

## **Order, Order in the Classroom!**

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### **INTRODUCTION**

When I brought the gavel to school, it generated great interest and curiosity from the students. Where did you get that? Why do you have a hammer that a judge uses? When are you going to use it to bang the table? One day I picked it up, tapped the table, and said, “Order, order in the classroom!”

Everyone was amused and intrigued. Of course, all the students laughed at the play on words. So I decided to incorporate legal concepts into the class to develop the students’ awareness and knowledge of the law. The approach used situations in the computer lab to demonstrate legal principles. Their interest in legal issues comes from watching television shows like *The People’s Court*, *La Corte del Pueblo*, *Judge Judy*, *Judge Mathis*, and *Texas Justice*, which deal with various legal situations. Juvenile justice matters appear in the news; school life reflects legal changes in society. New types of misbehavior and crime due to changing technology also impact the rules at school.

Students who are ten years old and older in the state of Texas are accountable for their behavior. They may face the juvenile justice system for truancy, curfew violations, and possession of tobacco. In-school detention, suspension, tickets, placement in a disciplinary alternative education program, and expulsion are some of the consequences of misbehavior.

“You may not think about it, but nearly everyday you have to know about the law,” explained Richard M. Alderman in his book, *Know Your Rights!* (xv). I received a copy of this book when I attended The People’s Law School at the University of Houston. By reading this book and participating in this seminar, I was motivated to instill an appreciation of the law in my students.

The intent of this curriculum unit will be to reinforce appropriate behavior in and out of school. Students will learn about legal concepts by analyzing and connecting them to school rules. The relationship between the school environment and life outside the classroom will be compared and contrasted.

This unit will encourage the students to be observant and mindful of incidents in their lives that have legal nuances and issues. Explanations, discussions, and research will cover propriety issues (i.e. copyright, trademark, and patent cases) while connecting these principles to schoolwork.

## **Background**

I have taught at Charles W. Eliot Elementary School for twenty-two years. I began as a first grade bilingual teacher - teaching academic skills in Spanish with an English as a Second Language component in a self-contained classroom of approximately thirty students. After two years, I taught first grade in a self-contained classroom; the class included monolingual English students as well as ESL students. The ethnic demographic was 99% Hispanic. At that time the school was overcrowded since the relief school had not yet been built.

In 1986 I became the teacher technologist after completing the Houston Independent School District's intensive technology training program. Renovations had not yet been completed, and the teacher technologist's lab was still part of the school cafeteria. I shared a lab with two other teachers. One teacher shared her desk and her half of the lab with me. Everyone had to share computers in this crowded situation. We were using Apple IIe computers. Not having a mouse device meant that there were no mouse wars for control of the arrow on the screen. In fact, there were no arrows on the screen at that point in time.

After two years the new lab was ready. I covered the teachers' planning periods. The classes were large; each group consisted of one homeroom class and half of another homeroom. The ancillary groups had between thirty and forty-five students. There were twenty-four computers, so sharing hardware was part of the computer class. The classes were scheduled once every six school days requiring that students' conduct be tracked for effective teaching and learning. For this reason, I have chosen to emphasize the relationship between school rules and legal concepts.

These various teaching experiences have taught me about the importance of accurate documentation. When there were disputes and disagreements, it was very helpful to have the students involved write down what had happened. Often the students would want to just tell me rather than write it down. Dictionaries were available and in order to return to the computer workstation, the incident had to be amicably resolved and documented. This procedure guaranteed the resolution of the problem before the next class and taught the students the value of written records as well as following rules consistently. Since there were as many as ten days before a particular group would return, written records became crucial to minimize incidents before, during, and at the end of class. This procedure emphasized the importance of listening, speaking, reading, and writing skills.

This process mirrors many legal procedures. The teacher asks questions in various ways just as attorneys do during cross-examination. By creating a written record, it is impossible to change a version of what happened once reported.

Students often complain about reading, writing, and math tests; however, they soon realize that tests are part of life. Even their teachers have to take tests and be evaluated.

There are many times when one must take a test or answer questions to explain one's behavior. For example, if a driver is involved in a traffic accident, law enforcement and insurance companies ask many questions. A written narrative is needed to complete the accident report.

