



Lesson Plan: Graffiti on Trial

Grade Level: 3rd

Context of the unit: This unit focuses on the third grade social studies standards, which require students to understand the role of rules and laws in our daily lives and the basic structure of the U.S. government. Students will begin to understand the three branches of the government, with an emphasis on the judicial branch of their local government. Students will also explore the role of the individual citizen in a democracy in terms of good social behavior, taking part in community life, voting, and jury service.

Context of the project: Students will prepare for a mock trial in the classroom by examining the parts of an actual courtroom and then creating a floor plan for a courtroom in the classroom. Next, students will begin work on a dictionary of court-related vocabulary words. Through participation in a mock trial, students will both explore the responsibilities of citizens to participate in local government through jury duty, and also understand the consequences of committing a crime. The unit will culminate with students writing their thanks to the judge and attorney who assisted them, and creating a brochure which explains jury service, and encourages adults in our community to respond to their jury summons.

Standards Addressed in the Unit

Social studies 3.4.1: Determine the reason for rules, laws, and the U.S. constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.

Social studies 3.4.2: discuss the importance of public virtue and the role of citizens, including how to participate in classroom, in the community, and in civic life

Social studies 3.4.4: understand the three branches of government, with an emphasis on local government.

Reading comprehension 2.2: ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from the text.

Listening and Speaking 1.7: use clear and specific vocabulary to communicate ideas and establish tone.



Standards Addressed in *this* project:

Social studies 3.4.1: Determine the reason for rules, laws, and the U.S. constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.

Social studies 3.4.2: discuss the importance of public virtue and the role of citizens, including how to participate in classroom, in the community, and in civic life.

Social studies 3.4.4: understand the three branches of government, with an emphasis on local government.

Reading 1.3: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Writing Strategies

1.1 Create a single paragraph:

- a. Develop a topic sentence.
- b. Include simple supporting facts and details.

1. Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.

2.3 Write personal and formal letters, thank-you notes, and invitations:

- a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.
- b. Include the date, proper salutation, body, closing, and signature.

Writing Conventions

1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.

Speaking

2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.



Objectives: Students will understand the roles of persons in the court, the presumption of innocence, the value of evidence, and the importance of an impartial jury at trial.

Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects K-5

College and Career Readiness Anchor Standards for Reading K-5

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
1. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

College and Career Readiness Anchor Standards for Writing K-5

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

College and Career Readiness Anchor Standards for Speaking and Listening K-5

Comprehension and Collaboration

1. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.



Lesson Plan: Graffiti on Trial

Big Ideas:

The strength of a democracy is equal to the strength of its citizens

E Pluribus Unum: Out of many, one.

The American system of trial by jury is not perfect, but it is the best system people have yet invented. In order for it to be successful, citizens must be informed, impartial, and willing to serve when called for jury duty.

Essential Questions/Issues:

What does it mean to be an American citizen?

How do citizens help our government?

Does citizen participation make our country stronger?

What are the rights and responsibilities of citizenship?

Higher Order Thinking Questions:

Analysis: How does your behavior and appearance affect what people think of you?

Why is it important to think about your behavior and appearance in different situations?

Evaluation: What would have happened if there was no jury in this case? What would happen in the real world if nobody showed up for jury duty?

Synthesis: How can you communicate the importance of jury service to the adults in the community?



Lesson Plan: Graffiti on Trial

Assessment: Students will be evaluated through informal checks on their understanding of the trial proceedings, class participation, writing and art work.

Students will produce a dictionary of vocabulary words relating to the courts.

Students will write a letter to the participating judge, evaluating their learning during the mock trial.

Students will create a pamphlet urging citizens over the age of 18 to respond to their jury summons.

