

What Is Criminal Justice?

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INTRODUCTION

Being reared in a community very similar to the communities from which my students come, I find myself identifying with them on many levels when it comes to them and their opinions of the criminal justice system. Many people in the minority communities have a sense of distrust for the police and the local enforcement agencies, especially those who live in cities with high rates of racial profiling and brutality. I developed my own opinions at a very young age. I remember on a warm summer day, I was at home with my dad, who was recuperating from surgery. He was resting in bed and I was watching TV in the living room when I looked outside and saw two cars pull up. Each car carried at least four adult white males. All of the men wore cowboy hats. Four of the men walked to our front door, and the other four or five disappeared. One man rang the doorbell and asked for a person whom I didn't know. I told him that no one lived there by that name. He asked if my parents were at home. I told him my dad was in the bed ill and I would go and get him. By the time my father and I made it back to the front door, three of the men were in the house, and the others had the back and front perimeters covered. They began yelling at my dad when he told them that he did not know the person they were looking for. I remember him saying, "You have the wrong house. No one lives here by that name." They started calling him a liar and threatening to take him to jail and calling him names. I can remember my dad looked at me teary eyed and turned to them saying, "I'm a grown man and this is my home." The look on his face and the water in his eyes didn't require any more words. I had never seen that look of helplessness before or since. This was the first of two times that armed detectives threatened men at my home which was located in the inner city area of Houston, Texas. They never arrested anyone or presented warrants. They harassed the teen and adult males and retreated. This is a fact that some of my friends who didn't grow up black would find hard to believe, but it was common in my neighborhood and others like mine. Needless to say, my distrust and awareness of brutality was formed at the age of 10 years old. This was the beginning of my journey of making a difference. In my mind, it was important for a transformation to take place. The change in how police officers handled these calls had to come before I had children because nothing like that was going to happen to me or any person in my family ever again. But it did happen again and in a different form. Several situations can be cited, but the one that tore my heart most was the first time my son was a victim of driving while black. That's a term for racial profiling. He was stopped by the police and questioned about where he was going and who owned our car. He was not arrested, and he was not given a reason for being stopped.

I decided to take a look at the system for myself and to work to make changes from the inside. I started a new job with the Texas Department of Criminal Justice (TDCJ). After working with the TDCJ for five years, I found that black males between the ages of 16-28 were the fastest growing population in TDCJ. This contrasted greatly from what I saw when I worked during my master's internship at a juvenile detention center in Brazoria County. From my own personal observation, young white females seemed to be the majority in that system.

During the same period of time I noticed a discrepancy in the sentencing process in the adult prison system. While comparing similar adult crimes, black males seemed to have much stiffer sentences. For example, a two-year sentence for one white male with a cocaine conviction for a large quantity versus a forty-five-year sentence for a black male with marijuana seemed to be disproportionate. Both men were approximately the same age, and both were first time offenders. The amount of cocaine was much more, but the sentence was much less. (There were many examples of this type of situation.) I pondered why it seemed to differ so much. Many studies have been done on this issue, but nothing can be identified to be the culprit because there is such a difference in the sentencing process and varying circumstances make it impossible to draw definite conclusions.

Being aware of the problem, I began to research effective solutions or preventative measures. I did some research on reducing recidivism in TDCJ, and I found that age seemed to be the best solution for reducing recidivism. Increasing the amount of education came in a close second. In the Texas prison system, agriculture is big business, not education. It's my opinion that every American should have an interest in reducing crime or our chances of being a victim of crime, but educational programs in prisons are being cut at an alarming rate. Students in public education are not immune to this problem. The first solution takes time and with the second option to reduce recidivism, we meet strong opposition because who wants to fund the college education of a convicted felon? With the increasing cost of a college education, most American can't see paying for something for criminals that they can't afford for themselves.

It is my goal to help young people develop an understanding of the system before they become a part of it. Many of them have already had some type of contact with the system, and I hope to help them better understand the processes. I will stress the notion that every person can make a difference. When the fruit of their studies and works come forth, I hope it will have a positive impact on society.

We will examine the criminal justice system, courts and officers of the courts, decisions, documents of the courts and how to format a research paper according to MLA standards.

WHY TEACHING THIS TOPIC TO YOUR STUDENTS IS IMPORTANT?

Students will be taught how the criminal justice system affects their lives and how an early introduction into the system can have a very negative impact on the quality of their

lives. My students will learn new vocabulary terms, how the court system flows, how to conduct research and how to format a research paper. I'm going to teach this lesson to grades 9-12 students in an urban high school setting. The students are from a very diverse background, from over 75 different countries, and they speak over 35 different languages. The high school is divided into ten small-learning communities of approximately 250 students in each community. This school model addresses the problem that many urban super high schools face with large populations of students. Our school has an enrollment of approximately 2300 students with over 75% being Spanish speakers. New immigrant students start in the learning environment that was developed especially for them. The environment helps to meet the needs of limited English speakers by allowing for a year of transitional time. These students are transitioned into one of the other nine communities after the first year. The communities are thematic based and are as follows: Visual Arts, Performing Arts, Media Technology, Law and Justice, Health and Human Services, Business Computer Applications, Sports and Fitness, Magnet and Applied Engineering. Since the implementation of this program, attendance has increased. We feel the increase is attributed to the advocacy system. Every teacher and administrator is assigned 15 to 20 students. The adult in the group is called an advocate. The students meet with the advocate once per week for 35 minutes to discuss any and all topics that will promote graduation and things that would hinder graduation.