### **WHAT MY STUDENTS WILL LEARN ABOUT THE LAW AND ITS IMPORTANCE TO THEM**

All students can relate to driving a car, but they don't associate academic skills with this experience. *Texas Drivers Handbook* is the handbook that the state distributes to those interested in obtaining a driver's license. Safety is stressed so that drivers avoid dangerous situations on the road. There is also an on-the-road test that involves listening and following directions. Car owner's manuals, safety recall information, and car insurance require the use of academic skills learned in school. If there is an accident, one must obey the law and stop. Completing an accident report requires writing a clear and concise account of what happened.

Students need to understand that all jobs involve rules and the ability to follow directions. Reading comprehension is critical when purchasing an expensive item in order to comprehend the warranty and manufacturer's instructions so one does not void the warranty. Contracts are agreements that are part of everyone's life and must be read and understood. Oral promises mean nothing legally if there is a dispute. One must make sure that documents include all oral promises and stipulations.

Relating everyday classroom rules to legal concepts in the real adult world motivates and interests the students because they are concerned about legal issues such as equitable treatment, proprietary matters and due process. Learning the meaning of legal words and becoming familiar with careers in the legal world improve their confidence and raise their aspirations.

### **Property Rights: Respect for Property including Intellectual Property**

In school, children need to learn respect for other people's property including intellectual property. In the computer lab, all students must only use the computer and keyboard assigned to them. It is unacceptable to lean over and invade a neighbor's space as problems may arise from breaking this rule. Yards and lots have boundaries. Trespassing is a violation of the law. Doing another student's assignment is cheating as is copying. Presenting another's work as your own, including paraphrasing, is plagiarism and is a violation of the *Code of Student Conduct* and copyright law.

Disrupting instruction is a form of instructional time theft. Interfering with another student's keyboard is a form of trespassing as is hacking – an electronic invasion of privacy. One would not grab another pupil's pencil and write on another child's paper.

On the computer, a user must sign-in using his or her legal name and never another student's identity.

### **Copyright, Trademark, Patent, Plagiarism**

Students sometimes accuse one another saying, "You copied me!" Many students were very interested in learning about the concept of ownership.

The *Pepperidge Farm versus Nabisco* case involves two corporations disputing the rights to manufacture and sell a goldfish shaped cheese cracker. Nabisco had at one time made a cracker called "Snorkels," but the company discontinued this product. Nickelodeon Television Network contracted Nabisco to produce a snack that represented the "CatDog" two-headed cartoon character – one-half cat and the other half dog. The snack food would include three different shapes of cheese crackers (a fish, a bone, and the "CatDog" character). These crackers would be sold in a box that would be decorated with the cartoon character and the other shapes as background. All the crackers were orange and cheese flavored. Just as a child disagrees when a decision is not in his favor, so do corporations. Nabisco decided to appeal the court's decision, but Pepperidge Farm prevailed (*FindLaw*).

In essence, Pepperidge Farms has taken a unique and fanciful idea – creating a cheese cracker in the shape of a goldfish – and turned this idea into its signature. Nabisco's inclusion of this signature element as part of the CatDog product, strikes at the heart of what dilution law is intended to prevent: the "gradual diminution or whittling away of the value of the famous mark by blurring uses by others." Over time, the presence of Nabisco's goldfish-shaped cracker within the CatDog mix is likely to weaken the focus of consumers on the true source of the Goldfish. (*FindLaw*)

Events in the students' classroom environment will be compared to situations in the real world. Just as students receive warning letters about grades and conduct, so do corporations when violations occur.

Another very interesting situation occurred between two other corporations. Tony the Tiger is a trademark of Kellogg. Is he related to the Exxon tiger? I don't think so. Why was Tony taking the Exxon tiger to court? This case involved trademark violation. Tony the Tiger had represented the Kellogg Corporation since 1952. The Exxon tiger started to represent the Exxon Corporation in 1959. Why did the Kellogg Corporation wait until 1999 to sue Exxon? Exxon's "Whimsical Tiger" as he was referred to in the legal documents started to represent the Tiger Mart food section of Exxon stations. The Exxon tiger was marketing food rather than petroleum products, so the Kellogg Corporation objected. Exxon defended itself by claiming the Kellogg Corporation had lost its exclusive rights since so much time had elapsed before Kellogg objected, and the two trademarks had coexisted for many years. Exxon's tiger could not continue to sell food

for the Tiger Marts, but Exxon's "Whimsical Tiger" could only market Exxon's petroleum products (*FindLaw*).