Quality Criteria:

Rubric for the Legal Dictionary

	4	3	2	1
Accuracy	Spelling, definitions, sentences and illustrations are accurate for all words	A few minor errors in spelling or meaning of vocabulary words.	Several significant errors in spelling or meaning of words.	Student work shows little or no comprehension of vocabulary words.
Completeness	All vocabulary words are included	No more than 1 vocabulary word omitted.	Several vocabulary words are missing.	Very few vocabulary words are included.
Neatness	Text and illustrations are careful, neat and clear.	Text and illustrations are mostly neat and comprehensible.	Lack of neatness makes understanding difficult for the reader.	Some parts are impossible to understand
GUM	No more than 1 or 2 errors in grammar, punctuation, spelling and word usage.	Few errors in grammar, usage or mechanics.	Multiple errors in grammar, usage and mechanics make understanding difficult.	One or more sentences are impossible to understand due to errors of GUM.



Lesson Plan: Graffiti on Trial

Assessment: Students will be evaluated through informal checks on their understanding of the trial proceedings, class participation, writing and art work.

Students will produce a dictionary of vocabulary words relating to the courts.

Students will write a letter to the participating judge, evaluating their learning during the mock trial.

Students will create a pamphlet urging citizens over the age of 18 to respond to their jury summons.

Quality Criteria:

Rubric for the Legal Dictionary

	4	3	2	1
Accuracy	Spelling, definitions, sentences and illustrations are accurate for all words	A few minor errors in spelling or meaning of vocabulary words.	Several significant errors in spelling or meaning of words.	Student work shows little or no comprehension of vocabulary words.
Completeness	All vocabulary words are included	No more than 1 vocabulary word omitted.	Several vocabulary words are missing.	Very few vocabulary words are included.
Neatness	Text and illustrations are careful, neat and clear.	Text and illustrations are mostly neat and comprehensible.	Lack of neatness makes understanding difficult for the reader.	Some parts are impossible to understand
GUM	No more than 1 or 2 errors in grammar, punctuation, spelling and word usage.	Few errors in grammar, usage or mechanics.	Multiple errors in grammar, usage and mechanics make understanding difficult.	One or more sentences are impossible to understand due to errors of GUM.



Rubric for Thank You Letter to the Judge

	4	3	2	1
Friendly letter format	Date, salutation, body, closing, and signature are all accurately located, capitalized, and punctuated	No more than 1 error in letter format	2 or 3 errors in format of letter	Multiple errors in letter format
Content	Letter includes an engaging topic (opening) sentence, and at least 3 detail sentences which expand on the topic	Letter includes a topic sentence and at least 3 detail sentences which relate to the topic.	Opening sentence partially states the topic. Detail sentences may be incomplete.	Opening sentence is unclear or incomplete, detail sentences are unfocused or inadequate.
Analysis	Detail sentences explain what the student has learned or changed his/her thinking about the courts	Detail sentences describe something the student has learned	Detail sentences list 2 or 3 things the student learned	Detail sentences are absent or do not relate to the topic
GUM	Few if any errors in grammatical structure, spelling, punctuation, or mechanics	Minimal errors do not interfere with reader comprehension	Multiple errors which may interfere with reader comprehension	Many errors make comprehension very difficult
Neatness	Writing is neat and easily legible	Writing is mostly neat and legible	Writing is mostly messy, and may be somewhat illegible	Legibility is decreased by poor penmanship



CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

Rubric for Jury Duty Pamphlet

	4	3	2	1
Pamphlet is persuasive	Pamphlet includes multiple convincing reasons why jury duty is important.	Pamphlet states reasons why a person should serve on a jury.	Pamphlet includes at least one reason for serving on a jury.	Pamphlet's message is off topic or not clear at all.
Pamphlet is informative	Pamphlet includes useful, clearly stated information about how a jury works, <u>and</u> what a juror does.	Pamphlet includes useful information about how a jury works, <u>or</u> what a juror does.	Pamphlet makes at least one accurate statement about jury service.	There is little or no information about jury service in the pamphlet.
Pamphlet is interesting	Initial appearance is very appealing, and the text is well-organized and engrossing.	Initial appearance is appealing, and the text is easy and interesting to read.	Initial appearance may be appealing, but text does not lead the reader to continue reading.	Appearance and text lack appeal and organization.
Illustrations are well designed and drawn	The design fits the space well, the subject is easy to grasp, and the picture relates well to the theme.	The design fits the space adequately, the subject is mostly clear, and the picture relates well to the theme.	The design does not fit well, the subject is not clear, or the picture does not relate to the theme.	The design does not fit, is not clear and does not relate to the theme.
Grammar, usage, and punctuation	No more than one or two errors in grammar, punctuation, or capitalization.	No more than 3 or 4 errors in grammar, punctuation, or capitalization.	More than 4 errors in grammar, punctuation or capitalization.	Many errors in grammar, punctuation, and capitalization.
Spelling, especially spelling of court vocabulary words	No more than 1 or 2 minor spelling errors.	No more than 3 or 4 minor spelling errors.	More than 4 spelling errors, or there is an error in spelling one of the court vocabulary words.	Multiple spelling errors make reading the text difficult.
Work is neat and careful	Pamphlet has a neat appearance overall.	1 or 2 minor areas of carelessness in appearance.	Pamphlet has a somewhat messy appearance overall.	Work is very careless and messy.



