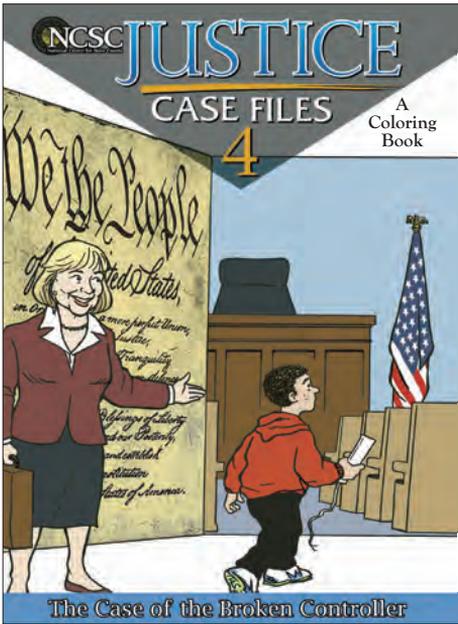


LESSON PLAN FOR EDUCATORS



The Case of the Broken Controller

KEY CONCEPTS

- U.S. Constitution
- Three Branches of Government
- How the Courts Work
- Courtroom Rules
- Civil vs. Criminal Cases
- Roles of Court Staff

NOTE: *The Case of the Broken Controller* is a **COLORING BOOK**. For many (if not most) students, the coloring process can reinforce learning. It is also a process that can take time. There are several approaches teachers can take when using this novel.

- A** As a warm-up, have students color all the pages in the book.
- B** Cover the content page by page. After the class discussion centered on the content of a particular page, have the students color that page.
- C** Have the students color several pages for homework. This can be done before or after the content of the pages is discussed.
- D** As a means of review, have the students color the book at the completion of the study of the graphic novel.
- E** Work with the art teacher to use the graphic novel as a collaborative teaching experience. The social studies teacher will cover the academic content and the art teacher can use the novel to teach about graphic design, color choice, and importance of color when creating a comic book or text book.

OHIO'S LEARNING STANDARDS

Grade 4

Theme: Ohio in the United States

Strand: Government

Topic: Rules and Laws

Content Statement 18: Laws can protect rights, provide benefits and assign responsibilities.

Theme: Ohio in the United States

Strand: Government

Topic: Roles and Systems of Government

Content Statement 21: The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.

Grade 8

Theme: U.S. Studies from 1492 to 1877: Exploration through Reconstruction.

Strand: Government

Topic: Roles and Systems of Government

Content Statement 20: The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.

PRIMARY SOURCES

- **Northwest Ordinance:** Section 14, Article II
- **The U.S. Constitution:** Article III, Fifth, Sixth and Seventh Amendments
- **The Ohio Constitution:** Article 1, Section 5
- **The OVI Interdiction Handbook:** Page 18

SUGGESTED INTRODUCTORY ACTIVITIES

Class Discussions

Discussion	Questions
1) Conduct a discussion on fairness.	<ul style="list-style-type: none">➤ What is fairness and why is it important? Ask students to give examples of when they felt they were treated fairly or unfairly. If they were treated unfairly, did they resolve the situation, and if so how?➤ In the United States, how are people guaranteed fair treatment? Give examples.

After the discussion, the teacher will introduce the graphic novel and explain that they will be learning about how “fairness” in the judicial system is protected and guaranteed in the United States.

READING THE GRAPHIC NOVEL

Read the graphic novel in class. Assign roles or ask students to volunteer to read a role.

Characters (12)		
➤ Mom	➤ Fellow Preparing for Bankruptcy	➤ Interpreter
➤ Tyler	➤ Couple Seeking Custody	➤ Lawyer
➤ Dad	➤ Mr. Kokubo (bailiff)	➤ Defense Attorney
➤ Couple to be Married		➤ Judge
➤ Girl Shoplifter		

SUGGESTED DISCUSSION QUESTIONS

(Not all questions may be appropriate for all grade levels or courses of study)

- Tyler wanted the court to make Dylan pay for the broken controller. His mother said, “That is not how it works.” What was she trying to tell Tyler?
- Tyler’s mom explains that in the United States there are three branches of government. What are the three branches of government and where are they identified and explained?
- Tyler wanted to go to the police. The police are part of which branch of government? Explain.
- The police and other law enforcement officials enforce the law, they do not interpret the law. Explain the difference.
- Why did Tyler’s mom tell him he had to go to the judicial branch to settle his dispute over the broken controller?
- Refer to the cover and page 6 of the graphic novel. “We the People” are the first three words of what important U.S. document? Why does it begin with “We the People”?
- What are some of the courtroom rules or procedures Mr. Kokubo explains to Tyler? Why are these procedures important?
- Mr. Kokubo is the court bailiff. What does the bailiff do, and how does the bailiff ensure fairness in the courtroom?
- Tyler meets the interpreter. What is the role of the interpreter, and how does the interpreter ensure fairness in the courtroom?
- When someone goes to court, why it is important for them to have a lawyer?
- If a person going to court in a criminal case cannot afford a lawyer, a defense lawyer will be provided by the court. How does providing a lawyer to those who cannot afford one ensure fairness?
- In some civil cases, people who meet certain criteria may receive free legal help from Ohio Legal Services. Should free legal assistance be available to all citizens? Why or why not?