This legal disagreement prompted me to write a poem about this legal tale because the children enjoy rhymes and remember concepts taught in this manner:

Tony the Tiger you're within your right  
To pursue the ultimate legal fight  
What did the Exxon tiger do to you?  
Why did you wait so long to sue?

Poor Exxon tiger has no name!  
He's called "whimsical tiger" in your claim  
When judgment came, Tony the Tiger said, "It's great!"  
Selling gasoline will be the Exxon's tiger lawful fate.

These cases show the importance of respecting property in all forms. The property can be an artistic creation such as music, a drawing, or a saying.

## **Mediation**

In sharp and poignant contrast is the idea of mediation to settle a dispute. An example of a peaceful solution can be observed in the debate between two airline companies when each claimed ownership to the same slogan "Plane Smart":

The challenger was Southwest Airlines' chairman Herb Kelleher; his opponent, Kurt Herwald, chairman of South Carolina-based Stevens Aviation. The bone of contention was supposedly the question of which company had the rights to the slogan "plane smart." (Stevens, an aircraft servicing company, began using the phrase in the 1970s; Southwest coined "just plane smart" several years later.) They could have spent several years and several hundred thousand dollars in litigation, but instead they agreed to arm wrestle it out, give some money to charity to legitimize the event, and reap as much publicity as possible in the process. (Harris)

Students enjoy hearing interesting and humorous stories about rules and regulations when an analogy can be made from real life situations - especially if the situation involves money.

"The one who angers you conquers you." Elizabeth Kenny is credited with this quote. However, Internet research indicates that she actually quoted her own mother. "As a girl my temper often got out of bounds. But one day when I became angry at a friend over some trivial matter, my mother said to me, 'Elizabeth, anyone who angers you, conquers you'" (Daily Celebrations).

Logic rather than emotion will be used to peacefully and legally solve problems. The idea of preventing problems or solving them before tempers rise will be discussed. Actions have consequences - both negative and positive. Students are responsible for their words and actions; the consequences for inappropriate language will also be explained.

These examples are intended to show that settling classroom disagreements in an amicable manner is an ideal answer to many potentially volatile situations. Peaceful resolution of problems will result in fewer interruptions thereby increasing instruction and learning. Logic rather than emotion will foster peaceful rather than violent solutions to disputes in daily life. Thus, the notion of mediation versus litigation can be examined with this goal in mind. "Mediation makes everyone a winner unlike a trial, where there is a winner and a loser" (Ventura 26).

Social skills will be improved. Students will be able to compare and contrast the results of behavior as well as brainstorm ways to prevent and solve inappropriate behavior, disputes, and confrontations. Cooperation and teamwork create a pleasant learning environment for all.

Self-control is vital to avoid confrontations, and one must be able to remain calm in order to be objective and to see a situation from another person's view. Anger can lead very quickly to violence, and dangerous situations occur too often in our society when a person loses control. For example, defensive driving courses drivers advise drivers to avoid honking the horn because another driver might take offense! Road rage is becoming rampant in our society. By learning and thinking about school rules, legal principles can improve rational thinking. "...mediation makes everyone a winner unlike a trial, where there is a winner and a loser" (Ventura 26).

Horseplay is listed under a Level I violation in the *Code of Student Conduct*. Pupils start by "playing," but sometimes one gets mad and soon the situation turns into a big misunderstanding or a fight. The entire episode can be avoided by respecting oneself and fellow classmates.

### **Practical Applications**

"The road to prison begins when you start breaking little rules." This is the statement of a prisoner speaking to the fourth grade students during an educational program at school. By learning to understand and follow classroom rules and procedures, students will gain both knowledge and respect for the United States legal system.

Rules and consequences are an integral part of the daily classroom routine. Each student in the Houston Independent School District (HISD) receives a copy of the *Code of Student Conduct*. There are five levels of misconduct; the classroom rules explain appropriate behavior while the *Code of Student Conduct* classifies misconduct and details

the consequences at each level. Level I deals with minor infractions; with each subsequent level, the seriousness of the misconducts increases. The teacher handles Level I while the other four levels involve administrative intervention. Level III offenses require administration discretion regarding the suspension, but Level IV necessitates placement in a Disciplinary Alternative Education Program. Expulsion is for the most serious outcome of Level V. The five levels can be found in the Appendix.

