



August 1976

Juvenile Problems and the Law: Teacher's Manual

Richard Balnave and Anchorage School District

Suggested citation

Balnave, Richard; & Anchorage School District. (1976). *Juvenile Problems and the Law: Teacher's Manual*. Law Related Education Project. Anchorage, AK: Anchorage School District; Criminal Justice Center, University of Alaska Anchorage.

Summary

In 1976, Anchorage School District (ASD) and the Criminal Justice Center at University of Alaska, Anchorage, collaborated to develop a law-related curriculum for 5th, 6th, 7th, and 8th-grade classrooms, with teacher's manuals written to supplement the basic texts chosen for the program, the "Law in Action" series by Linda Riekes and Sally Mahe Ackerly (West Publishing Company, 1975). This teacher's manual for the unit taught to eighth-graders, "Juvenile Problems and the Law," focuses on the legal aspects of juvenile delinquency and contains information regarding "helping" agencies. The teacher's manual reflects improvements to the original lessons, supplementary classroom activities, supplementary media, and inclusion of Alaska-specific content such as Alaska laws and Alaska community resources. Supplementary material in this teacher's manual does not cover every lesson in the original "Law in Action" unit.

Additional information

See *Law Related Education Project: Final Report* by Richard Balnave (1976) for a description of the project under which this teacher's manual was developed. All four supplementary teacher's manuals developed under this project are also available in Scholarworks@UA::

- "Lawmaking: Teacher's Manual" (5th grade);
- "Youth Attitudes and the Police: Teacher's Manual" (6th grade);
- "Courts and Trials: Teacher's Manual" (7th grade);
- "Juvenile Problems and the Law: Teacher's Manual" (8th grade).

ANCHORAGE SCHOOL DISTRICT

LAW-RELATED EDUCATION PROJECT

JUVENILE PROBLEMS

AND

THE LAW

TEACHER'S MANUAL

Teacher:

The suggestions offered in this Teacher's Manual come from the 20 teachers who participated in the Law Related Education pilot program at the end of the 1975-76 school year. We would like to share our experiences with you in the hope that the program can grow stronger as a result of our experiences.

Our prefatory comments:

- The teacher's edition of the classroom book is distinguished from the student edition only by the red print. The student edition is exactly alike, minus the red print.
- The book should be used as a "framework" for your classroom program, but should not be the whole program. There is a great deal of room for enrichment materials to serve as supplements to the lessons offered in the book.
- Before beginning our commentary related to the specific lessons, we would like to bring to your attention the information regarding available A-V materials and Community Resources, both of which require some advance planning. See the introductory pages of this manual.
- It took most of the pilot teachers a full quarter to complete their program, most of them teaching "law studies" two or three times each week.
- Toward the end of this teacher's manual, you will find brief analyses of some of the different teaching methods appropriate to law-related education. We hope they prove to be useful refreshers.
- Although the books appear to be "consumable," please ask your students not to write in them. They must be used by other classes.

We hope you enjoy using this law-related education "kit." Have fun!

Rich Balnave
Coordinator
Law-Related Education Project



Providing opportunities for your students to meet community resource people -- whether through field trips or class visits -- requires advance planning. Now is the time to contact the school district Community Resources office to set things up.

The following lessons would be appropriate times for your students to get involved with their community:

- Lesson # 1-3
- Lesson # 8
- Lesson # 16
- Lesson # 23

Consult the A-V listings at the rear of this manual and order soon.

LAW - RELATED COMMUNITY RESOURCES ANCHORAGE, ALASKA

- Anchorage Police Dept.*
- Alaska State Troopers*
- Military Police*
- U.S. Marshall's Office*
- Criminal Court*
- Civil Court*
- Small Claims Court*
- Municipal Court*
- Traffic Court*
- Divorce Court*
- Juvenile Court*
- Federal Court
- Anchorage Town Assembly*
- State Regulatory Agency
- Federal Regulatory Agency
- Legislative Info. Office*
- Lobbyist (consumer, environmental)
- Alaska Children's Shelter
- The Open Door (drug counseling)
- The Family Rap ("heavy" drugs)
- Child Abuse Board
- The Family Institute
- Alaska Youth Advocates*
- Public Defenders Office
- Prosecutors Office
- Bar Assoc. Attorneys*
- F.B.I.*
- Probation Officer*
- Eagle River Corr. Facility*
- Shoplifting/Security Personnel*
(large dept. store staff)

* denotes the Community Resource is available through the Anchorage School District Community Resource Center. Call Pat Gold at 279-4626 if your class would like to visit or be visited by one of these people.