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".



CALIFORNIA ON MY HONOR

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.



Lesson Plan: Graffiti on Trial

References:

Books:

America is ... by Louisa Borden, Illustrated by Stacey Schwett, Simon and Schuster, 2002.

History-Social Science Framework for California Public Schools, California Department of Education, 2005 Edition.

Liar, Liar, Pants on Fire by Diane de Groat, Scholastic, 2004.

That's Mine, Horace by Holly Keller, Greenwillow, 2000.

Brochures:

"California Court System", Superior Court of California, County of San Diego.

"Information for first Time Jurors" ,Los Angeles Superior Court, December 2008.

Websites:

www.courtinfo.ca.gov/courts/ photos of courtrooms and court personnel



Lesson Plan: Graffiti on Trial

Appendix A

The Crime and Punishment Game: Print, cut apart, shuffle, and allow students to place cards back in correct order.

What is the law	What happened?	Who got hurt?	What is an appropriate punishment?	Who decides guilt and punishment?
do not steal	steals	victim	pay money	jury and judge
wear protective equipment	does not wear bike helmet or seatbelt	self	pay a fine, do community service	jury and judge
no assault on others	collides bike or skateboard into another person	victim	pay for medical care, losses	jury and judge
do not litter	litters	community	community service	jury and judge
do not generate graffiti	tags	community	clean it up	jury and judge



Appendix B

Directions for Jury Duty Brochure

You will plan and create a pamphlet that could be shared in our community, persuading adults over the age of 18 to do jury duty when they get their summons.

- Your writing needs to explain how being on a jury is a responsibility of all citizens: how it helps our community and our country. You also need to explain that being a juror is a right: it is something valuable to the person.
- Your pamphlet needs to include information about what a juror does in court.
- Your writing and illustrations need to be interesting and well-organized. Make people choose your pamphlet over others!



**Graffiti on Adams Street
Mock Trial**

Cast: (In order of appearance)

Bailiff (BF)

Judge

Defendant Alberto Hernandez (Al)

Defendant Bobby Francisco (Bob)

Victim Mrs. Rodriguez (MR)

Prosecutor Sanchez (PR)

Ms. Cortez, Al's defense attorney (Def A)

Ms. Thomas, Bob's defense attorney (Def B)

Neighbor Laria (NL)

Officer Gomez, arresting officer (OG)

Coach Martinez (CO)

Ms. Watson, after school supervisor (MW)

Ms. Butler, Bob's teacher (MB)



CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

All parties are in the courtroom area except judge, jury and bailiff

Bailiff enters, calls jurors #1 to #6 to sit in jury box

Bailiff gavel.

BF: All rise

Everybody stands up. Judge enters.

BF: Be seated

Everybody sits down.

Judge: This is the matter of the people of Los Angeles. vs. Alberto and Bobby. Is defendant Alberto present with his attorney?

Al: (Stands up) Yes.

J: Is defendant Bobby present with his attorney?

Bob: (Stands up) Yes.

J: Ladies and gentlemen of the jury, these two young men have been charged with a violation of the municipal code of Los Angeles, painting graffiti on private property. The victim is Mrs. Rodriguez. Would Mrs. Rodriguez please stand up?