In addition to the school district's booklet, every school has its own set of unique rules determined by the principal. Different locations such as hallways, cafeteria, playground, bus stop, and crosswalk are examples of environments with rules particular to the function of the area. Students must also obey the posted classroom rules in each individual teacher's classroom. The teacher determines consequences for misconduct and the rules. Discipline cards are used for serious misbehavior that requires administrative intervention.

The students will learn that even though they are children, there are laws that minors must follow in accordance with the law. They cannot have certain items that are lawful for adults to possess. For example, tobacco products (i.e. chewing tobacco, cigars, and cigarettes) are not items that our society allows children to legally purchase, possess, or use – even though tobacco is a legal drug. The same situation applies to school. An analogy can be made for prohibited items in school. Students are not permitted to bring certain items to school even though the items are legal for children to have at home. Failure to comply with this rule has consequences.

A pupil has a schedule to follow at school that determines where he or she should be during the school day. The connection can be made to show that following this school rule has an application before and after school. At home the parents' or guardians' permission is needed to go somewhere. The school must have permission for the student to go on a field trip. If a student signs the parent's name on a field trip permission slip, this is an example of forgery. When a child is asked his or her name either by a school authority or a law enforcement officer, it is against the law to pretend to be someone else. To use another student's name would be a form of identity theft - pretending to be another pupil.

### **Academic Applications**

The Texas Essential Knowledge Skills as well as Project Clear developed by the Houston Independent School District will be utilized to identify the academic goals of the unit:

- Listening, speaking, reading and writing skills will be improved as well as vocabulary and higher level thinking skills.
- The use of Standard English and its conventions will be reinforced.
- The students will identify and classify misconduct according to the *Code of Student Conduct*
- The students will improve reading comprehension by reading a variety of texts.

- The students will use resources to learn the meaning and pronunciation of unfamiliar words and terms such as statute, forgery, and felony.
- The students will use maps to indicate jurisdiction (i.e. municipal, county, state and federal).
- The students will be able to distinguish between fact and opinion.
- The students will use properly formulated questions.
- The students will improve math skills by creating a time line.
- The students will write original math problems based on cases.
- The students will learn the definition of plagiarism.
- The students will use the Internet to attribute quotes to an author.
- The students will retell an event in sequence.
- The students will use proper punctuation, capitalization, and spelling.

## TEACHING STRATEGIES

### Activities and Their Sequence

The focus will be the *Code of Student Conduct* and classroom rules. The contract that the teacher has developed for proper behavior and conduct including rewards and consequences for misbehavior will be reviewed from a legal perspective. Pertinent documents will be read which demonstrate examples of proper school conduct and rules. Analogies will connect the school rules to society's laws outside of the school environment.

First, we will read the *Code of Student Conduct* in order to correctly identify and classify misconduct according to the descriptions given in this booklet. Unfamiliar vocabulary words (for example felony, misdemeanor) from the *Code of Student Conduct* will be defined and added to the word wall. Looking up words in the dictionary, unscrambling words, and arranging the words in alphabetical order will reinforce the new vocabulary as well as dictionary skills. Students will use online dictionaries including reverse lookup (Lesson 1).

When a disagreement occurs in my class, those involved are given the opportunity to write an account of the situation in the form of a narrative. Accuracy and including all pertinent facts (and not omitting information) are emphasized during this activity. Sometimes the students reconstruct the situation. For example, if one says another pushed him and the other says, "It was an accident," we will measure the distance and recreate how this "accident" occurred.

In the line to enter the lab, there is a spacing of one foot between each pupil. Students are expected to keep their hands to themselves. How is it possible that one was pushed? Oral and written questions will refine the details, and the students will learn about documentation, discovery, and depositions from this incident.



The prevention of problems from happening again is also discussed, and the students themselves write what they will do the next time to avoid trouble. We write the conclusion of the conversation and students sign it. This procedure emphasizes the idea of a record that endures so that if the misbehavior occurs again, the student cannot plead ignorance of the rule. When one drives a motor vehicle, the state maintains one's driving record just as the student's conduct is documented in school. The loss of privileges is the result of inappropriate actions both in school and in society. The concept of following rules while online will be the focus of online work (Lesson 2).