SUGGESTED DISCUSSION QUESTIONS

(Not all questions may be appropriate for all grade levels or courses of study)

- Tyler is told by the defense attorney that his case does not seem to be a criminal case. Why do you think she believes that it is not a criminal case?
- How does a jury of citizens help keep the judicial process fair?
(The teacher will explain that in Ohio there are usually eight jurors for a civil case and 12 jurors for a criminal case).
- What is the role of the judge in the courtroom? How does the judge ensure fairness for the people involved?
- In many civil cases it is a judge who decides the outcome. Why do you think the law does not require a jury for some civil cases?
- The judge had some questions for Tyler. What was she trying to determine from those questions?
- The judge told Tyler that to be fair, Dylan should be there to be his own witness. What is a witness, and why would it be fair to have Tyler be his own witness? Why would it be unfair to have a trial without the defendant present?

ADDITIONAL QUESTIONS/ACTIVITIES

- Explain to the students the difference between a **civil case** and a **criminal case**. Place the following legal issues on the board and ask students to identify each as either a civil or a criminal case. **NOTE: The teacher will explain that under some circumstances civil cases can become criminal cases.**

- Murder (criminal)
- Argument over a Neighbor's Barking Dog (civil)
- Declaring Bankruptcy (civil)
- Child Custody Hearing (civil)
- Robbery (criminal)
- Cyberbullying (criminal)
- Shoplifting (criminal)
- Divorce Proceedings (civil)
- Jaywalking (criminal)
- Driving Without a License (criminal)

- Have students read Articles I, II, and III of the U.S. Constitution and give a brief report on the information contained in each article.
- In a verbal or written report, have students explain how the judicial branch ensures that people are treated fairly and how their rights are protected when solving disputes.

EXTENDED LEARNING ACTIVITIES

Research the Constitution

Have the students research the Ohio Constitution and identify where it provides for the three branches of government in Ohio.

Teaching Through Fairy Tales

Select appropriate classic fairy tales and ask students to identify offenses committed in the fairy tales. Then ask the students to identify the offenses as either civil or criminal.

Arrange to Visit a Local Judge in His or Her Courtroom

While the students are in the courtroom, the judge will explain courtroom procedures, introduce court staff and answer student questions.

ADDITIONAL RESOURCES

Supreme Court of Ohio

Visitor Education Center

[www.supremecourt.ohio.gov/
VisitorInfo/CivicEd](http://www.supremecourt.ohio.gov/VisitorInfo/CivicEd)

National Center for State Courts

[www.ncsc.org/Education-and-
Careers/Civics-Education](http://www.ncsc.org/Education-and-Careers/Civics-Education)

Ohio Center for Law-Related Education

www.ocle.org/teaching_toolbox

Ohio State Bar Association

For Public – Teachers and Students

www.ohioabar.org

United States Courts

Educational Resources and
Educational Archives

www.uscourts.gov

Ohio Jury Management Association

www.ohiojury.org

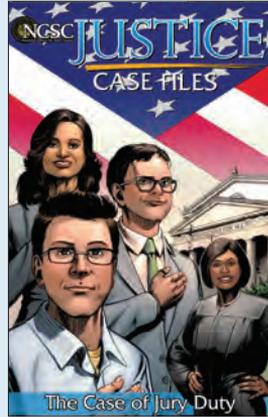
JUSTICE CASE FILES

A New Civic Education Program

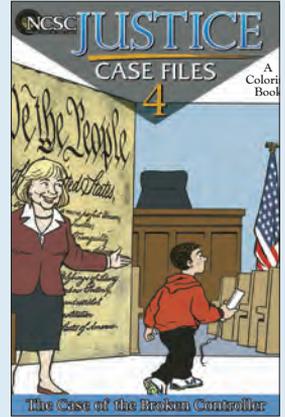
The National Center for State Courts is proud to present **Justice Case Files**, a series of graphic novels designed to engage students while providing insight into how judges make decisions and why courts are so important to a democratic society. Using topics familiar to students, such as cyberbullying, underage drinking, and language barriers, each novel focuses on key concepts related to the courts, including the U.S. Constitution, the difference between civil and criminal cases, and historic documents like the Magna Carta.

Chief Justice Maureen O'Connor of the Supreme Court of Ohio is proud to make these novels available to all Ohio educators who would like to use them in their classrooms. Lesson plans that align with Ohio's curriculum standards are included. The Court will also help match educators with local judges or attorneys who are willing to visit classrooms to discuss the concepts in the graphic novels and to reinforce the importance of the courts, the rule of law, and good citizenship.

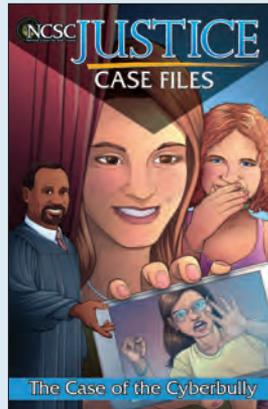
There is **no charge** for any materials used in this or any of the Supreme Court's civic education programs.



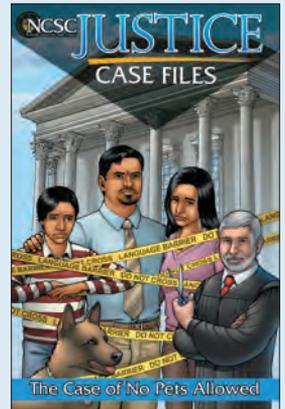
The Case of Jury Duty



The Case of the Broken Controller



The Case of the Cyberbully



The Case of No Pets Allowed

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CHARGE

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Contact the Supreme Court of Ohio Civic Education Section at CivicEd@sc.ohio.gov.



THE SUPREME COURT of OHIO