Ms R (stands up)

Judge: Every defendant is entitled to a fair trial. If you know any of these people, you could not judge them fairly. Do you know the defendants or the victim in this case?

Juror #6: Yes, your honor, defendant Alberto is my cousin.



CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

Judge: Counsel would you please approach the bench?

Attys: (whispered conference)

Judge: I think we ought to excuse this juror. Do you all agree?

All: Agree

Judge: Juror #6, thank you very much for appearing for jury service, but we are going to excuse you from this trial.

(Juror #6 goes to sit in audience)

Bailiff: Alternate juror #7, please take a seat in the jury box.

Judge: Juror #7 do you know any of these people?

Juror #7: No, your honor.

Judge: Madame Bailiff, would you please swear the jury?

BF: Raise your right hands, "Do you solemnly swear and affirm you will fairly decide this matter based only on the evidence presented in this courtroom?"

Jurors: I do.

Judge: (opening instructions about rights and responsibilities of jurors in this case.

Judge: Prosecutor Sanchez, will you call your first witness?

Prosecutor Sanchez (PR): Call Mrs. Rodriguez.



CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

Bailiff: Do you swear the testimony you are about to give is the truth, the whole truth, and nothing but the truth?

Mrs. Rodriguez (MR): I do (She sits)

PR: Mrs. Rodriguez, where do you live?

MR: On Adams Street, near Jefferson School and Hamilton Park

PR: Were you home at about 3:30 on Sept. 14, 2009?

MR: Yes

PR: Did something happen at your house at that time?

MR: Yes, I was washing the dishes, when I looked out my kitchen window and saw somebody running across my front yard really fast.

PR: What did you do then?

MR: I went outside. The boy was gone and I saw fresh graffiti on the wall of my house.

PR: Is this a photograph of what your house looked like when you went outside?

MR: Yes.

PR: What did you do next?

MR: I went in the house and got my phone and called the police.

PR: Do you see the person who ran across your yard in this courtroom?



MR: I hardly saw him at all but I could tell it was a boy. It might have been him or *him* (points to Al and Bob).

PR: What happened next?

MR: The police came, and I showed them the graffiti and told them what I just told you.

PR: No further questions.

Judge: Ms. Cortez, counsel for Alberto, do you have any cross examination?

Def A: Mrs. Rodriguez, how well were you able to see the person who ran across your yard?

MR: Just a little.

Def A: Could you tell how tall he was or what he was wearing?

MR: He was about as tall as those boys (points to Al and Bob), and he was wearing a white shirt and dark pants.

Def A: I see you are wearing glasses. Did you have them on the day of the incident?

MR: Probably not, I was washing dishes and I didn't want to get them wet.

Def A: Thank you.

Judge: Ms Thomas, counsel for Bobby, do you have any additional questions?

Def B: No your honor.

Bailiff: You are excused. (Ms. R sits down in audience)

Judge: PR call your next witness.



PR: Call Neighbor Ms. Laria.

(Swear NL)

PR: Ms. Laria, where do you live?

NL: I live on Adams Street, 2 houses down from Ms. Rodriguez.

PR: Did you see anything unusual on Sept 14 at about 3:30?

NL: Yes, I was watering the flowers in my front yard when I saw two boys come running by really fast.

PR: Do you see those boys in the courtroom today?

NL: Yes, they are right there (Points to Bob and Al). First Bobby came running past me, and then a few minutes later Alberto ran past. They both seemed to be in a really big hurry.

PR: Did you talk to the boys?

NL: No they just ran by, really fast.

PR: Can you show us on the map?

NL: Well, I was here, in my yard, and Bobby came running by like this, and a minute or two later Alberto ran past the same way.

PR: What did you do next?

NL: I walked down the street to see what they were running away from, and I saw Mrs. Rodriguez on the phone. There was fresh graffiti on her wall.



PR: What happened next?

NL: Pretty soon a police car drove up, and Officer Gomez got out. I told him what I had seen.

PR: No further questions.

Judge: Do you have any cross examination?

Def A: Ms. Laria, was Alberto carrying anything when you saw him run past?

NL: I think he had a ball, maybe a soccer ball.

PR: Anything else?

