

Jury Selection on Trial

A Lesson by Linda Weber



The Annenberg Foundation Trust at
SUNNYLANDS

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**Leonore Annenberg
Institute for Civics**
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SUMMARY

“Congress shall make no law . . . abridging the freedom of speech. . .” – First Amendment, U.S. Constitution

Justice in America not only requires the work of each branch of government, it also requires the voices of citizens who serve on juries in both civil and criminal trials. If the constitutional guarantee of a fair trial is to be realized, the process used for selecting jurors must also be fair.

Before *Edmonson v. Leesville Concrete Co.* (1991), the constitutional principle of equal protection under the law had been applied to federal jury selection practices in criminal trials but not in civil trials. With *Edmonson*, the Court applied the same principle to civil jury trials when it ruled that the use of race-based peremptory challenges during jury selection violates the Constitution.

Edmonson v. Leesville is a story about the relentless pursuit of justice under law by one ordinary citizen and his attorney. Because of their persistence, all citizens who report for jury service are protected against discriminatory practices during the selection process.

In this lesson, students learn about the process used for jury selection and how the role and responsibilities of government in civil and criminal jury trials are viewed by the Supreme Court. They also reflect on the democratic values, principles, and dispositions of character working behind the scenes.

NOTES AND CONSIDERATIONS

- This lesson presumes that students are familiar with the following: Supreme Court cases, the court system, court-related vocabulary, the jury selection process including voir dire and the use of peremptory challenges.
- Technology is relied on to facilitate learning and instruction.
- This is a self-contained lesson with resources and activities that can be adapted to different teaching styles, length of classes, and levels of students.

Snapshot of Lesson

Grades: Middle School; High School (Focus)

Subject Focus: Civics/Government

Estimated Time: 4 days

Alignment to National Standards for Civics and Government: Grades 5-8; Grades 9-12

Materials/Equipment Needed:

- Video: *Jury Selection: Edmonson v. Leesville Concrete Company* available on DVD and at <http://www.annenbergclassroom.org/page/jury-selection-edmonson>
- Computer with internet connection and projector for class viewing
- Computer lab

Materials Included:

Readings and Resources

- Introduction: “Supreme Court as a Mirror of America” from *The Pursuit of Justice* by Kermit L. Hall and John J. Patrick
- *Edmonson v. Leesville Concrete Co.* (1991) - background story, full text
- Glossary of Jury- & Court-Related Terms
- Topics from *Understanding Democracy: A Hip Pocket Guide: Citizenship, Justice, Rights, Rule of Law, Civic Virtue*
- From *Our Constitution* by Donald A. Ritchie - Sixth, Seventh, Eighth, & Fourteenth Amendments
- Transcript for video

Student Materials

- Research: “Jury Selection Step by Step”
- Student’s Video Guide
- Graphic Organizer: “Chart the Plot of the Story”
- Activity: “Profile the Legal Case”
- Character Analysis: “Going the Distance: What it Takes for Democracy to Work”
- “Take Home Review”

Teacher Materials

- Teacher’s Video Guide
- Keys for student activities

National Standards for Civics & Government

- Standards level detail for grades 5-8, 9-12

TOPICS

- Civil and criminal jury trials
- Constitutional basis for juries
- Constitutional limits and responsibilities of government
- Jury selection process
- Justice
- Rights and responsibilities of citizens
- Role and responsibilities of juries in the U.S. justice system

NATIONAL STANDARDS

Document: National Standards for Civics and Government (1994) Center for Civic Education
<http://www.civiced.org/index.php?page=stds>

Grades 5-8 Organizing Questions

The national content standards for civics and government are organized under five significant questions. The following outline lists the high-level organizing questions supported by this lesson.

- I. What are civic life, politics, and government?
 - A. What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?
 - B. What are the essential characteristics of limited and unlimited government?
 - C. What are the nature and purposes of constitutions?
 - D. What are alternative ways of organizing constitutional governments?

- II. What are the foundations of the American political system?
 - A. What is the American idea of constitutional government?
 - C. What is American political culture?
 - D. What values and principles are basic to American constitutional democracy?

- III. How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
 - A. How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?
 - E. What is the place of law in the American constitutional system?

- V. What are the roles of the citizen in American democracy?
 - A. What is citizenship?
 - B. What are the rights of citizens?
 - C. What are the responsibilities of citizens?
 - D. What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?
 - E. How can citizens take part in civic life?

