



# MOUNTIE CSI: PART 2

### Length

#### 1 hour 30 minutes

Introduction/Costuming	20 minutes
Mock Trial	50 minutes
Conclusion	20 minutes

### Curriculum Connections

#### Social Studies

Grade Four	4.2.2 / 4.S.1 / 4.2.2 / 4.S.4 / 4.S.7
Grade Five	5.2.7 / 5.S.1 / 5.S.2 / 5.S.3 / 5.S.4 / 5.S.7
Grade Six	6.1.2 / 6.1.3 / 6.S.1 / 6.S.2 / 6.S.4 / 6.S.7

#### Health & Life Skills

Grade Five	L-5.6
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#### Science

Grade Five	General Expectations 4-1 / 4-2
Grade Six	Topic D: Evidence and Investigation 6-8 and 6-9

#### Language Arts

Grade Five	2.3 / 2.2 / 3.1 / 4.3
Grade Six	2.1 / 2.2 / 3.1 / 5.1

## LEARNING OBJECTIVES

1. Students will analyze and partake in the processes of a trial, in order to help them understand important roles such as those of the judge, jury, prosecution, defense and witnesses.
2. Students recognize some key components of Canadian legal system and will recognize the role the police and courts have in organizing and interpreting evidence.

## PROGRAM OVERVIEW

Based on evidence from the morning portion: Mountie CSI Part I, students will role-play the true story courtroom trial of King vs. Cashel, October 1903. Using cue cards that they study over lunch, students will read from their cue cards dressed in costume to become real-life characters from Calgary's past. Strong readers will be asked to play the lead roles, but there will be a role for each student including some non-speaking parts.

Note: At the end of the program, there will be brief mention of Cashel receiving the death sentence by hanging. If you anticipate this language being an issue for your students, a pre-visit discussion about the severity of sentences in Calgary's Past (corporal punishment) compared to today's sentencing (life in prison) can be discussed. In order to remain historically accurate, Fort Calgary has chosen to tell the truth regarding Cashel's sentence.

*Please do not tell your students that Cashel was sentenced to hang. The results of the trial are a surprise and they will discover what ultimately happened to him during the program. Instead discuss the death sentence in general terms.*

## PREPARING YOUR CLASS

1. Review vocabulary words to prepare students for their visit.
2. Using the WANTED poster provided by Fort Calgary, review Ernest Cashel's biography and the crimes leading to his escape from the NWMP and Chief English on the train.
3. Answer the 5 W's (Who? What? Where? When? Why?) based on the information. You can create a timeline of events leading up to Cashel's escape from the train and discuss what kind of characteristics Cashel had. At Fort Calgary, you will learn what happened next after this WANTED poster was made.
4. Discuss the various roles and procedure in a courtroom.
5. If you prefer to choose students to play specific roles during their afternoon at Fort Calgary, you may do so.
6. Discuss how might a courtroom in 1902 be different from a courtroom in Calgary today?

## VOCABULARY

**Accused** – a person charged with an offense; especially the defendant in a criminal case

**Coroner** – a public official responsible for determining the causes of death which there is reason to suspect are not due to natural causes

**Clerk of the Court** – a person whose job is to keep track of records and documents for courts

**Crown Prosecutor** – a lawyer who represents the side in a court case that accuses a person of a crime and who tries to prove that the person is guilty

**Defense** – the collected facts and method adopted by a defendant to protect and defend against the crimes they were charged with committing

**Defense Lawyer** – a lawyer who represents the individual who has been charged with a crime

**Democracy** – an organization or situation in which everyone is treated equally and has equal rights. A government in which the highest power is held by the people and is usually used through representation

**Guilty** – a verdict of a judge or jury that believes the suspected criminal committed the crime with which they were charged

**Innocent** – a verdict of a judge or jury that believes the suspected criminal did not commit the crime with which they were charged

**Judge** – a public official with the authority to hear, determine, and preside over legal matters brought to court.

**Jury** – a group of citizens chosen to hear and decide the facts of a case in a court of law and to give their verdict according to the evidence

**Law** – the whole system or set of rules made by the government of a town, state, country, etc.

**Oath** – a statement or promise

**Reasonable Doubt** – reasonable doubt exists when the jury cannot say with certainty that a person is guilty. It must be more than imaginary doubt, and it is often defined judicially as such doubt as would cause a reasonable person to hesitate before acting in a matter of importance

**Sentence** – the punishment given by a court of law or judge in a criminal proceeding

**Witness** – a person who testifies in a court case or gives evidence before a judge and jury