Some of my colleagues differ in their opinion of the program and its effectiveness. The naysayers don't believe that there is sufficient research done on the program. I have based my information on the research of IRRE and the statistical data given to me by the principal of my school.

For the past few years the school's enrollment has been approximately 900 plus freshman and 300 plus seniors. In a controlled situation, we would assume that after four years, the senior class should be 900 students, but this is not the case. The concern for graduating only about 1/3 of the freshmen that enroll is great. We had to do something to address the missing 600 students. The high school's records show that a large number of our students move frequently from one city to another. Their parents are seasonal migrant workers who follow seasonal crops in the farming industry. Some students are the children of undocumented workers and find themselves with one or both parents out of the household because of immigration problems. Some of our students have never been in a formal educational setting and find themselves learning a new language as well as being in an environment that is unfamiliar. Teachers of these students must find ways to present the new material for the appropriate grade level as well as give the required remediation. This situation can be a challenge for both the student and the teacher. In the state of Texas, where American football is very popular, we don't have a team. We were the first school in Houston Independent School District to celebrate Homecoming at a soccer game. In the South, where American football is a popular pass time, this is a significant change in the public school culture.

Criminal Justice seems to be a part of my life now that has taken a firm hold on the direction that my career has taken. When I started to teach, I never dreamed I would use my experience in a classroom setting. With the implementation of the Small Learning Communities and the First Things First school reform program, I was selected as the first coordinator of the Law & Justice Community. I attended several professional development sessions that strengthen my knowledge of the criminal justice system. After a successful planning year and a productive first year of program change, I wanted to extend the program. A couple of years later, I was afforded an opportunity to teach an innovative course last year titled "Introduction to Criminal Justice." The course was a huge success. I was allowed to start our first student patrol group as well as re-introduce the YMCA's teen court. Having a background in Criminal Justice, I found "the courts" section was the most difficult of the three components of criminal justice for me to teach. I didn't have much experience in this area. When the attorney's in the teen court need questions for questioning the witnesses, I was very limited in my knowledge. I sought guest speakers to help fill that void.

When you think about criminal justice and how a person goes through the system, you find there are specific agencies that handle the different phases of the system. The enforcement portion is handled by a police department or agency. The courts portion can be handled by local, state or federal agencies. The incarceration portion of criminal justice is handled by local, state or federal prison or jail facilities.

The federal government implemented the No Child Left Behind Act of 2001. The purpose of the law is to make sure every child is afforded a quality education. President Bush wanted to make sure children from the most disadvantaged socioeconomic environments are afforded a quality education. This act promoted the current school reform that we are currently engaged in.

Having such a diverse student population, it is even more important that all students are aware of the laws and their rights, especially new immigrants. The student's knowledge will be enhanced by learning how the criminal justice system works, how to research a specific topic, how to outline researched materials, how to format a research paper and how to site references.

HOW WILL THE TEACHER CONVEY THE MATERIAL TO HER STUDENTS?

Classes are limited to 90-minute sessions. The current A/B block schedules limits classes to every other day. The students have a daily behavioral objective each class period at the beginning of each session. The objective will define the scope, purpose and goal of the lesson. The objective will state what each student should achieve academically at the end of the period. Each class period will open with a greeting, introduction and overview of daily lesson. Next I will explain the tasks, define any necessary vocabulary and instruct students on my expectations for the assignment by using a rubric to explain the grading system. Students will be assigned timed activities.

Student expectations will be developed according to their individual abilities. The students will be given age, grade and ability appropriate activities that support the class objective. I will monitor student's activities closely by walking and observing activities.

I will educate my students about socially activities as well as the criminal justice system. I will teach required materials from the Texas Essentials of Knowledge and Skills for Business Computer Information Systems I, Social Studies, and English. The lessons will help support Social Studies TAKS Objective 5: The student will use critical thinking skill to analyze social studies information. US(c).24 the student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The English portion of the lesson will cover writing a research paper, reading literacy skills, and vocabulary building. Students will locate and use outside sources. Primary and secondary sources, such as computer software, databases, media and news sources, biographies, interviews, and artifacts to acquire information about the United States will vary on each assignment.

Case Studies

Two cases were examined in the Houston Teachers Institute sessions. One case was a civil case and one case was a criminal case. The session professor was the co-author of both books and he gave the participants permission to use the books in class and in this publication.

The Story Of A Civil Suit: Dominguez V. Scott's Food Stores, by David Crump, is a chronicle of documents a petition filed in a civil case. A civil case is a non-criminal litigation. The case relates to a citizen's case or one of a state. The litigation is filed in an effort to protect the private rights of an individual. This, however, may relate to civil rights it is not the same definition.

