Family law and domestic violence clinicians in the Washington D.C./Baltimore area ask:

How do we teach our students what is a fact as opposed to a conclusion, an inference or an assumption?

Below is our experiment in creating approaches to teach atomizing1 facts.

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**Atomizing Facts in Cross-Examination**

*Use ambiguous picture
*Students identify a storyline/case theory
*Students provide factual support for or against storyline/case theory
*Must provide one fact at a time
*If provide assumption or conclusion, ask student to break it down to discrete fact
*Discuss how atomizing facts relates to cross-examination construction

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**Developing Details in Direct Examination**

*Read *Measuring Penny*, by Loreen Leedy
*Discuss the various dimensions for measuring objects
*Formulate questions to ask about a particular object
*With context given for the object, students ask additional questions based on context
*Discuss how vivid description can help a fact finder understand an object’s importance

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1 We credit this term to Prof. Danny Shemer, Criminal Practice Clinic, University of Baltimore School of Law.

Submitted by: Margaret E. Johnson, Assistant Professor, and Leigh Goodmark, Associate Professor, University of Baltimore School of Law; Catherine Klein, Professor of Law, Margaret Martin Barry, Associate Professor, and Lisa Martin, Clinical Associate, Columbus School of Law, Catholic University; Laurie Kohn, Visiting Professor, Georgetown University Law Center; Jane Stoever, Assistant Professor, Seattle University School of Law; and Amy Myers, Practitioner-in-Residence, Washington College of Law, American University.