NL: No.

Def. A: I have no further questions, your honor.

Judge: Ms. Thomas, do you have any questions?

Def B: Are you certain you saw my client Bobby?

NL: Yes, I know the whole family, him and his big brother who is always getting in trouble.

Def B: No further questions.

Judge: Mr. Sanchez, call your next witness.

PR: The prosecution calls Officer Gomez.

BF: swears OG

PR: Officer Gomez, were you called to Mrs. Rodriguez's house on Sept 14?



OG: Yes.

PR: Can you describe what happened?

OG: I was on patrol near Hamilton Park, when I got the call. I went to Mrs. Rodriguez's house.

PR: What happened next?

OG: She showed me the graffiti, and said it had just happened. I saw that the paint was still wet.

PR: Can you identify the graffiti you saw in this picture?

OG: Yes, that's it. Mrs. Rodriguez said she saw a boy run across her yard a few minutes ago then went out and saw the tag. While we were talking, the neighbor, Ms. Laria came walking up and said she saw the defendants run past her house just a few minutes ago.

PR: What did you do next?

OG: I went to Bobby's house and found him on the front porch just going in. I arrested him. Then I went to Al's house and arrested him.

PR: What happened next?

OG: We drove to the station and Bobby said he needed to use the restroom, so we went to the restroom.

PR: Did you notice anything unusual in the restroom?

OG: I noticed Bobby spent a long time washing his hands.

PR: What did you do next?



OG: Then we booked the boys. When I fingerprinted Bobby I noticed that he had something green under his fingernails, so I took a picture.

PR: Is this the picture you took?

OG: Yes.

PR: What did you do next?

OG: Well I was fingerprinting Alberto, and I noticed he had something green on his shirt, so I took a picture of that, too.

PR: Is this the picture you took of Alberto's shirt?

OG: Yes.

PR: Did you ask Alberto if he knew anything about the graffiti?

OG: Yes, I asked him and he said he didn't know anything about it.

PR: And did you ask Bobby the same question?

OG: Yes I asked him and he said he had not even been near her house all day.

PR: No further questions.

Judge: Do you wish to cross examine?

Def A: Could you tell what made the green color on Alberto's shirt?

OG: No, I just noticed the green color, and I know the graffiti was green, so I took a picture of the shirt.



CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

Def A: I have no more questions.

Judge: Ms. Thomas?

Def B: Did you see my client at or near Mrs. Rodriguez's house?

OG: No.

PR: No further questions. The people rest.

(we may or may not take a break – judge will warn them not to talk)

Judge: This is the defendants' opportunity to present their defense. Ms. Cortez, do you want to call any witnesses?

DefA: The defense calls Alberto Hernandez.

BF: swear SI

Def A: Alberto, what were you doing on Sept. 14 at about 3:30 in the afternoon?

Al: Well, I had soccer practice until 3:30 and it was just over and I was running home.

Def A: Where was your soccer practice?

Al: It was at Hamilton Park.

Def A: Which way did you go to get home that day?

Al: I went out the front gate and turned down Marshall St. to Adams St. I turned right on Adams St.

Def A: Show us on the map.



CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

Al: I came out of the park here, and ran down here, and turned and ran all the way home.

Def A: Did you see anything unusual as you passed Mrs. Rodriguez's house?

Al: I saw some new graffiti at Mrs. Rodriguez's house. I kept running because I had to do my homework.

Def A: Alberto, do you know anything about how the graffiti got sprayed on Mrs. R's wall on Sept 14th?

Al: No.

Def A: Alberto, why were you running down the street that day?

Al: I was in a hurry to get home. I have to do my homework before I can watch TV. I wanted to get done so I could watch Spongebob at 4:00.

Def A: Officer Gomez took this picture of your shirt that day. Can you tell us why it has green stains all over the front?

Al: I don't know. I never look at my shirt.

Def A: Do you think you might have gotten grass stains on it during practice?

PR: Objection. Leading the witness.

Judge: (makes a judgment)

Def A: Alberto, what is the field like where you have soccer practice?

Al: It's grass.



CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

Def A: Do you ever fall down on the grass at soccer practice?