The introduction to this book is as follows:

On May 7, 1996, Ms Miranda Dominguez went to Scott's Food Store No. 14 on Quitman Street in the City of London, State of West York, to do some shopping. Her husband, who had just returned from work, drove her to the store in their car but did not go into the store with his wife. After entering the store, Ms. Dominguez went to the Area where shopping carts were kept, nested one inside the other. She pulled the first cart in one of the rows; the result was that several carts came out together. Ms. Dominguez lost her balance and fell. Placing her right hand behind her as she did so.

The fall caused her a compound fracture of the arm above the wrist. Her medical and hospital bills ultimately totaled \$1172.55. The doctor treating her estimated that she had a permanent partial disability of 10 to 15 per cent in the wrist.

The case is based on an actual litigation in *J. Weingarten, Inc. v. Obiedo*, 515 S. W. 2nd 308 (Texas Civil App. –Houston [1st District] 1974, writ ref'd n.r.e.). Crump explains the litigation has been transformed into a diversity suit taking place in the mythical United States District Court for the Middle District of West York. These changes have required redrafting of the formal parts of certain documents, such as the summons and complaint. However, the “business” parts of these documents remain close to the original.

Certain procedures remain undocumented in every lawsuit. Settlement negotiations, the claims adjuster’s file, and similar matters are generally unavailable. The *voir dire* examination of prospective jurors and the argument were never transcribed in the case because they presented no appellate issues. The evidence is taken directly from the trial transcript, and the result is the same as that returned by the real jury.

The case examines documents prepared before the suit, pre-trial, trial and post-trial. All the documents are of vital importance, but during this discussion, I will focus on documents submitted during the trial itself.

The juror information form is completed by potential jurors and used by the attorneys during the *voir dire* process. In addition to name, address and signature, the form asks; How long have you lived in county? Current Employer? Type of Work? Number of years worked? Have you served on a civil or criminal jury before? Have you been party to a lawsuit before? And if “yes,” details. The information is completed by each potential juror before he or she is assigned to a court. Each attorney is given a juror information card on each person. When the jurors enter the courtroom, they are seated according to the standard random process. Jurors are given numbers and are usually seated in ascending order by number. In the *voir dire* process, the plaintiff and defense attorneys question the jury.

The students will research the *voir dire* process, and they will be divided into teams and asked to come up with possible questions for the *voir dire* process. The teams will be required to provide what they hope to find out by asking each question. Questions will be required to follow the guidelines that the courts follow. Students will not be able to discriminate according to race, gender, age or ethnic origin. I hope that students will develop challenging questions and reasons. This is a higher order of reasoning activity and all reasonable answers will be accepted. We hope that the students can see how they can be perceived by how they answer questions and by their body language.

The students will be given vocabulary words associated with the case. Vocabulary like “civil case” will be studied. The students will be required to know the difference between a civil and criminal case. The students will cover the case over three class meetings. The discussion will cover whether or not the case should have been taken by the attorney. After reading the opening facts of the case, the students will be asked to make a prediction of the outcome of the case. They will be required to give the reason

why they made the prediction. I hope to support the English TAKS while completing this assignment. The students will be engaged in Kagan's pair-share strategy. The students will take turn reading parts of the case out loud. After student "A" reads, student "B" will summarize what was read. After a section is completed, they will switch activities and student "B" will read and student "A" will summarize. If either student has a problem with the activity, the student's partner will be responsible for aiding with accurate information. The students will be required to support each other. Kagan is a registered trademark and can be located on the Internet as Kagan Cooperative Learning. Mr. Kagan has done extensive work and research on how the brain works and what things help motivate students. The teachers at Lee High School were given a couple of years of training in Kagan Cooperative Learning Strategies. In addition to the school in-services, I attended an addition week-long session for teachers and a one-week train-the-trainer session. I have used these strategies and I have found those that my students seem to enjoy the process. Teachers can use learning strategies of their choice when they are attempting to duplicate these lessons. The mention of Kagan is not a statement that implies that this is the only cooperative learning activity that works.

The Story Of A Criminal Case: The State V. Albert Delman Greene, by Crump and Mertins, Second Edition, presents documents that would be filed in a similar criminal case. A criminal case involves an individual being accused of committing a crime. A crime is defined as a written law or statute. In a state case like the Greene case, a prosecuting attorney states the case by filing a complaint against the alleged law violator. The accused person is called the defendant. If the defendant is found guilty various outcomes could occur. They range from a fine, probation or incarceration.

The introduction of the case is as follows:

At approximately 10:23 in the evening on August 28, 1994, a young man named Juan Molina was working behind the counter of Go-N-Tote grocery store at 8930 Antoine Street.

Suddenly two men approached the cash register. One of them pulled out a pistol and pointed it at the woman who was assisting Juan Molina. "This is a holdup," he said. The other man produced a pistol, too, and he pushed a customer out of the way.

The two men escaped on foot with approximately eighty dollars from the register.

About two weeks later, Albert Delman Greene was arrested for the offense. The circumstances of his arrest seemed incriminating; he was in an automobile with four other men, who were fleeing from another robbery and were now dividing money. There was a pistol under his seat. The officers who arrested him learned that he was on bond pending appeal from an earlier robbery conviction, and that conviction had just been affirmed. Since Albert Delman Greene fit the

description that Juan Molina had given, he was placed in a lineup. Both Molina and the customer positively identified him as the offender, and he was also identified in a third robbery case, and then in yet a fourth.

