

## LESSON 8

## Preparing for Class Hearing

**Objective:** Develop and practice skills needed for a class hearing and summit.

**Handouts:** (1) Class Hearing Questions; also refer to Description of Class Hearing and Summit, Handout 2 from Lesson 1).

**Backgrounder:** Internet Research Sources

### A. Daily warm-up and current events alert!

Check National Constitution Center's website for relevant and timely current event news alerts. [www.constitutioncenter.org](http://www.constitutioncenter.org).

### B. Preparing for Class Hearing (Day 1)

All students prepare to answer the following questions at the hearing:

1. *What is important in choosing and confirming a Supreme Court Justice?, and*
2. *What question would I ask if I were a Senator on the Judiciary Committee? or*
3. *What is the role of citizen (or special interest group)?*

Students prepare written responses, Handout 1, but deliver their answers orally.

Explain that during the hearing, all students have airtime and will answer at least the first and, as time allows, the second or third question. Practice oral presentations -- 30-60 seconds in length. Familiarize students with the class hearing using the description in Handout 2 from Lesson 1.

Students should consider their responsibilities as witnesses testifying at a hearing. Each student is an official witness and will make a presentation. Prior to the hearing, the class will invite a guest or panel of guests to hear their comments. Consider school administrators, Site Council members, community leaders and others.

### C. Class Hearing (Day 2)

Set up room for a hearing. Adult guests sit on the panel and will hear students' responses to the questions above. Review description of class hearing including students' responsibilities as witnesses testifying at a hearing. Students STAND (yes, we know, witnesses don't really stand at real hearings but this is good practice for the students!) and respond to question one, above; as time allows, they also respond to Q.2 or 3.

Student presentations should not exceed one min./student/question. Adult guests should answer the same questions as the students and comment on student responses, but to hold their remarks until the end. As time allows, ask students to make recommendations to their senators and President.

*Teacher note:* student presentations today may serve as a preview or try-out of sorts for the who-goes-to-the-Summit activity in the next lesson. More on this in Lesson 9.

D.  **Extended Activities**

**Homework / Journal Entry**

Concerns/issues I would like to have addressed by the experts at the Youth Summit include ....

**Extensions**

Create:

- A pamphlet depicting a tour of the Supreme Court
- Help wanted advertisement for a justice of the Supreme Court.

Consider the makeup of members of the Judiciary Committee. Predict how they will vote.

Research:

- Profiles of interest groups that wish to influence the nomination and confirmation process.
- Past Supreme Court Justices and their influence on the court (John Marshall, et. al)

See Backgounder for list of internet research sources.