Reading a synopsis of a case will teach students new vocabulary words as well as the ability to summarize information. Abstract legal principles such as intellectual property, copyright, trademark, and patent law will be explained. Students will learn unfamiliar legal terms and will use the Internet resources for practice and reinforcement (Lesson 3).

Events in the students' classroom environment will be compared to situations in the real world. The students will review the rules for Internet safety on the F.B.I. website for children. The State Bar of Texas provides information regarding minors and legal issues in a question and answer format. Each section concludes reviewing the pertinent points of the law in the section titled *Now You Know* (Lesson 4).

### **Supplemental Activities**

Integration across the curriculum will motivate the students. For example, preparing an entry for the Digital Book Fair, making a poster to celebrate Law Day, researching the Internet for relevant material, an Internet scavenger hunt, developing games to increase legal vocabulary, planning a Legal Career Day, using drama to create examples of legal principles may be activities done during the school year or to celebrate Law Day, May 1.

Various classroom rules and their implications regarding proper conduct can be discussed. The topics of discipline and conduct can be brainstormed as well as the responsibility and importance of following rules in and out of school. Students will be assigned research websites designed for children to reinforce key concepts. Quizzes and puzzles about law will be completed on various State Bar Association websites.

Games such as Concentration and Jeopardy can utilize the legal vocabulary for reinforcement and review. Crossword puzzles using legal terms will offer the opportunity to practice spelling. Multimedia presentations, digital photography, art, and creative writing will offer enrichment for all students.

The students may learn about various cases by Internet research. Corporations legally arguing over the right to the "goldfish cracker" and Tony the Tiger versus the Exxon tiger are two cases previously discussed. Students will be told the facts and create a timeline of the case. Each student will be a judge and rule who has the legal right to use the tiger image. Is it Kellogg, Exxon, or both corporations?

A PowerPoint slide show may be shown to the students regarding trademark, copyright, and patent information. The students will find other examples of these legal issues in the news.

Students may be given a quote and use the Internet to locate the legal source. The students will practice proper citation to reinforce the idea of intellectual property and breach of copyright.

## **Materials**

The computer lab has twenty-five workstations with Internet access and a network printer. The operating system is Windows XP Professional. Internet Explorer is the browser. The school has the Classroom Performance System which is a computerized system using individual remote response pads for each student. The teacher can create a bank of multiple-choice questions, and the system tracks the performance of each individual student. Every individual pad has a number so that a database is created to assign each pupil a specific number. A data projection device is utilized to display the questions/prompts on a screen. Kurzweil Audio Optical Software is available at two computers for those who need additional assistance in reading. This software will read the text on the screen including web pages.

## **LEGAL OVERVIEW**

Evidence is proof. To distinguish between fact and opinion is crucial to understand the law. In a court of law, the witness must answer yes or no questions with just one word without elaborating. In school, many times the students are asked this type of question and the same holds true.

Other times, the witness must tell in his or her own words what happened in a given situation. The ability to summarize information, including only the facts without one's opinions, is essential. It is necessary to listen very carefully to the question that is being asked, whether in the classroom or the courtroom, in order to answer accurately. Seeking clarification when one is asked a question that is not understood is key for students and witnesses.

When a king ruled society, a law was simply written by him. The colonists rejected this concept, revolted, and formed a new country with a constitution, a bill of rights, and a system of checks and balances with three branches of federal government. Each state also has its own constitution.

## **LEGAL TOPICS INCLUDED IN THIS UNIT**

Property rights including intellectual property rights teach the students about respect for ownership. Plagiarism is explained and referred to in the *Code of Student Conduct*. The idea of mediation versus litigation is learned by researching cases on the Internet and

from the news. Students are made aware of municipal laws such as curfews, and state laws regarding tobacco products and minors. Legal terms from the *Code of Student Conduct* such as misdemeanor, felony, civil and criminal will be defined and learned,

The law is updated as court rulings and new legislation is passed. In many areas of life, as time passes and new situations occur due to technology, the law needs to be updated. The Digital Millennium Copyright Act includes protection for works in a format not yet in use when this act was passed.

### **WHAT I LEARNED IN THIS SEMINAR**

I have learned to look at situations from a different prospective. Our seminar leader gave us an opportunity to discuss and debate the decisions ruled in several cases. He pointed out the legal way of examining the situation and translated legal terms into everyday English. I have a better understanding of the differences between civil and criminal law, preponderance of the evidence versus beyond a reasonable doubt, jury versus judge decision, and the term on or about when discussing a date in legal cases.