But Albert Delman Greene could name witnesses to an alibi for each crime. The first trial ended with a hung jury. The second reached its greatest intensity when the prosecutor sought to expose the alibi as the falsehood he believed it to be, while Albert Delman Greene's attorney tried to persuade the jury that there were genuine and significant doubts about his client's guilt.

This case is based on the litigation in *State v. H-T-O*, No. 15710 (Texas Criminal App. 1973). The litigation was transformed into a case taking place in the mythical City of "London" and State of "West York," under current laws. The penal code of the case was based on the Model Penal Code. Its procedural rules are similar to the Federal Rules of Criminal Procedure. The dates in the case were changed in the second addition to reflect new cases, doctrine and processes. The evidence was taken from the trial transcript. The result of each hearing held in the actual case was identically reproduced. The jury's verdict is the same, as are the facts underlying the various charges at issue. The sentence is the same.

The students will be requested to examine key documents in the case and reproduce them on the computer. The documents will be formatted in Microsoft Word and placed in the appendix section of the research paper. The documents will be graded on accuracy and appearance. The students will become familiar with the purpose and the process that the documents have in the court.

The students will be given vocabulary words associated with the Greene case and asked to have a discussion in small groups. The discussion will be centered on the facts of the case and what each student deems important in the case. Students will be asked to write down a point for discussion and the students will use the Kagan round robin technique to express views. After a round of discussing the facts, the students will be asked to discuss possible opposing views to their views. I will use a timer and monitor the group discussions closely. The Kagan round robin allows each student to be an active participant. Each student will be required to take notes on the discussion of the other students. The discussion notes will be taken up and graded for classroom participation. A rubric outlining participation requirements will be given to each student. Behaviors such as taking turns, listening skills and teamwork will be stressed in this lesson.

The final assignment given to the students will be exposed to a mock trial. The structure of the trial will be set according to the YMCA's teen court system. Documents from Teen Court will be adapted to suit the Greene case. The students will hold the following positions: Judge, Bailiff, Court Reporter, Defendant, Defense Attorney, Prosecuting Attorney, Witnesses, and Jury. If there are enough students to have two students to act as an Attorney, then there will be two Defense and two Prosecuting Attorneys. Students will present the case according to the facts presented in the David

Crump Book. The trial will be correct in the stating of the facts and the outcome of the case. Any deviation from the facts must be pre-approved. The jury will deliberate using an open deliberation so the other participants can observe the process. After the sentencing, the class will discuss what actually occurred and their take on the process.

I hope to expose the students to a very common process that is rarely seen in its entirety. Movies like *Twelve Angry Men* can be used to view this process however; I will not use any videos for this lesson. If a video is used, make sure that it is approved by the school and the district and that copyright laws are followed.

Computer Activities and Vocabulary

I will rely on the students past knowledge and success in past Microsoft Word activities, vocabulary and formatting. This unit will consist of at least five lessons that will support the unit objectives. I will use a variety of teaching methods such as group discussions, chalk talk, question and answer, demonstration, visuals, handouts, cooperative learning activities and 10-15 minute lectures. Each class period will close with a summary of that day's objectives and activities. The next day's lesson will be cited. I will use the school librarian and guest speakers to reinforce my lessons.

The students will demonstrate vocabulary mastery by successfully defining and pronouncing each word from the vocabulary list. The time allotted is 90 minutes. The instructor will demonstrate the first word and check for understanding. The students will logon to <www.m-w.com>. The students type the search word in the online dictionary space then they click on "go." Definitions will appear along with a symbol that looks like a megaphone. The definitions will be copied in Microsoft Word and the students will attempt master pronunciations. They will continue to click on the red symbol until they can pronounce the word. Then they will repeat the steps until they complete all of the vocabulary words. The word list is as follows: jury, juror, voir dire, closing arguments, evidence, verdict, deliberation, mores, juveniles, mediation, probation, parole, recidivism, supervision, criminal, justice, delinquency, penalty, punishment, due process, interventions, offender, law, hallucinogens, larceny, burglary, loitering, embezzlement, demographics, adolescence, antisocial, validity. The students will print two copies at the end of the class period. One copy is the instructor copy and the second copy is to study for homework. Part 2 of this lesson will involve the students being paired according to Kagan cooperative learning strategies. I will have the words on individual cards for each group. Student A will pull a card and recite the definition and correct pronunciation. Student B will listen for accuracy. Student B will coach and correct Student A if there is an error. Student B will praise student A and then Student B will start the process. They will continue back and forth until all of the words are done. Each student is allowed think time before each word and given 15 seconds to give an answer.

The students will demonstrate library use mastery by successfully locating and documenting 5 sources in 90 minutes. The instructor will teach students to use the school library which has a type of searchable database of records for books, periodicals, audio

and video materials and other items. Periodicals are continuous publications such as magazines, journals, or newspapers.