Al: Yeah, of course.

Def A: No further questions (Al sits down)

Judge: Call your next witness.

Def A: Call Coach Martinez.

BF: swear coach

Def A: State your occupation

Coach (CO): I'm the soccer coach at Hamilton Park.

DefA: Do you know my client Alberto?

CO: Yes, he's on my soccer team. He's very responsible, never misses a practice.

Def A: Did you have soccer practice on Sept 14?

CO: Yes.

Def A: Do you know if Alberto was there that day?

CO: Yes, I always take attendance. Here's my roster, and he's marked present that day.

Def A: Is it possible he left practice early that day?

CO: No, he always helps me put the equipment away at the end of practice.



Def A: I'm going to show you a picture of the shirt he was wearing that day. Can you tell what made the green marks on the shirt?

CO: Oh yeah, I remember, he was playing goalie, he made a great save, and ended up on the grass, he was covered in green grass stains.

Def A: No more questions.

Judge: Do you have cross examination?

PR: No questions.

Def A: The defense rests, your honor. (Coach sits down)

Judge: (to Def B): You may present your defense.

Def B: The defense calls Bobby Francisco.

BF: (swear bob) (bob mumbles)

Def B: Bobby, do you know anything about the graffiti on Mrs. Rodriguez's house?

Bob: No, I've never even seen it.

Def B: What were you doing on Sept 14 at about 3:30?

Bob: I was at the after school program at Jefferson School until 4:00.

Def B: Bobby I'm going to show you a picture of your hands with green paint under the fingernails. (shows Bob the picture) Can you tell us how the green paint got there?

Bob: Um, I think my teacher let us have art that day, and I used green paint for my picture.



Def B: No more questions.

PR: Bobby, tell us how you usually walk home from school.

Bob: I go out the front door at school, and I go Marshall Street to Adams Street. I turn right on Adams Street, and go 2 blocks to my house.

PR: Would you show us on the map?

Bob: Ok. (Goes to map) I go out here, and go down here, and turn, and go this way.

PR: But you told us you never saw the graffiti on Mrs. Rodriguez's house, even though you walk by there going home from school every day.

Bob: Duh, I uh...I don't go that way anymore.

PR: No further questions. (Bob sits down)

PR: Call Ms. Watson, the after school supervisor.

BF: (swears MW)

PR: Ms. Watson what is your occupation?

MW: I am the Youth Services Supervisor at Jefferson School. I'm in charge of the kids who stay after school.

PR: Do you know Bobby Francisco?

MW: Yes, he comes to the after school program sometimes. Not every day.

PR: Was he there on September 14th?



CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

MW: No.

PR: How do you know?

MW: The kids have to sign in. Here's my record for that day, and Bobby's name is not on it.

PR: I have no more questions. (MW sits down)

PR: I call Ms. Butler, Bobby's teacher.

BF: swear teacher (MB)

PR: Do you know Bobby Francisco?

MB: Yes he's in my 3rd grade class at Jefferson School.

PR: On September 14 was he in school?

MB: Yes, I have a copy of his attendance card here. He was at school.

PR: Did you have an art lesson on Sept 14?

MB: No, that was a Monday, and we have science on Monday. Here is his science notebook, with the writing he did that day.

PR: Is there any other way Bobby could have gotten green paint on his hands in class that day?

MB: No, I don't think so.

PR: Do you know if Bobby likes to use paint?

MB: Oh yes, he likes all kinds of art, look he even draws designs in his science notebook (holds up notebook with tagging sketch)



PR: I want you to look at this picture of the graffiti at Mrs. Rodriguez's house. Would you say the picture in the notebook might have been done by the same person?

MB: Oh my, they look exactly the same!

PR: I have no more questions.

Def A: I have no questions.

Def B: No more questions. The defense rests.

Judge: instructs jury re presumption of innocence, reasonable doubt, credibility of witnesses, evidence of each defendant separately, base your judgment on evidence you have seen and heard today

(jury goes to deliberate)

Judge sentences Bob to community service – painting out graffiti, and he must pay Mrs. R. 25 dollars restitution.