The legislature and court rulings cause changes in the law. For example, the blue laws prohibited stores from being opened on Sundays. Prohibition prohibited the sale of alcohol. Corporal punishment in schools used to be legal in many states where it is now prohibited.

The ability to find information, understand modifications, remain up to date on legal principles that impact one's daily life is essential. The *Code of Student Conduct* is revised and published every school year. Technology has made changes in this booklet. Hacking, sending e-mail using another person's name, and publishing unauthorized web pages are examples of misconduct that were unheard of years ago.

After participating in this seminar, I view the law in a new light. Now I better understand current court cases and legal issues that appear in the news. My new knowledge and appreciation of the law will enhance my students' learning and broaden their perspectives. I have compiled many sources of legal information to use in class while preparing my curriculum unit.

“Storytelling has been the principal means by which we have taught one another from the beginning of time” (Spence 113). By examining classroom incidences and disputes, students can view situations with a legal perspective that will reinforce appropriate behavior, and we can all learn legally and happily ever after.

### **LESSON PLANS**

These lesson plans are each for a class period that is one-hour. Each student has a computer networked to the printer and with Internet access. Each ancillary group is formed from different homerooms of the same grade level. Since I do not see the same

students everyday, and I teach hundreds of students (including identical twins, siblings and cousins who closely resemble each other), it is, therefore, essential to teach the children the significance of one's legal name. For example, a boy named Jose Miquel Ortiz Gonzales will want to use Otiz as his last name in one class and Gonzales as his surname in another class. To complicate matters there are students with identical first and last names.

## **Lesson 1**

This lesson is done at the first class meeting. I read aloud my expectations from a prepared text to the students. This activity is documented for future reference to indicate the material was covered. As students enroll at the school, the first time they attend the computer lab, the newly enrolled student will read and review this material as well. Everyone is on the same page so to speak, and no one can plead ignorance regarding appropriate behavior.

Routine procedures such as forming the line in the hallway and entering and exiting decorum will be explained, demonstrated, and practiced. The teacher will explain the procedures for making the line to enter the lab. Examples of inappropriate behavior and consequences are discussed.

The importance of using a legal name from one's birth certificate will be emphasized. Since the database uses the student's legal name, in order to log on, the student's name must be an exact match. Changing one's name from one class session to another by switching from the use of one's first name to the middle or nickname wastes valuable instructional time and causes confusion.

Each student will prepare a nametag using his or her legal name. The name will be the one that the student uses to log on. The students will learn that the legal name is the one that the school has on record and can only be changed when it has been legally done in court. The office must contact the teacher when court papers have been presented to the school.

Numbers are placed on the wall so each student will have an assigned number that correspond to an assigned computer workstation. The area in front of the line will be for new students who have not yet been assigned a number. Occasionally, a student will be temporarily placed in a class. For example, there is a field trip and the parents didn't give permission for the student to attend. Students who cannot remember the assigned number also go to a designated area at the front of the line. If someone is in another student's place, then he or she goes to the end of the line. This system requires the students to behave and make wise decisions. When there is a dispute about the "ownership of a particular number", a master sheet will be consulted. Each student will have previously signed the sheet and written the assigned number.

The importance of documentation and following rules as well as making appropriate decisions is illustrated by this procedure for lining up according to your assigned number. This system eliminates students pushing and running to sit at a computer near friends. Students are assigned numbers based on language (monolingual English, monolingual Spanish, bilingual English and Spanish) and special education modification IEP (Individual Education Plan). Students are encouraged to help each other in a positive atmosphere.

- The student will return the Student and Parent Acknowledgement page with the student's and parents' signatures and dates completed.
- The student will sign the lab contract.
- The student will explain the difference between one's legal name and nicknames.
- The student will be able to predict the outcome if a computer user types a nickname instead of the legal name in the database.
- The student will type his or her legal name when prompted by the computer
- The student will explain the procedures for forming a line to enter the lab and sitting only at his or her assigned workstation.