Grades 9-12 Organizing Questions

The national content standards for civics and government are organized under five significant questions. The following outline lists the high-level organizing questions supported by this lesson.

- I. What are civic life, politics, and government?
 - A. What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?
 - B. What are the essential characteristics of limited and unlimited government?
 - C. What are the nature and purposes of constitutions?
 - D. What are alternative ways of organizing constitutional governments?

- II. What are the foundations of the American political system?
 - A. What is the American idea of constitutional government?
 - C. What is American political culture?
 - D. What values and principles are basic to American constitutional democracy?

- III. How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
 - B. How is the national government organized, and what does it do?
 - D. What is the place of law in the American constitutional system?

- V. What are the roles of the citizen in American democracy?
 - B. What are the rights of citizens?
 - C. What are the responsibilities of citizens?
 - D. What civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?
 - E. How can citizens take part in civic life?

Note: A more detailed standards-level alignment related to these questions can be found in the “Standards” section at end of this lesson plan.

STUDENT OUTCOMES

Knowledge, skills, and dispositions

Students will . . .

1. Identify the constitutional grounds for jury trials.
2. Explore the relationship and responsibilities of the government to the people under the Constitution.
3. Describe the basic process for jury selection in federal court.
4. Explain the role of peremptory challenges in *Edmonson v. Leesville*.
5. Consider the implications of the decision in *Edmonson v. Leesville* to justice in the United States.
6. Identify values and principles in a constitutional democracy.
7. Recognize and reflect on the importance of civic dispositions and citizen involvement in the justice system.

Integrated Skills

1. Information literacy skills

Students will . . .

- Analyze primary and secondary sources to gather information
- Extract, organize and analyze information
- Use skimming and research skills.
- Make informed decisions.
- Use prior and background knowledge to support new learning.
- Use technology as a tool for learning.

2. Media literacy skills

Students will . . .

- Read, view, and listen to information delivered via different media formats in order to make inferences and gain meaning

3. Communication skills

Students will . . .

- Write and speak clearly to contribute ideas, information, and express own point of view.
- Write in response to questions.
- Respect diverse opinions and points of view
- Support personal opinions with facts.
- Collaborate with others to deepen understanding.

4. Study skills

Students will . . .

- Take notes.
- Manage time and materials.

5. Thinking skills

Students will . . .

- Describe and recall information
- Make personal connections.
- Explain ideas or concepts.
- Draw conclusions.
- Recognize compatible and conflicting ideas and principles.
- Analyze and compare opinions.
- Synthesize information.
- Use sound reasoning and logic.

6. Problem-solving skills

Students will . . .

- Explain the interconnections within a process leading to desired results.
- Describe legal process for conflict resolution
- Examine reasoning used in making decisions.
- Ask meaningful questions.

7. Participation skills

Students will . . .

- Contribute to small and large group discussion
- Work responsibly both individually and with diverse people.
- Express own beliefs, feelings, and convictions.
- Show initiative and self-direction

ASSESSMENT

Evidence of understanding may be gathered from student performance related to the following:

1. Research activity: “Jury Selection Step by Step”
2. Responses to questions in the video discussion guide.
3. Graphic Organizer: “Chart the Plot of the Story”
4. Activity: “Profile the Case”
5. Character Analysis: “Going the Distance: What It Takes for Democracy to Work.”
6. “Take-Home Review”

VOCABULARY

appeal	jury	pro bono
Batson challenge	jury pool	prospective juror
civil case	jury selection	qualified jury wheel
counsel	justice	right
criminal case	layperson	strike a juror
discrimination	litigant	sue
facts	master jury wheel	suit
fair	panel	summons
impartial	party	trial by jury
judge	peremptory challenge	venire
juror	private action	voir dire
tyranny	U.S. Constitution	

Refer to the “Glossary of Jury- and Court-Related Terms” included with this lesson for many definitions.

