



Lesson Plan: Graffiti on Trial

Lesson Activity Steps:

DAY 1

- Hook: Read the book, *That's Mine, Horace*, or similar, and discuss what rule was broken (don't take things that are not yours), the crime (Horace kept the toy truck, when he knew it belonged to another, and lied to his mother about it), who is harmed (owner of toy), and the consequences for the perpetrator (guilty feelings, shame and remorse, and he had to give the truck back)

Questions for students to ponder: How did Horace know he had done something wrong? Do all classes/schools have the same rules? Why do we need rules at school? How are school rules like/unlike laws for older kids and adults?

- Crime and Punishment Game: Students are given game of cards to sort by law, crime, victim and punishment-small group or pairs. Look at these word cards, match up the crime with who gets hurt, and what should be done about it. (See sample cards in appendix A)

DAY 2

Briefly review laws from yesterday's game (i.e., don't steal, don't litter, no graffiti, no hitting).

Introduce vocabulary of the court: victim, defendant, arrest, trial, defense attorney, prosecutor, judge, jury, bailiff, witness, "under oath", decision, verdict, sentence, presumption of innocence, impartiality – include visual presentation of courtrooms, and the role of each person in court. Students produce a "Legal Dictionary" with definitions, illustrations, and sentences relating to each word.

DAY 3

Continue working on Legal Dictionary.

Class views photos and drawings of actual courtrooms, uses graph paper and cut-outs to design a layout of our classroom "courtroom".



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Curricula for K-12 Civics Education

Present mock trial situation: A woman (Ms. Rodriguez) saw someone spray graffiti on the side of her house. All she can say is it was a boy. We have 2 defendants, Alberto and Bobby, who were seen running away from her house. Do you know who did it? No, we need to have a trial, so our jury can decide who is guilty of tagging Ms. Rodriguez's house.

Teacher assigns roles of courtroom personnel, attorneys, witnesses, and jury members. Students are provided with scripted lines. An actual judge and attorney will assist with the trial.

DAY 4

Trial proceeds, with evidence strongly implicating suspect Bobby. Please see Appendix C for complete script of the trial.

Jury deliberates, with the assistance of an adult to help them stay focused. Jury presents verdict, judge decides on sentence.

After sentencing, there will be time for students to ask questions of the judge and attorney, and discuss the jury's verdicts.

Debrief: What did you learn from this trial? Compare and contrast the jobs of the judge and the jury. What if there had been no jury? No judge?

DAY 5

Review yesterday's trial. During discussion, students reflect and make notes about what they liked about the experience, what they learned, and what they want to do in the future as a result of the trial.

Students write a thank-you letter to the judge, including their reflections.

DAY 6

Review yesterday's trial. How are judges selected in California? How can a person become a lawyer? How does a person become a juror?



Teacher shows jury summons, describes qualifications to be a juror. A chart is created which spells out requirements and responsibilities of jury service.

Teacher presents displays sample brochures and pamphlets, and explains writing project: a pamphlet explaining jury duty, and persuading everyone over 18 to answer their jury summons, and serve if selected.

Students begin work on their projects.

DAY 7

Students complete projects and present them in class. Class votes on which one(s) they would like to see distributed in the community.

Special Needs of students are considered in this lesson: Students will work in pairs and small groups, which will be assigned based on the needs of English Learners and Special Ed students. Roles in the mock trial will be assigned based on speaking and acting abilities. Students will participate in speaking, writing, drawing, and cut-paste activities, with choices to accommodate various learning styles.

Extension Ideas:

Students may work together with a bilingual class to translate students' projects into Spanish. Class ultimately votes on their favorite pamphlet, which is duplicated and displayed for distribution to the public at our local fast-food restaurants. Students may write letters to local businesses asking them to distribute our pamphlets.

Materials and Resources Needed: Book, *That's Mine, Horace*, chart paper and pens, *Crime and Punishment Game* cards (teacher made), grid paper for courtroom design. An assortment of pamphlets and brochures. Photographs of graffiti on a building, courtroom props including evidence (see appendix B).

Writing and drawing paper, pencils, markers, scissors, glue, and crayons.