## **Lesson 2**

The teacher will review the five levels of misconduct and the lab rules. There will be an activity requiring that students classify misconduct incidents according to the five levels of the *Code of Student Conduct*. This activity may be done using the Classroom Performance System or as an online quiz. Each student will enter his or her answer using the assigned remote. The teacher will explain property rights regarding intellectual property. The students will do the following activities:

- The student will read the information on the Internet regarding copyright.
- The student will learn the type of items protected by copyright.
- The student will review the following sections on the website.
- *What is copyright?*
- *Copyright Basics and FAQs*
- The student will look up words in the following section.
- *Definitions*
- The student will take the online quiz about copyright.
- *Copyright Challenge: A Quiz*
- The students will learn about propriety matters concerning ownership of intellectual property.
- The students will find the definition of six legal words.
- The students will take a quiz online.
- The students will predict the outcome of the case between *Kellogg v. Exxon*.
- The students will continue to increase legal knowledge about propriety matters concerning ownership of intellectual property.

### ***Enrichment Activities***

“Tony the Tiger versus the Exxon tiger” is a case previously discussed. Each student will be a judge and rule who has the legal right to use the tiger image in his or her opinion. Is it Kellogg, Exxon, or both corporations? Opinions will be recorded. During the next class, a scavenger hunt will reveal the decision.

The students will be encouraged to find other examples of similar disputes in the news. A bulletin board will be available to post articles located by the students.

### **Lesson 3**

#### ***Conduct in the Lab and in Cyberspace***

Self-control and the ability to anticipate the consequences of actions are crucial not only in school but in our society today. Consistently understanding and following rules are essential for success in school and society. To avoid involvement in the juvenile and criminal justice system will be one goal of this lesson. By learning about legal principles demonstrated by obeying rules in the lab and in cyberspace, students will become aware of the legal consequences of breaking rules. This *modus operandi* helps the students to analyze a situation in an objective way

Using technology motivates the students to improve reading and writing. The children will locate information and use this knowledge to submit an original question for the scavenger hunt. This activity will allow everyone to put into practice the notion of original versus copied work. Plagiarism and hacking will be discussed. These areas are included in the *Code of Conduct*.

The students will complete the following section of the website regarding proper conduct while using the Internet. The first part describes the guidelines for legal use of the Internet. The second section presents several scenarios, and the students will choose an answer for each. The third component tells about the seriousness of hacking, and the story of a teenager who is in serious trouble and faces federal charges.

The website *Cyberethics for Kids* has some good articles for students such as: *Are You a Good Cybercitizen?*; *Rules for Cyberspace*; *You Can Get In Real Trouble For Hacking!*

- The students will recognize the responsibilities that come with using the Internet by visiting a website such as *Cyberethics for Kids*
- The students will continue to increase legal knowledge about propriety matters concerning ownership of intellectual property.
- The students will formulate questions for a scavenger hunt about copyright issues.
- The students will use technology to expand their knowledge by exploring links for children’s use of the Internet.
- The students will understand that there is accountability when using the Internet.

## Lesson 4

Rules create a safe environment. This view holds true in class and on the Internet. The F.B.I. logo always gets the students' attention, so the students will use this site designed for children to read the suggestions for Internet Safety. As part of the lesson, the idea of municipal, county, state, and federal jurisdictions will be discussed. Maps can be located on the Internet showing the areas which these terms reference.

Many students and adults believe that they are anonymous when surfing the Internet. This research will correct that notion.

Mediation will be compared to litigation where there are opposing parties - defendant versus plaintiff. The students will learn about mediation by visiting websites to gain knowledge of this method to resolve disputes in their lives. Student peer mediation will also be explored.

- The students will visit the Federal Bureau of Investigation to learn about Internet safety
- The students will learn about the *Crossing The Line: Your Rights and Responsibilities* available on the State Bar of Texas website.
- The students will learn about various legal situations in a question and answer format.
- The students will compose questions based on information in this guide.
- The students will create a bulletin board to show their legal knowledge.
- The students will suggest activities to celebrate Law Day.
- The students will do research to see if Law Day is celebrated in other countries.
- The students will participate in a "Legal Spelling Bee."
- The students will make up rhymes to reinforce legal vocabulary.
- The students will invite guests in the various legal careers to celebrate a "Legal Career Day."
- The students will create a bulletin board to view maps which indicate jurisdiction (i.e. city, county, state, federal, and international).

## APPENDIX

From the Houston Independent School District *Code of Student Conduct*:  
Acts of misconduct are categorized into the following five levels of offenses:

***Level I—Violation of Classroom Rules:***

Offenses that generally occur in the classroom and can be corrected by the teacher.