Resources for Definitions

FindLaw—Law Dictionary

<http://dictionary.lp.findlaw.com/>

American Bar Association

http://www.americanbar.org/groups/public_education/resources/law_related_education_network/glossary.html

Annenberg Classroom Glossary

<http://www.annenbergclassroom.org/terms>

Federal Judicial Center: Inside the Federal Courts -- Definitions

<http://www.fjc.gov/federal/courts.nsf>

***Understanding Democracy, A Hip Pocket Guide* - John J. Patrick**

<http://www.annenbergclassroom.org/page/understanding-democracy-a-hip-pocket-guide>

U.S. Courts: Commonly Used Terms

<http://www.uscourts.gov/Common/Glossary.aspx>

LESSON OVERVIEW

Goal: Students learn about the shared responsibilities of citizens and the government for establishing justice in America through the story of the Supreme Court case that brought justice to jury selection in civil trials — *Edmonson v. Leesville Concrete Company* (1991).

Class-Prep Assignment: Students build background knowledge and understanding for the video and the class work in this lesson by reading primary and secondary sources and responding to questions.

DAY 1: Jury Selection Step by Step

Students conduct research to identify steps in the jury selection process in federal court.

DAY 2: Jury Selection on Trial

Students watch and listen to the video Jury Selection: *Edmonson v. Leesville Concrete Company*, then respond to discussion questions and chart the plot of the story.

DAY 3: Profile the Legal Case

Students gather information from the video and review the Supreme Court opinion to develop a case profile for *Edmonson v. Leesville* that summarizes the facts and legal arguments used.

DAY 4: Going the Distance

Students reflect on the interplay of democratic values, principles, and civic dispositions of character evident in the story that brought justice to jury selection

“Citizenship is every person’s highest calling.”

— Ambassador Walter H. Annenberg

Student Materials

- Class-Prep Assignment
- Research Activity: “Jury Selection Step by Step”
- “Student’s Video Guide: Jury Selection: Edmonson v. Leesville Concrete Company”
- Graphic Organizer: “Chart the Plot of the Story”
- Activity: “Profile the Legal Case: *Edmonson v. Leesville Concrete Co.* (1991)”
- Character Analysis: “Going the Distance: What it Takes for Democracy to Work”
- “Take-Home Review”

Class-Prep Assignment Sheet

The following assignment provides important background knowledge and context for the video Jury Selection: *Edmonson v. Leesville Concrete Company* and related class work.

Instructions

Read, review, and become familiar with the following resources, then answer the questions.

Bring this sheet and the completed questions with you to class.

1. Readings and resources to review.

(Copies are available from the teacher or the readings may be viewed at the links provided.)

- “Introduction: Supreme Court as a Mirror of America” from *The Pursuit of Justice: Supreme Court Decisions that Shaped America* by Kermit L. Hall and John J. Patrick.
Annenberg Classroom: http://www.annenbergclassroom.org/Files/Documents/Books/The%20Pursuit%20of%20Justice/5_11_Intro.pdf
- *Understanding Democracy: A Hip Pocket Guide*
Topics: Citizenship; Justice; Rights; Rule of Law; Civic Virtue
Annenberg Classroom: <http://www.annenbergclassroom.org/page/understanding-democracy-a-hip-pocket-guide>
- U.S. Constitution
 - o Sixth Amendment
 - o Seventh Amendment
 - o Fourteenth AmendmentThe Annenberg Guide to the United States Constitution: <http://www.annenbergclassroom.org/page/a-guide-to-the-united-states-constitution>
- Background Story for *Edmonson v. Leesville Concrete Company* (1991)
- Glossary of Jury-and Court-Related Terms

2. Questions to answer.

- a) Cite the Constitutional guarantees for jury trial.
- b) Explain the concept of equal justice under law.
- c) What criteria does the Supreme Court use to decide which cases it will hear?
- d) Who is Thaddeus Edmonson and why did he go to court in the first place?
- e) What happened in Edmonson’s trial that might be a concern for the Supreme Court?

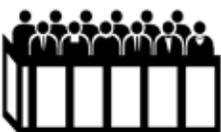
Research Activity: Jury Selection Step by Step

Instructions

Synthesize information from multiple sources to diagram the steps in the jury selection process for federal courts and identify criteria used for selecting people during each phase. Attach a KEY with commentary to describe what happens at each step.