Y. E. L. HOUSE



Objective:

Students should discuss problems common to adolescents and discuss alternative solutions to these problems.

• "The teachers who participated in the private program found that lesson one was easier to deal with when it was taken along with lessons two and three as part of a decision making process." That is, each of the three lessons deal with how to make decisions. If you take them one at a time, as if they are unrelated to each other, the students seemed to get confused. If, on the other hand, you spend some preparation time looking over all three lessons, it will be easier for you to see how far you should go with lesson number 1.

• You must resist the students pressure to seek a definite "right" answer to each of these counseling problems. The students frequently think that with each of these situation there is one "right" answer. We must keep in mind that what is right for one person who seeks counsel may not be right for another.

• There is a group in Anchorage Alaska comparable to the Youth Emergency League discussed in lesson number 1. A description of the Alaska Youth Advocates, Inc. follows:

ALASKA YOUTH ADVOCATES, INC.
529 I Street
Anchorage, Alaska 99501
274-6541

Alaska Youth Advocates (A.Y.A.) offers two programs. One provides direct services to young people to help them explore and resolve a problem. These services include counseling, crisis help, legal information, and family counseling.

The second part of the program is concerned with young people as a broad class and places the emphasis on community education and social reform with regard to young people's rights and needs.

If you find yourself in legal trouble, A.Y.A. can provide you with information and see that you get legal assistance. The services of Alaska Youth Advocates are free. You may refer yourself, or be referred by your family, friends, schools, etc. The advocacy services are provided only if the person accepts them voluntarily, and your right to privacy will be respected.

A.Y.A. is part of the Anchorage Runaway Project.

PUTTING YOURSELF IN THE OTHER PERSON'S SHOES



Objective:

Students should discuss seeing a problem from a variety of viewpoints besides their own, and try to work out solutions to that problem.

- If you are apprehensive about getting your students to role play, review the brief description of classroom role playing that appears toward the end of this teacher's manual.

REACHING A DECISION

LESSON 3

Objective:

Students should attempt to reach a decision about what should happen to those boys who broke the rules at Y.E.L. House.

- When doing this lesson, some pilot teachers encountered student confusion involving making the actual decision and reflecting on the process of how that decision was reached. Their suggestion is to split lesson three into two distinct parts. The first half of the lesson would focus on making the decision about what should happen to the boys who stayed at the Y.E.L. House. The second half of the lesson should focus on how your students went about arriving at that decision. They might describe to you the process they used to make the decision, and you might list on the blackboard several different ways of arriving at the decision, as a basis for a class discussion.

- Community Resources: At the close of this lesson, you might want to invite a member of the Alaska Youth Advocates, Inc., to come to your classroom. Your class could discuss the ways in which the Alaska Youth Advocate program is similar to the Youth Emergency League described in the book. By all means, you should have a member of the Alaska Youth Advocates visit your class sometime during this unit about juvenile law. Every student should know they exist here in Anchorage. You may contact them directly, or work through the School District Community Resource Office. In either case, call their office before they come to your classroom and discuss what you would like them to do. They have a prepared lesson that they usually do with school students, and they will be happy to send you a copy of that lesson so you may look it over in advance of their visit.

CASE OF GERRY GAULT



Objective:

Students should learn what the constitutional right to “due process” means for juveniles accused of committing offenses.

- Pilot teachers expressed a need for more detail concerning the Gault Case. The following is a full description of how Gerald got into trouble:

Gerald Francis Gault, 15 years old, was arrested in Arizona on June 8, 1964. He was picked up by the police for making indecent remarks over the phone to a neighbor, Mrs. Cooke. At the time, Gerald was on probation for having accompanied another boy who stole a wallet from a lady's purse. Gerald's parents were both working at the time of the most recent arrest. They were not notified. Not word was left at Gerald's home.

Gerald was taken to a detention center. Eventually Gerald's mother and older brother went to the detention center. Here the superintendent told the two the reason for Gerald's arrest. He also said there would be a hearing at 3:00 p.m. the next day.

Gerald's mother went with Gerald to the hearing. At this time she said that Gerald had dialed the number, but a friend with him had actually made the indecent remarks. The complainant, Mrs. Cooke, was not present. Since no one was sworn in at this hearing, no record of the proceedings was kept.

After the hearing, Gerald was taken back to the detention center. While waiting there for another hearing, he was released on June 11 without any reason being given him and driven home. The same day, Mrs. Gault received a note from the probation officer that read as follows:

Mrs. Gault:

Judge McGhe has set Monday, June 15, 1964, at 11:00 a.m. as the date and time for further hearings on Gerald's delinquency.