The school library currently contains materials which are approved by the Houston Independent School District. Students can locate information from journals, magazines, encyclopedias, books and various other sources. Students will be required to use at least two educational journals, two professional criminal justice periodicals, two magazine articles and three Internet websites as references. Students will be given a list of questions, terms, components, cases to sight and other information required in the research paper. The beginning of the research search will be conducted by using the subjects Criminal Justice, Texas Law, Courts, Crime, and Punishment. An Internet search will be conducted using the same subjects and related keywords. A card catalog search will be conducted manually or electronically to identify titles in the school library. Internet searches will be conducted using search engines that contain large databases of information. Google.com, Yahoo.com, Altavista.com, Askjeeves.com, Dogpile.com and MSN.com are recommended search engines. Students will type keywords or phrases in the space and click on “search” or “go.” If the computer responds NO ENTRIES FOUND, students should check for misspellings or typos in the search statement. If a large number of keywords are found, some search engines will list multiple pages at the end of the page. The pages can be accessed by clicking on the number or by clicking on the word “next.” The entries are listed with the best fit listed first. Search words or statements should not include punctuation marks or hyphenation. If they are not satisfied with their search results they can edit or change their search words. Students will be encouraged to come up with a list of search words and statements before conducting any search. They should avoid long statements. Students can bring laptops to the library or they can write down the information. Printers or copiers are not available. The library staff is an important resource to students. The teacher will pre-arrange a time for the class to meet in the library.

The next activity will be to discuss their personal experiences and views of the criminal justice system as a teenager. The students will write an essay on their personal experiences with the criminal justice system. The essay must be at least two typed written pages in 12 point, Times New Roman font. Part two of Lesson Four will be to have a scored discussion on the topic: “Is the criminal justice system supportive of teenager’s rights to express his or her individuality?” The students will define the problem or issue and take a position pro or con. They will participate in a group discussion with four people. One student will serve as the observer and score the participants. Students will change groups and change roles. Every student will have a chance to be the observer.

Educational Sample Situation

Jose comes to school with a handgun and places it in his locker. Another student observes Jose putting it in his locker and reports it to a teacher. The teacher calls security, and the officers come and search Jose and his locker, and they find the weapon. They

read him his rights and place him under arrest and take him to the city jail. (The police officers are part of the “Enforcement” component of criminal justice. They enforce the laws of the land.)

Within the next twenty-four hours, Jose will appear before a judge and read the charges against him. He will make a plea of innocent, guilty or no contest. A trial date will be set. (Jose will employ an attorney who will assist him with the second component of criminal justice, the “Courts.”)

For simplicity of this example, we will say that Jose is found guilty and sentenced to two years in state prison. (This is the third component of criminal justice, “Incarceration.”) Once my students research the topic, I will teach them how to format a research paper and how to document sources according to MLA standards. I teach Business Computer Information Systems I, and Texas Essentials Knowledge and Skills (TEKS) requires that I teach the students how to format a research paper.

Due Process

We will discuss due process and its purpose. I will provide the following information to students about due process. The Internet source FindLaw states that Due Process is rooted in America’s British ancestry and has its history going back to the chapter 39 of the Magna Carta. King John promised that no free man could be held, jailed or exiled without a chance to defend himself. The King also stated that the only way these actions could take place would be by lawful judgment of his peers or by the law of the land.

The written term due process of law first appeared in 1354/1355 in the statutory section of the 1215 chapter. As a result of the struggles and tensions between the King and the barons the Magna Carta was developed. This clause has had a profound impact on the American legal system (FindLaw).

Judges usually view due process in two categories, substantive and procedural due process. Procedural due process examines the decision making process while substantive due process examines the decision process outcomes. Internet investigations supports the notion that substantive due process requires the government to have the burden of proving that withholding a person’s due process is in the best interest of the United States and its citizens as a whole. The government must consider the well being of society and all its citizens. This and all approaches must be the least restrictive. The 911 terrorist laws would be an excellent example of the relaxed due process guidelines because of the imminent danger to the United States. Procedural due process requires a fair proceeding or process take place. Several elements must be met to ensure that the individual basic rights are protected. The person can't be deprived of life, liberty or property. A fair and impartial examination of events must occur and the individual must be given notice including the opportunity to be heard with legal representation if needed. A fair trial before with an impartial judge or jury of peers should also take place as needed or required (FindLaw).

Due Process for Teachers

Since most of our students lack critical thinking skills, educators must leverage information and their findings when it comes to what works when it comes to improvements in student learning. New and younger teachers must be encouraged to know the district and schools policies and procedures. It would be helpful for school districts to have a professional development in school law and how it impacts schools and the classroom. Our Houston Teacher's Institute sessions touched on various topics. The opinions of teachers varied with the amounts of experience and age of the participants. Due process was the focus of several sessions. This discussion on due process was anticipated by a few session-goers because it would aid them directly in the writing of their units. The discussion varied from students and their rights to due process to teachers and their due process rights. In regard to teachers, due process is just as important as the rights that students have.

Due process is important when discussing employment in the public education. Due process regulates the fairness of decisions made by officials concerning employees' basic rights. The Fifth and Fourteenth Amendments are usually cited when discussions of due process take place.