We the People



We the Jury

THE PROCESS	THE CRITERIA
<p>Phase I: Process the court uses to select people and get them to the courthouse:</p>	<p>Legal Requirements</p>
<p>Phase II: Process followed at the courthouse for selecting jurors:</p>	<p>Qualifications for Selection</p>

Resources to review:

- **Supreme Court Opinion for *Edmonson v. Leesville Concrete Company* (1991)**

See Paragraphs 17, 18, 19

A copy is available from the teacher or it may be accessed from the following site: United States Reports
<http://ftp.resource.org/courts.gov/c/US/500/500.US.614.89-7743.html>

- **Inside the Federal Courts**

Who does What? Jury

<http://www.fjc.gov/federal/courts.nsf/autoframe?OpenForm&nav=menu5a&page=/federal/courts.nsf/page/306?opendocument>

Who Does What: Jury Qs & As

<http://www.fjc.gov/federal/courts.nsf/autoframe?OpenForm&nav=menu5a&page=/federal/courts.nsf/page/307?opendocument>

- **The American Jury: Bulwark of Democracy**

<http://www.crfc.org/americanjury/>

- **U.S. Courts**

Information for Jurors

<http://www.uscourts.gov/Audience/Jurors.aspx>

Handbook for Trial Jurors Serving in the United States District Courts

<http://www.uscourts.gov/Viewer.aspx?doc=/uscourts/FederalCourts/Jury/trialhandbook.pdf>

Words to include:

1. challenge for cause
2. citizen
3. clerk of court
4. district court
5. judge
6. juror
7. juror questionnaire
8. jury
9. jury administrator
10. jury panel
11. jury pool
12. jury selection
13. lawyers
14. master jury wheel
15. peremptory challenge
16. prospective juror
17. qualified jury wheel
18. random selection
19. summons
20. venire
21. voir dire
22. voter

Student's Video Guide

Jury Selection: *Edmonson v. Leesville Concrete Company*

Introduction

Jury Selection: *Edmonson v. Leesville Concrete Company* tells a true story about the relentless pursuit of justice under law by one ordinary citizen and his attorney. Because of their persistence, all citizens who report for jury service are protected against race-based discriminatory practices during the selection process.

In the course of the storytelling, you will have the unique opportunity to see and hear from Thaddeus Edmonson, the petitioner, and James Doyle, Edmonson's counsel, who argued the case before the Supreme Court in 1991. You will also listen to audio from the actual Supreme Court proceeding.

Vocabulary

appeal	juror	prospective juror
Batson challenge	jury	right
civil case	jury selection	strike a juror
counsel	justice	sue
criminal case	layperson	suit
discrimination	litigant	trial by jury
facts	party	tyranny
fair	peremptory challenge	U.S. Constitution
impartial	private action	venire
judge	pro bono	voir dire

Follow-up Discussion Questions

1. Who was Thaddeus Edmonson and why did he go to court?
2. What happened in Thaddeus Edmonson's trial that became the focus of a Supreme Court case?
3. Which constitutional guarantees apply to jury trials?
4. In order to determine a person's guilt or innocence in a criminal trial, all three branches of government are involved. Explain the role of each:
5. Why was the jury system created?
6. Which parts of the jury selection process were described in the video?
7. What is the purpose of having lawyers question prospective jurors before a trial starts?
8. Identify the two ways used by lawyers to excuse prospective jurors.
9. Historically, how did voter lists facilitate racial discrimination in a court of law?

10. Define “Batson challenge” and explain its significance in *Edmonson*.

11. What constitutional principle became the primary concern in *Edmonson*?

12. Justice Kennedy wrote the Court’s opinion in *Edmonson*. Explain the significance of Kennedy’s reasoning when he said that “the jury exercises the power of the court and of the government . . . If a government confers on a private body the power to choose the government’s employees or officials (such as a juror), the private body will be bound by the constitutional mandate of race-neutrality.”

13. Whose rights were violated in *Edmonson*? Explain.

14. Identify the similarities and differences between *Edmonson* and *Batson*. (You can compare apples and oranges.)

	Batson	Edmonson
similarities		
differences		

15. Read the following explanations from the video about the opinion and dissents in *Edmonson*. They represent two different points of view regarding the function of government and the application of the law. There were six Justices who agreed and three who dissented.

“Justice Kennedy wrote [in the Court’s opinion] that “the jury exercises the power of the court and of the government...If a government confers on a private body the power to choose the government’s employees or officials (such as a juror), the private body will be bound by the constitutional mandate of race-neutrality.” Leesville was in violation of the equal protection rights of the two black jurors, as well as Thaddeus Edmonson because peremptory challenges are a function of government, even in a civil court, so they cannot be based on race.”