The judge reported that at the June 15 hearing, "there was some admission (by Gerald) of some of the lewd statements." "But," said the judge, "he didn't admit any of the more serious lewd statements." Again, the complainant Mrs. Cooke, was absent. The judge did not speak with her at any time.

At the same hearing, a "referral report" was filed with the court, but the contents were not discussed with Gerald or his parents. Gerald was then committed as a juvenile delinquent to the State Industrial School (reformatory) until age 21. The order committing

him stated: "After a full hearing and due deliberation, the court finds that Gerald Gault is a delinquent child and that he is of the age of 15 years."

If Gerald had been over 18, he would not have been subject to juvenile proceedings. For the offense involved in the case, the maximum punishment would then have been a fine of \$5 to \$50 or imprisonment in jail for not more than two months. Instead he was committed to custody for a maximum of six years. If he had been over 18 and had committed an offense for which such a sentence might apply, the U.S. Constitution would guarantee him certain rights involving arrest, search and seizure, and pretrial questioning. It would assure him of proper notice (notification) of charges as well as adequate time to prepare his legal defense. It would require that he be advised of his right to counsel (a lawyer). If the court acted on the basis of his confession, care would be required to assure that it was given freely. If the case went to trial, confrontation of witnesses and opportunity for cross-examination of them would be guaranteed.

Gault appealed to the U.S. Supreme Court. His lawyer claimed that the Juvenile Code of Arizona was contrary to the U.S. Constitution. He said the code violated the "Due Process" clause of the Fourteenth Amendment. According to Mrs. Gault, Gerald was taken from her custody and committed to a state institution without consideration of the basic rights of the juvenile.

INTERVIEW A JUDGE

LESSON 7

Objective:

Students should learn basic information about the theory of juvenile courts.

• This lesson involves an interview with a juvenile court judge. The different parts are read aloud by your students. The book advises us that this interview reflects Missouri law, and that we ought to check the answers with our own state law. Below are the answers the questions which differ by Alaskan law:

1. Q: Where is your local juvenile court located?
A: The juvenile court is located in the state courthouse building in downtown Anchorage, at the corner of 3rd and K.
2. Q: What is the name of the juvenile judge who is currently presiding?
A: There is no single juvenile court judge who presides in Anchorage. The Superior Court Judges hear juvenile cases along with their regular docket.
3. Q: Besides committing offenses, for what other reasons might a juvenile come before the juvenile court?
A: The Juvenile Justice System in Alaska deals with kids who are either:
DELINQUENTS, or
CHINS - Child In Need of Supervision, or
DEPENDENTS

(The Following descriptions come from One Nation Under Age):

DELINQUENCY:

"I've always thought of delinquency as being very serious. I was caught shoplifting in a grocery store and the manager told me I can be accused of delinquency. Is this possible?"

Shoplifting is a delinquent offense. Very often, young people are not accused of delinquency for shoplifting because the arresting officer has a lot of leeway in deciding how to handle situations involving juveniles.

Delinquency can include a small offense such as shoplifting or as large an offense as robbery. However, more often than not, young people who are accused of delinquency have committed more serious crimes such as burglary, possession or sale of drugs, armed robbery or breaking and entering.

Any minor can be accused of delinquency if he/she has committed an act which would be a crime if an adult had done it. As a juvenile you will be referred to the Juvenile Division of the Superior Court by the police and either be released or detained (kept in a guarded environment) depending on the action of the Court.

CHINS: CHILD IN NEED OF SUPERVISION

A CHINS or status offender is a minor who violates a rule which applies only to juveniles. These rules are called status offenses.

The Status Offenses

Running away from home

Truancy

Curfew violations

Incorrigible

Associating with vicious and immoral people

DEPENDENT CHILD:

A child can become dependent if the parents or guardians neglect or abuse their child on a regular basis. Neglect is the failure of the parents/guardians to provide their child with necessary food, shelter, and clothing - and/or medical attention. Abuse means substantial harm done to the body.

Parents can also be guilty of emotionally abusing a child. But, unless it is very obvious this is hard to prove.

There are three common types of dependency:

- Fault of the parents - as in abuse/neglect/abandonment cases.
- Special needs - a child has a speech or hearing deficiency and the parents don't have enough money to correct this; the state can declare that child a dependent and proceed to correct the deficiency.
- Orphans - orphans are automatically dependent when no relatives are willing and able to assume custody and care.

