art techniques. Though not required, the ideal situation is the two teachers working together to reinforce both jury content and art techniques.

Jury Trials:

The rights of United States citizens allow for jury trials, whether civil or criminal. This is granted in Article III of the U.S. Constitution, along with the Fifth, Sixth, and Seventh Amendments.

Educational Objectives/Questions: Students will be able to identify the constitutional basis for juries, explain the role of the jury in a constitutional democracy, explain the characteristics that are important for citizen jurors, analyze the importance of citizen participation in the judicial process, juror qualifications, jury selection process, and expectations for jury service.

Multimedia Resources:

Video 1 – [Court Shorts: Jury Service](#)

Video 2 – [Knowledge Seminar: Jury Service Overview](#)

Video 3 – [Knowledge Seminar: Jury Duty Experience – People on the Streets Interview](#)

Video 4 – [We the People: The Honor of Jury Service](#)

Podcast – [Court Shorts: Trial By Jury](#)

Suggested Activities:

1. See [this page](#) for activities related to the above Video 1 and Video 2.
2. Complete all or part of this [2-day lesson plan](#) on jury trials.
3. Examine [this webpage about juror experiences](#) and watch Video 3 above, then interview an adult about their experience serving on a jury.
4. Complete the [webquest](#) for this online module on [How Courts Work](#).
5. Participate in a mock trial, such as [this one](#) about Susan B. Anthony. Exhibits/evidence for the trial can be downloaded [here](#).
6. Complete this [quiz](#) on juror qualifications.
7. Explore the juror information pages for federal jurors [here](#) and [here](#).
8. Read the handbooks for federal [trial jurors](#) and [grand jurors](#).
9. Complete [this activity](#) on a landmark U.S. Supreme Court case involving fair jury selection.

Additional Excellent Resources:

- Annenberg Classroom - <https://www.annenbergclassroom.org/>
- Bill of Rights Institute - <https://billofrightsinstitute.org/resources-library>
- National Constitution Center Interactive Constitution - <https://constitutioncenter.org/interactive-constitution>
- Street Law - <https://store.streetlaw.org/> many free resources and lesson plans, including mock trial scripts <https://store.streetlaw.org/mock-trials/>
- American Bar Association - https://www.americanbar.org/groups/public_education/resources/lesson-plans/middle-school/due-process/voir-dire-simulation/
- iCivics - <https://www.icivics.org/>

To prepare for the art project:

- Possibly have art teacher provide a mini-lesson on art techniques for students.
- Brainstorm with students on art technique/medium they want to use and design of their artwork. Prompt them to follow all guidelines.
- Depending on the type of technique/medium, determine the size range of the artwork.
- The student should measure and draw rectangle on paper with the maximum dimensions determined.
- Within the rectangle, have student sketch their design. After student is satisfied with design, they should finish it in the chosen technique/medium.

Missouri Learning Standards:

ELEMENTARY:

- 1-5.PC.1.D.a** Role of citizens and government in carrying out constitutional principles
- 1-5.GS.2.D.a** Functions of governmental processes
- 1-5.TS.7.B.a** Use visual tools to communicate information and ideas
- 1-5.MA:Cr2A** Organize and develop artistic ideas and work
- 1-5.MA:Cr3A** Refine and complete artistic work
- 1-5.MA:Cn10A** Synthesize and relate knowledge and personal experiences to make art
- 1-5.MA:Cn11A** Relate artistic ideas and works with societal, cultural, and historical context to deepen meaning

MIDDLE:

- 6-8.AH.1.GS.A** Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.
- 6-8.AH.3.GS.E** Apply the principles of rule of law, representation, separation of powers, checks and balances, and federalism to explain the purposes and functions of the Constitution.
- 6-8.AH.3.GS.F** Describe the origins and purposes of the Bill of Rights and evaluate the enduring significance of these concepts to the preservation of individual rights and liberties.
- 6-8.AH.3.GS.G** Examine elections, issues, laws, and events of this time period to explain how the concepts of judicial review, elastic clause, and an amendment process were established or used to meet challenges.
- 6-8.AH.5.GS.B** Analyze federalism and popular sovereignty to explain peoples' expectations of the role of government and their place in governance.
- 6-8.MA:Cr2A** Organize and develop artistic ideas and work
- 6-8.MA:Cr3A** Refine and complete artistic work
- 6-8.MA:Cn10A** Synthesize and relate knowledge and personal experiences to make art
- 6-8.MA:Cn11A** Relate artistic ideas and works to societal, cultural, and historical context to deepen meaning.

HIGH SCHOOL:

- 9-12.GV.1.GS.A** Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.
- 9-12.GV.3.GS.C** Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact.
- 9-12.GV.3.GS.E** Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.
- 9-12.MA:Cr2A** Organize and develop artistic ideas and work
- 9-12.MA:Cr3A** Refine and complete artistic work
- 9-12.MA:Cn10A** Synthesize and relate knowledge and personal experiences to make art
- 9-12.MA:Cn11A** Relate artistic ideas and works to societal, cultural, and historical context to deepen meaning.