***Level II—Administrative Intervention:***

Offenses that are more serious in nature or a continuance of Level I misconduct.

***Level III—Suspension and/or Optional Removal to a Disciplinary Alternative Education Program:***

Offenses that seriously disrupt the educational process in the classroom, in the school, and/or at school-related activities, or a continuance of repeated Level I, II, or III misconduct. A finding that a student has engaged in a Level III offense may constitute a serious offense.

***Level IV—Required Placement in a Disciplinary Alternative Education Program:***

Criminal offenses as defined in Level IV. This may include any felony, whether school-related or not, unless it is one for which expulsion is required. A finding that a student has engaged in an offense listed under Level IV constitutes a finding that the student has engaged in serious misbehavior.

***Level V—Expulsion for Serious Offenses:***

Offenses that include those for which a student may or shall be expelled under state law. They include continued serious or persistent misbehavior that violates the district's Code of Student Conduct by a student while placed in a disciplinary alternative education program. A finding that a student engaged in an offense listed under Level V constitutes a finding that the student has engaged in serious misbehavior.



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This handbook explains the driving rules in everyday English. There are sections which cover pedestrian and bicycle safety.

Texas Young Lawyers Association. 2002. 12 Feb 2004. <<http://www.tyla.org>>.

There are many resources at this website for children and youth. *Crossing the Line: Your Rights and Responsibilities Student Reference Guide*

Ventura, John. *Law for Dummies*. New York: Wiley Publishing, Inc. 1996

Clear explanations for the legal system are given in this guide.

## **Supplemental Resources**

### **Books**

Crump, David, and William J. Mertens. *The Story of a Criminal Case: The State v. Albert Delman Greene*. Houston, Texas: John Marshall Publishing Company, 2001.

This book follows a fictional case and shows samples of documentation and procedures involved in this type of criminal case.

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Judge Mathis tells about his life from juvenile delinquent to lawyer to judge.

### **Websites**

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There are links to state and local bar associations.

FirstGov for Kids. 1 Feb. 2004. <<http://www.kids.gov>>.

This is the U.S. Federal government's portal for children. Sites are grouped by category.

Houston Bar Association. 2004. 12 Feb. 2004. <<http://www.hba.org>>.

A "Kid Zone" is a valuable area of this site. Information is given for Law Day.

Law-4-Kids. 12 Aug. 2001. Office of the General Counsel, Department of the Navy. 12 Feb. 2004. <<http://ogc.navy.mil/ogcwww/LAW-4-KIDS.asp>>.

This website explains alternative dispute resolution, and it provides links for the U.S. Government websites for children.

Nolo Law for All. 2004. 12 Feb. 2004. <<http://www.nolo.com>>.

This website has many valuable features: a law dictionary, a legal encyclopedia, and a research center for legal research.

State Bar Association of Texas. 2004. 12 Feb. 2004. <<http://www.aba.org>>.

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Where school class sizes are typically 40 to 50 students, maintaining order in the classroom can divert the teacher from instruction, leaving little opportunity for concentration and focus on what is being taught. EDUCATION. en.wikipedia.org. Through basic techniques such as assigning roles and setting procedures you can encourage positive behavior and order in the classroom. EDUCATION. edutopia.org. Learn about classroom layout methods including where to place the teacher and student desks, as well as how to create effective seating charts. While being in the front of the class affords the teacher a good view of the students' faces, there are advantages to placing the teacher's desk at the back. By sitting at the back of the classroom, the teacher has less of a chance of blocking the students' view of the board. Additionally, less motivated students generally choose to sit in the back of the class. Proximity to those students can help the teacher more easily forestall discipline problems. Finally, if a student needs help from the teacher, she might feel less intimidated by not being highly visible in front of the classroom if the teacher is at the back. Classroom order is not a goal in itself, nor is it a way to correct classroom disruption. Effective teachers have fewer classroom disciplinary problems not because they are good at restoring discipline, but because they are good at establishing classroom procedures that maximize time available for instruction. While you're making the rules, consider making the consequences as well. In order for students to respect the rules, they have to realize what's going to happen when they break them. Give students hypothetical situations, and ask them to develop consequences based on shared classroom values. Even if you decide to make the consequences on your own, don't think that being unnecessarily harsh will earn you respect.