In my research I found nonpublic schools and colleges are not subject to the same laws or guidelines. These entities almost always depend on contractual terms and institutional policies, and they are not protected by the federal constitution. Teachers should know that due process is afforded to employees who have established some type of contractual relationship. Schools or districts attempting to change or discontinue contracts prior to the contract expiration date may be depriving an employee of earning wages. The accused employee must be afforded rights to due process. All teachers are guaranteed the same constitutional rights. The age, gender, level of experience or popularity does not affect the rights applied.

The Bill of Rights guarantees freedom of speech and association. The employers cannot destroy the reputation of a teacher under any circumstances. Precedence has been set that individuals have the right to not have a district ruin their reputation by giving true or false information that would impact their reputation negatively. Due process gives and individual the right to be heard and to defend their honor and integrity.

I hope that students can see that some rights are beneficial to all citizens not just one group. I hope to show them that due process is important in various situations and use the school as a place where due process can work for students as well as teachers.

Students will be required to research and report on the definition of due process how it impacts the school. An essay will be assigned to check for student's understanding of the subject. The essay will be at least one typed page. I hope that this lesson will teach that due process can be applied in most areas of life when you deal with others in our

diverse world. We will challenge the definitions that are not clear and concise. Students will be required to give two examples of situations where due process was used. The papers will be turned in on 8 ½ x 11 sheets of paper. Top margin will be 2 inches, the bottom 1 inch and the side margins 1 ¼ inches. The font will be Times New Roman, and the essay will have a standard title page.

LESSON PLANS

The lesson plan section covers lessons that might be used by teachers who teach an introduction to criminal justice. I have used a variation to all of these lessons and I highly recommend them. These lessons may be modified to fit the teachers' teaching style as well as the students' learning styles. We must keep in mind that students vary in learning styles and we must make adjustments accordingly.

Lesson 1: Vocabulary for ESL Students

Objectives

The students will demonstrate vocabulary mastery by successfully defining and pronouncing each word from the vocabulary list.

Materials Needed

Computer with Internet capability
Word List
Microsoft Word software
Knowledge of Kagan Cooperative Learning

Procedure

The time allotted is 90 minutes. The instructor will demonstrate the first word and check for understanding. The students will log onto <<http://www.m-w.com>>. The students will type the search word in the online dictionary space then they click on "go." Definitions will appear along with a symbol that looks like a megaphone. The definitions will be copied in Microsoft Word and the students will attempt master pronunciations. They will continue to click on the red symbol until they can pronounce the word. Then they will repeat the steps until they complete all of the vocabulary words. Word List: *jury, juror, voir dire, closing arguments, evidence, verdict, deliberation, mores, juveniles, mediation, probation, parole, recidivism, supervision, criminal, justice, delinquency, penalty, punishment, due process, interventions, offender, law, hallucinogens, larceny, burglary, loitering, embezzlement, demographics, adolescence, antisocial, and validity.* The students will print two copies at the end of the class period. One copy is the instructor's copy and the second copy is to study for homework.

Part 2 of this lesson will involve the students being paired according to Kagan cooperative learning strategies. I will have the words on individual cards for each group. Student A will pull a card and recite the definition and correct pronunciation. Student B

will listen for accuracy. Student B will coach and correct Student A if there is an error. Student B will praise student A and then Student B will start the process. They will continue back and forth until all of the words are done. Each student is allowed think time before each word and given 15 seconds to give an answer.

Lesson 2: Using the Library

Objective

The students will demonstrate library use mastery by successfully locating and documenting 5 sources in 90 minutes.

Materials Needed

Library and Librarian
Library database or card catalog
Journals
Magazines
Periodicals
Internet Access
List of Questions
Pen
Paper

Procedure

The instructor will teach students to use the school library which has a type of searchable database of records for books, periodicals, audio and video materials and other items. Periodicals are continuous publications such as magazines, journals, or newspapers.

The school library currently contains materials which are approved by the Houston Independent School District. Students can locate information from journals, magazines, encyclopedias, books and various other sources. Students will be required to use at least two educational journals, two professional criminal justice periodicals, two magazine articles and three Internet websites as references. Students will be given a list of questions, terms, components, cases to cite and other information required in the research paper. The beginning of the research will be conducted by using the following subjects: Criminal Justice, Texas Law, Courts, Crime, and Punishment. An Internet search will be conducted using the same subjects and related keywords. A card catalog search will be conducted manually or electronically to identify titles in the school library.

Internet searches will be conducted using search engines that contain large databases of information. Google.com, Yahoo.com, Altavista.com, Askjeeves.com, Dogpile.com and MSN.com will be cited as recommended search engines. Students will type keywords or phrases in the space and click on “search” or “go.” If the computer responds NO ENTRIES FOUND, students should check for misspellings or typos in the search statement. If a large number of keywords are found, some search engines will list multiple pages at the end of the page. The pages can be accessed by clicking on the

number or by clicking on the word “next.” The entries are listed with the best fit listed first. Search words or statements should not include punctuation marks or hyphenation. If they are not satisfied with your search results you can edit or change your search words. Students will be encouraged to come up with a list of search words and statements before conducting any search. Students should avoid long statements. Students can bring laptops to the library or they can write down the information. Printers or copiers are not available. The library staff is an important resource to students. The teacher will pre-arrange a time for the class to meet in the library.