“Justices O’Connor, Scalia and Rehnquist dissented. Justice O’Connor, who had voted with the majority in *Batson*, dissented in *Edmonson* arguing that a peremptory challenge by a private party in a civil suit was not a function of government.”

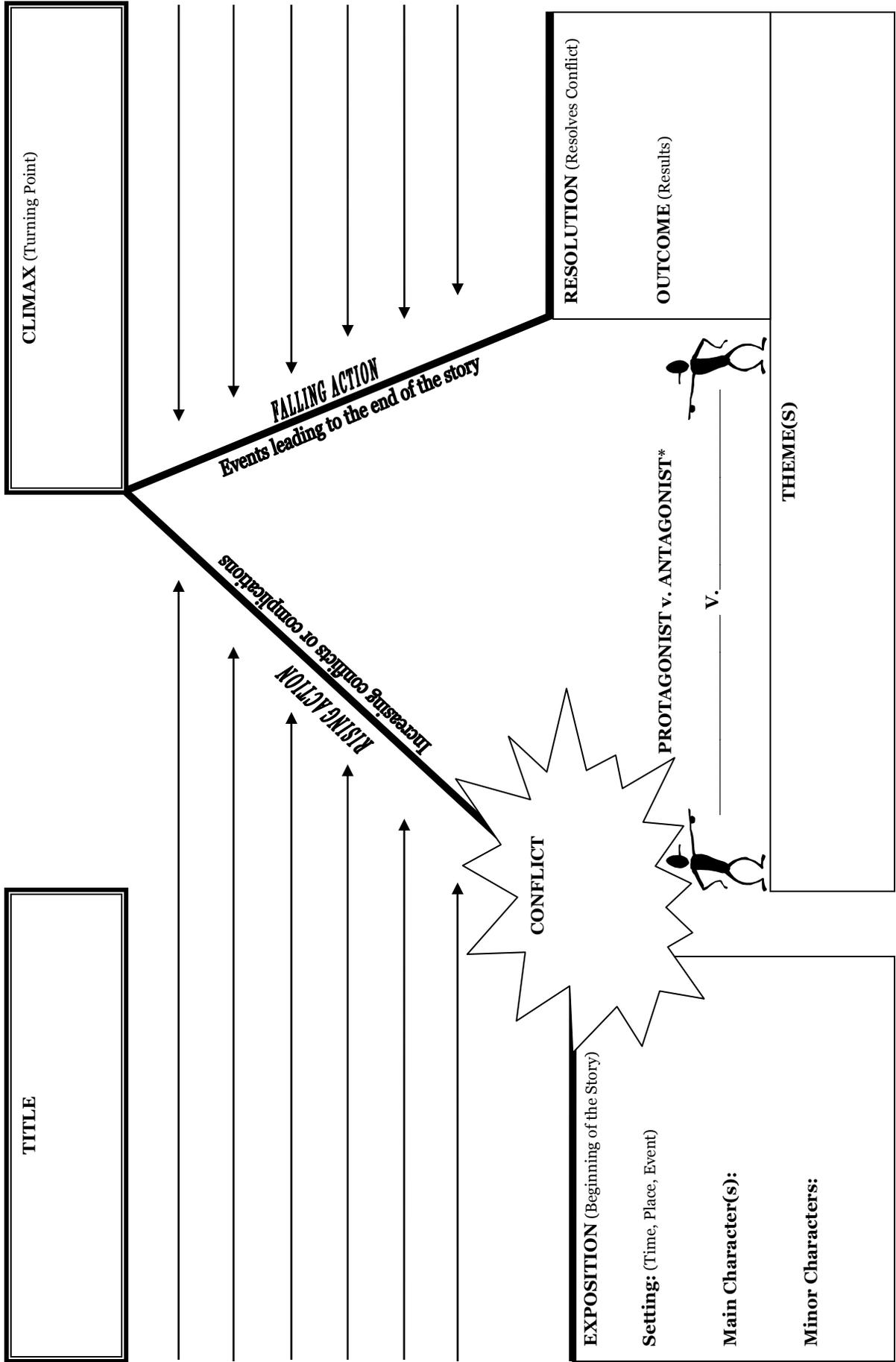
Discuss the difference between the two points of view.

