

Evidence cards

<p>Charles I is a Man of Blood. He started the Civil War – twice!</p>	<p>If we execute the King what will happen next? The county will be lost without its King! Who would rule in his place?</p>	<p>There is no court in the land with the authority to try the King.</p>
<p>Charles I wants the best for his country. He wants to protect his people from the rule of Parliament.</p>	<p>Charles I could be a secret Catholic. He has a Catholic wife and has appointed Catholic ministers.</p>	<p>Someone needs to be held to account for all the blood that has been shed.</p>
<p>Charles I is a traitor against his people for going to war against them.</p>	<p>Charles I was chosen by God to be King. He cannot be killed!</p>	<p>The Court sits with the authority of Parliament.</p>
<p>Most people in England will be horrified if the King is killed.</p>	<p>Charles I has shown he cannot rule fairly with Parliament.</p>	<p>Charles I cannot be trusted not to start the war yet again. As long as he is alive the Civil War will continue.</p>
<p>The trial isn't fair – Cromwell has got rid of all the people in Parliament who might support the King.</p>	<p>Charles I is extravagant with the country's money. He buys expensive art and he even wears a new pair of gloves every day!</p>	<p>The victories of Cromwell's army show that God is on Parliament's side.</p>

## Roles

**Team for the defence**

You need to decide on the **top three** pieces of evidence you want to use in your case, and construct your argument for the King's innocence.

**Judge**

You need to consider all the evidence and use it in your summing up and advice to the jury on how to vote.

**Team for the prosecution**

You need to decide on the **top three** pieces of evidence you want to use in your case, and construct your argument for the King's guilt.

**The King**

You need to prepare a speech in your defence.

## Extra challenge: extracts from the actual trial

I wish to know by what power I am brought here – by what lawful authority? Remember I am your King, your lawful King. I have a trust committed to me by God, by old and lawful descent. I will not give it up to a new and unlawful authority.

Charles I speaking at his trial in 1649

Trusted to govern England according to the law, he has in fact tried to rule according to his own will. He has wickedly made war on his own subjects, and so is responsible for all the murders, rapings, burnings, damage and desolation caused by the wars.

John Bradshaw, speaking at the trial in 1649

## Planning the prosecution

In the trial, you have two main roles – to argue Charles's guilt and to *rebut* or *counter* the defence's case. (i.e. say how their points are not valid). You don't know yet what they are going to say but can you guess? Use the evidence cards to help you.

Main case for the prosecution	Counter argument to the points the defence might make

## Planning the defence

In the trial, you have two main roles – to argue Charles's innocence and to *rebut* or *counter* the prosecution's case. (i.e. say how their points are not valid). You don't know yet what they are going to say but can you guess? Use the evidence cards to help you.

Main case for the defence	Counter argument to the points the prosecution might make

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## Teaching notes

This mock trial of Charles I could be done as a whole class exercise or in smaller groups.

You will need a team for the defence and a team for the prosecution. To make this more of a drama focused activity, you could also have students acting as Charles I himself, and a presiding judge. Later on the class, or group as a whole, could act as a jury to come to a verdict on what to do with Charles.

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## Tasks

1. The first task is for students to sort the evidence cards into two groups: evidence that will help to prove Charles I is guilty, and evidence that will help to prove his innocence. A slightly simplified version of the card sort is available (to subscribers) as an interactive Magnet activity on our website.
2. The cards can then be sorted in order of strength of evidence, so that the strongest evidence is at the top and the weakest at the bottom.
3. As an extra challenge, students can be tasked with finding their own evidence to add to either side.
4. Sort out the roles for the mock trial:
  - Team for the defence
  - Team for the prosecution
  - The King (*optional*)
  - The Judge (*optional*).
5. In their groups, the students can fill in sheets for the defence and prosecution. If you are using the optional roles, the student(s) playing the King should work on their speech, and the judge(s) should look at summing up all the evidence in their closing advice to the jury.
6. For additional challenge you could give the students extracts of the actual speeches used in the trial. They can use these as models for their own language.
7. The trial can then take place. Start with speeches from the prosecution, followed by the defence. Each side can then have the opportunity to counter the other's argument. You (or your Judge if you are have one) can then sum up the evidence. Finally, the King can make a speech.
8. You can then encourage students to come out of role for a final vote. Voting options for the verdict and sentence/outcome could be given as follows:
  - Charles is **guilty** of treason and deserves to die.
  - Charles is **guilty** of treason but doesn't deserve to die – he should go into exile.
  - Charles is **not guilty** of treason but should not be King anymore.
  - Charles is **not guilty** of treason and should be made King again.