This *Library Guidelines* Internet source (see bibliography) gives the following tips for students:

To find information about the meaning, pronunciations, and use of words, use dictionaries.

To find the names and addresses of persons, businesses, or organizations, use directories.

To find brief facts and statistics on a country or a subject, use almanacs.

To find basic practical information on a subject, use handbooks or manuals.

To find the events of past years in brief form, use yearbooks or annuals.

To find maps or charts, use atlases or the map collection.

To find the geographical location of places, use gazetteers.

To find short sketches of the lives of individuals, use biographical dictionaries.

To find lists of books and articles about a subject, use bibliographies and magazine indexes.

Each subject division of the library keeps clippings files which contain newspaper articles on a subject.

Some divisions have pamphlet files which contain publications of less than fifty pages (a book is fifty pages or more) on a subject.

A handout of the above information will be provided to each student. Each student will be instructed to login and go to <<http://www.google.com>>. They will be instructed to put “criminal justice” in the search area. Students will be asked to scan the first 5-10 appropriate articles and take notes on their findings. They will be reminded to cite references and of copyright laws.

The next activity will be to answer the following questions and compare and contrast the following cases in the body of the paper.

- Define criminal justice?
- What are the components of criminal justice?
- How do the three components interrelate to each other?
- What is the history of criminal justice?
- What is the order of events of a trial?

- Who are the officers of the courts and what are their duties? Example: (Court reporters take verbatim reports of speeches, conversations, legal proceedings, meetings and other events when written accounts of spoken words are necessary for correspondence, records, or legal proof.) Court reporters use stenotype machines, which enable them to record combinations of letters representing sounds, words, or phrases. The symbols are recorded on computer disk, which are then loaded into a computer that translates and displays the symbols in English.

Lesson 3: Formatting a Research Paper According to MLA

Objective

Students will understand the MLA rules for creating documents and produce a research paper according to the MLA rules.

Materials Needed

Microsoft Word
Internet Access
MLA Guidelines

Procedure

The assignment is to format a research paper according to MLA guidelines. Students are to create a Thesis Statement-Main Idea of the paper. They are to create an outline—a skeletal structure of the paper. Next they will create a draft—an overview of the paper. Finally, they will submit the final paper—an error-free final paper with appropriate references cited.

In formatting the paper, we will use Microsoft Word to teach formatting, outlining and referencing. Modern Language Association (MLA) (<<http://www.mla.org>>) details format and explain how it is an acceptable format for research in most educational and professional settings. Students will learn how to present facts, ideas, and information of others in a report and how to give others credit for original work. I will teach parenthetical references. This is a style involves following a quote with the author's last name or the name of the source in parentheses.

They are to include the author's name and the page number(s) of the source in parentheses:

Example: (Lee 1-3)

If the author's or source's name is used in the sentence before the quote, include only the page number (s) in parentheses.

Example: (1-10)

If there are two or three authors of the source, include all authors' names in parentheses.

Example: (Lacy, Jones, and Wallace 150)

Short Quotations (less than 4 lines)

They are to enclose direct quotations in quotation marks. They should not use quotation marks with indirect quotes or paraphrased remarks. They should type the parenthetical reference one space after the closing quotation mark or the last word of an indirect quote. They are to type the ending punctuation mark after the reference. [...until we can" (Jones 88).]

In long Quotes (4 or more lines), they should leave a blank line before and after the quote. They should not use quotation marks, but they should indent the quote one inch from the left margin. They should then type the parenthetical reference one space after the ending punctuation mark. [...by the time we go how. (Greene 33)].

Students will have experience typing other formatted reports before this assignment is given. They will have prior knowledge of formatting tables that they will apply in a compare and contrast table of the cases. The compare and contrast information will be gathered after reading and analyzing the cases.

There are some general rules to consider before we begin to compare and contrast the two cases. Webster's comparison and contrast site offers the following questions and tips:

Question 1, is the comparison fair? Is it fair to compare a murder case and a theft case? Probably not, unless our comparison is going to lead our readers to a surprise: that for reasons they had never thought imagined all thieves will become murders.

Question 2, will we compare and contrast each point at a time or will we site all facts of one case and the all the facts of the other case splitting our essay in half? Make a decision and pace your paper accordingly.

Question 3, What is the point to be made by comparing the cases. Did you discover something that you did not know? Will the comparison actually help anyone's understanding of either one? What's the point of the comparison?

Conclusion, give your opinion of the information that you found.

While considering cases or topics that I could use, I thought of the following options:

- Robert Durst, a millionaire accused of murdering an old man, and suspected in the murder of a friend and his first wife
- Juvenile Crime statistic in Harris, Brazoria, Galveston, Fort Bend and Montgomery counties.
- Conviction Rates or ethic groups in Harris, Brazoria, Galveston, Fort Bend and Montgomery counties comparing the same convictions. (Drugs, Murder, Robbery)
- Comparing and contrasting white-collar crimes for embezzlement and theft by white collar counter parts.
- Identify states with the death penalty and report the death row numbers for each state.
- Compare the highest death row numbers to China, Russia, Germany, Mexico or student's country of origin.