16. From a legal standpoint, why is it important to distinguish between government action and private action?

17. Reflect on the closing statement in the video: “You should want to be on a jury. People have fought for the right to serve on juries. It’s all about the character of justice in our society, and if we deny rights to have people serve on juries, we are denying justice.”

18. What is the significance of the Supreme Court decision in *Edmonson* for students?

Chart the Plot of the Story



***Protagonist:** the central character that tries to accomplish something in the story and keeps the action moving forward; the protagonist may or may not be a person
Antagonist: whatever opposing force or major obstacle that the protagonist struggles against; the antagonist may or may not be a person

Profile the Legal Case: *Edmonson v. Leesville Concrete Company (1991)*

Instructions:

Use the information in the video Jury Selection: *Edmonson v. Leesville Concrete Company*, to develop a 1-page case profile, then refer to the Supreme Court opinion to fill in other details as needed.

Note:

A full text pdf of *Edmonson v. Leesville* is available from the teacher. It can also be accessed at these links for research purposes:

- FindLaw
<http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=us&vol=500&invol=614>

- Cornell University Law School
<http://www.law.cornell.edu/supct/html/89-7743.ZS.html>

Case name (complete title)	
Case citation (reference information)	
Type of case (civil / criminal)	
Background story (summary of the facts)	
Nature of the lawsuit	
Court in which case was filed	
Petitioner	
Respondent (Defendant)	
Goal of the lawsuit	
Attorney for the plaintiff	
Constitutional issue(s) used for appeal (constitutional violation)	
Reason Supreme Court decided to hear the case	
What problem is the Court being asked to solve? (problem stated in the form of a question that can be answered by YES or NO.)	
Holding of the Court (how the Court answered the question.)	
Vote of the Court	
Action of the Court (what the court required be done as the result of its decision)	
Justice delivering the Court's opinion	
Justices who concurred	
Reasoning behind opinion of the Court	
Justices who dissented	
Justices who filed dissents	
Reasoning behind each filed dissent	

Character Analysis

Going the Distance: What it Takes for Democracy to Work

Instructions:

In our democratic system of shared powers, both the government and the citizens are responsible for protecting the rights of the individual and promoting the common good. After viewing the video, reflect on the words and actions of the characters named in the chart below then check all descriptors that you believe apply and note your reasons.

CHARACTERS						DESCRIPTORS
Edmonson	Doyle	Leesville	Supreme Court	Combs	Jury	1. Role in the Story Distinguishing between private and public roles in a constitutional democracy is critical to invoking the authority of the Constitution, but not always easy. "With a few exceptions, such as the provisions of the Thirteenth Amendment, constitutional guarantees of individual liberty and equal protection do not apply to the actions of private entities." (<i>Edmonson</i>)
						private
						government/state (public)
Edmonson	Doyle	Leesville	Supreme Court	Combs	Jury	2. Civic Dispositions These civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy.
						civility
						respect for the rights of other individuals
						respect for law
						honesty
						open mindedness
						critical mindedness
						negotiation and compromise
						persistence
						civic mindedness
						compassion
						patriotism
						courage
						tolerance of ambiguity
Edmonson	Doyle	Leesville	Supreme Court	Combs	Jury	3. Civic Responsibilities The exercise of these responsibilities by citizens supports the values and principles of American democracy and provides the means for citizens to monitor and influence government.
						obeying the law
						being informed and attentive to public issues
						monitoring the adherence of those in government to constitutional principles and taking appropriate action if that adherence is lacking
						assuming leadership when appropriate
						paying taxes
						registering to vote and voting
						serving as a juror
						serving in the armed forces
						performing public service

CHARACTERS						DESCRIPTORS
Edmonson	Doyle	Leesville	Supreme Court	Combs	Jury	4. Personal Responsibilities The exercise of certain personal responsibilities by citizens benefits both the individual and society.
						taking care of one's self
						supporting one's family and caring for, nurturing, and educating one's children
						accepting responsibility for the consequences of one's actions
						adhering to moral principles
						considering the rights and interests of others
						behaving in a civil manner
Edmonson	Doyle	Leesville	Supreme Court	Combs	Jury	5. Constitutional Values and Principles Both government officials and citizens share the responsibility for upholding fundamental values and principles important for a constitutional democracy.
						popular sovereignty-- ultimate political authority rests with the people
						constitutional authority
						rule of law
						representative institutions
						separated and shared powers
						checks and balances
						limited government
						equal protection under the law
						individual rights
						separation of church and state
						federalism
						civilian control of the military
Edmonson	Doyle	Leesville	Supreme Court	Combs	Jury	6. American Values and Principles The following values and principles are fundamental to American civic life. Civic life is the public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
						individual rights
						the public or common good
						self government
						justice
						equality
						diversity
						openness and free inquiry
						truth
						patriotism