- Compare the teenage curfew laws in Bellaire, Houston, Stafford, Sugar Land, Angleton, Lake Jackson and Katy.
- Should teenagers be tried as adults? Why or Why not?
- Should the mentally retarded be exempt from death row?
- Should teenagers be sentenced to death? Why or Why not?
- Study and analyze *The Story of a Criminal Case: The State vs. Albert Delman Greene* by Crump & Mertins.
- Should same sex couples be allowed to marry? Why? Or Why not?
- What public laws mandate teenagers must attend school? Discuss for or against

Lesson 4: Is Due Process Important?

Objective

Students will be required to write an informative essay using “Due Process” as a topic. Students will be charged with using higher level of thinking skills.

Materials Needed

Computer with Microsoft Word
 Research Information
 MLA Guidelines
 Teacher List with Requirements and Rubric

Procedure

The teacher will discuss “Due Process” and the implications of not having systems that adhere to the due process system. The students will use Microsoft Word to produce a typed written paper. Students will be required to research and report on the definition of due process and how it impacts the school and their lives. The paper should not exceed three typed pages. An essay will be assigned to check for student’s understanding of the subject. The essay will be at least one page typed. I hope that this lesson will teach that due process can be applied in most areas of life when you deal with others in our diverse world. We will challenge the definitions that are not clear and concise. Students will be required to give two examples of situations where due process was used. The additional guidelines should be used to format the paper. The papers will be turned in on 8 ½ x 11 sheets of paper. The lines should be double-spaced. The top margin will be 2 inches, the bottom 1 inch and the side margins 1 ¼ inches. The font will be Times New Roman and the essay will have a standard title page.

The grading system to be used will weigh more on document formatting since I want to check for the students understanding of the subject. Eighty percent of the points will be gained from document formatting. Twenty percent of the grade will be from content. Ten of the twenty percent will come from the two examples that are required to be cited. Ten percent will be awarded for the correct definition.

Teachers can decide that the grading scale may not apply if document formatting is not as important as the content. A rubric or grading grid should be provided to students before the completion of all assignments.

Lesson 5: Criminal Justice System and the Courts

Objective

The students will write an essay on their personal experiences with the criminal justice system. The activity will be to discuss their personal experiences and views of the criminal justice system and the courts as a teenager.

Materials Needed

Computer Access and Microsoft Word
Vocabulary

Procedure

The essay must be at least two typed pages in 12 point, Times New Roman font. Part 2 of Lesson 4 will be to have a scored discussion on the topic: “Is the criminal justice system supportive of teenager’s rights to express his or her individuality?” The students will define the problem or issue and take a position pro or con. They will participate in a group discussion with four people. One student will serve as the observer and score the participants. Students will change groups and change roles. Every student will have a chance to be the observer.

Listed below is an example of a student’s work. No corrections were made to the paper for this example. Teachers will have an opportunity to use their judgment on what areas should be stressed per student. This is an actual paper from a student that had my class in August of 2002. I have not provided the last name of the student to protect the student’s identity.

WHAT IS CRIMINAL JUSTICE?

By Emilia

For me criminal justice mission is to protect citizens, for the safety of all. They provide justice for all, for example if a person becomes a murder he has to go jail and have a jury to determine what punishment he will receive. Citizens cannot just take control or kill him, who takes charges of it is the law and justice. Also if we remember about the case of Yates, the jury were trying to decide if she will had execution, death penalty or life in jail.

This affects me in a benefit and bad ways in my life. The good way is that if I am underage I cannot work that many hours only 20 hrs. Also I can’t use knife or work with dangerous machine. Bad way because sometimes we have corruption when some police man decides to beat up or kill person for mistakes and no

reasons. In that situation we the citizen under the constitution we have the right of justice.

Juvenile Crime stats are very helpful for teenagers who have trouble to have a good behavior. A lot of them are gangster or drug addicts, some even fight with their parents. The juvenile crime stats have boot camp, training programs to make them reflex that they are wrong. Also they have curfew they cannot be on the street after 11:00 p.m. This protects are community and teenagers to be secure. Criminal justice will always protect us of violent and injustices.

As you can see, this paper has several grammatical errors that have not been corrected. It is my attempt to allow teachers to sample a real example of what the outcome might be with limited instructions such as “Write a paper on Criminal Justice and How It Impacts Your Life.”

CONCLUSION

I will provide information on how to research a topic, develop and format the research while sparking an interest in criminal justice. Many times students don't realize that the criminal justice system affects every citizen in and visitor to the United States of America. My goal is not to place blame on one group of individuals but to facilitate a change in the system and to teach my students that their rights are as important as those of any other citizen. I hope that my students are encouraged by the chance to make a difference in their communities. The charge of educating oneself on the law and its impact is of vital importance. We hope the lessons taught will result in a spark being started to facilitating change. Every citizen of the United States should have an opportunity of having a piece of the American dream. Many times students only associate the criminal justice system to jail or prison.

This is my attempt to educate my students about the criminal justice system and to also teach required materials from the Texas Essentials of Knowledge and Skills for Business Computer Information Systems I. The lessons will help support Social Studies TAKS Objective 5.

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