Civic Dispositions Defined:

- **civility** – treating other persons respectfully, regardless of whether or not one agrees with their viewpoints; being willing to listen to other points of view; avoiding hostile, abusive, emotional, and illogical argument
- **respect for the rights of other individuals** – having respect for others’ right to an equal voice in government, to be equal in the eyes of the law, to hold and advocate diverse ideas, and to join in associations to advance their views
- **respect for law** – willingness to abide by laws, even though one may not be in complete agreement with every law; willingness to work through peaceful, legal means to change laws which one thinks to be unwise or unjust
- **honesty** – willingness to seek and express the truth
- **open mindedness** – considering others’ points of view
- **critical mindedness** – having the inclination to question the validity of various positions, including one’s own
- **negotiation and compromise** – making an effort to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable to do so
- **persistence** – being willing to attempt again and again to accomplish worthwhile goals
- **civic mindedness** – paying attention to and having concern for public affairs
- **compassion** – having concern for the well-being of others, especially for the less fortunate
- **patriotism** – being loyal to the values and principles underlying American constitutional democracy, as distinguished from jingoism and chauvinism
- **courage** – the strength to stand up for one’s convictions, when conscience demands
- **tolerance of ambiguity** – the ability to accept uncertainties that arise, e.g., from insufficient knowledge or understanding of complex issues or from tension among fundamental values and principles

Note: Based on the National Civics and Government Standards for Grades 5-8 and 9-12.

Take-Home Review

Instructions: Use words from the list at the end to fill in the blanks. Some words may be used multiple times; some words may not be used at all; some may be more appropriate than others.

1. People seek _____ in a court of _____.
2. The _____ Amendment of the _____ provides for a jury trial in _____ cases.
3. The _____ Amendment of the _____ provides for a jury trial in criminal cases.
4. The courts are part of the _____ branch of government.
5. The three branches of government are _____, _____, and _____.
6. The jury system was created to prevent abusive power by the _____.
7. The _____ was written to establish the _____ and define what it can and cannot do.
8. It is unconstitutional for the _____ to violate the _____ of those under its authority.
9. Juries are composed of _____ only.
10. If a case is lost in one court, it may be taken to a higher _____ on _____.
11. The highest appellate court is the _____.
12. The jury is the voice of the _____ in the _____.
13. The group of prospective jurors who report to the court for jury service form the _____, known commonly as the _____.
14. During voir dire, lawyers may use a _____ to excuse a juror without stating a reason.
15. When a person is charged with drunk driving, the case will be heard in a _____ court.
16. The goal of _____ is to reduce the number of prospective jurors and select an _____ jury.
17. Prospective jurors have _____.

18. Prosecutors are lawyers in _____ courts.
19. The government is one of the parties in a _____ trial.
20. A civil court settles disputes between _____ parties.
21. When a person sues another person for breaking a contract, the case may be heard in a _____ court.
22. As an officer of the court, a _____ is part of the government.
23. A jury is made up of individuals from the _____.
24. The _____ decides a person's innocence or guilt in a _____ trial
25. If accused, we all have the right to a _____ trial.
26. As triers of the facts in a courtroom, the _____ serves a governmental function.
27. The _____ restrains the _____ from denying the _____ of the people.
28. _____ in any court procedures jeopardizes the fairness of the proceedings.
29. The _____ guarantees all of us the right to _____ under the law.
30. It is unconstitutional for the _____ to discriminate against _____ on the grounds of race.
31. It is not unconstitutional for _____ to act in discriminatory ways.
32. Civil trials take place in a setting operated by the _____.
33. Decisions made by the Supreme Court have the force of _____.

appeal	Fourteenth	people
challenge for cause	government	peremptory challenge
citizens	impartial	president
civil	judge	private
Constitution	judicial	rights
court	jury	Senate
criminal	jury pool	Seventh
Declaration of Independence	justice	Sixth
discrimination	law	Supreme Court
equal protection	lawyer	venire
executive	legislative	voir dire