(Questions on page 25)

1. Q: Do you agree or disagree that 14, 15, and 16 year olds who commit serious crimes (murder, armed robbery, etc.) should be moved to adult criminal courts and face possible prison sentence?

A: Waiver Hearing: Very rarely are people under 18 tried like adults in criminal courts; but this could happen if the court has probable cause for believing that a young person is delinquent and if the courts finds that a minor won't co-operate with the treatment or rehabilitation programs available for juveniles.

WHAT MIGHT HAPPEN WHEN ARRESTED?

LESSON

Objective:

**Students should understand the legal process
involved when a juvenile is accused
of committing an offense**

- This lesson can be shown as a filmstrip. The filmstrip that accompanies the class set of books will be an exact duplicate of what you see in the book as lesson 8. That is to say, every page of lesson 8 will show up as a different frame of the filmstrip. The best way to use this filmstrip is to run through it once fairly quickly with the class, skipping over the questions which appear on the screen. This "quick-run" will satisfy the students' needs to see the whole filmstrip. Then you might go back and begin the filmstrip again, moving more slowly. It may take you two or even three periods to complete the entire filmstrip, but it is intended to take you a while. For more information about how to effectively use these "silent-stop filmstrips", see the section called "filmstrips" at the back of this teacher's manual.

- Teachers, in order to learn the different steps of juvenile court procedure in Anchorage Alaska, you must read pages 31-44 in One Nation Under Age. It is fast reading and will help you immeasurably when questions from your students arise. Pages 31-44 deal only with steps of a delinquency proceeding, and not with a proceeding involving a CHINS or a Dependent child.

- It is useful at this point in the book for you or some of your students to make a chart which shows the sequence of steps involved in juvenile justice system. If you make the chart large enough to stretch across one of your walls, you will be able to refer to it throughout this book and it will be a useful organizational aid for the students. You can make an arrow out of construction paper and tack it onto the chart to indicate which step of the procedure you are in. You would move this arrow along the chart as you move through the different steps.

- At the conclusion of the filmstrip, you might want to let your students ask questions to either an attorney who handles juvenile cases or to a judge who has handled juvenile cases. The questions at this point in the book might be technical, and would be best

handled by one with a legal background.

- AUDIO-VISUAL: Lessons 8-15 focus mainly on the steps involving actual arrest. At any time during these lessons you might want to show the film called "Caught!". It is a color film, 25 minutes long, which deals with shoplifting.

REPORTING A CRIME

LESSON 10

Objective:

Students should discuss a person's responsibility to report a crime and should understand the problems connected with reporting crimes.

• On page 36 a "values-line" appears if you have little experience with the teaching strategy known as "values clarification," see the brief analysis of it which appears toward the end of this teacher's manual.

When using a "values-line" you could ask your students to;

1. stand at the line (a row at a time if you have many students).
2. draw a slash through the line, and initial it at the point which reflects their own feelings and values.

If you like a well decorated room, you could make a "values-line" by stretching some yarn across the room. The students would write their names on index cards which would be attached to the line with paper clips. If you leave the line up for several days or weeks, students might move their names along the line as their self-awareness develops through class discussions.

CAN POLICE OFFICERS STOP PEOPLE ON THE STREET?



Objective:

Students should learn that the police have a right to stop people whom they reasonably suspect to have committed a crime or an offense or whom they believe are about to commit a crime or an offense.

- It is important for the teacher to keep the proper goal in mind when doing this lesson and the next.

The emphasis should not be on the rules which the police must follow during arrests and interrogation. The rules are numerous, sometimes technical, and constantly undergoing slight changes. Rather, the emphasis should be on encouraging the students to judge the rules according to their own conceptions of FAIRNESS. Each student is capable of doing this, and will benefit by the careful thinking that is required when questions of "fairness" are raised.

Keep in mind that when Conflicts such as those dealt with here and in the following lesson go to the U.S. Supreme Court for a decision, the conflicts inevitably involve competing values. This conflict is very seldom a conflict between a good value and a bad value. Such a decision would be easy to make. Instead, the conflict is usually between a good value and another good value.

In managing a class discussion such as this one, you might find it helpful to break up your class into "lawfirms." Each "firm" would be responsible for developing the arguments that they would use as attorneys representing either the arrested juvenile or the police. Another way to handle this would be to go to a simple debate format.

- It is inevitable that the students will have questions of a technical legal nature. It would require a voluminous amount of time, and would be an impossible task, to track down accurate legal answers to these questions. It is much more fruitful to focus the discussion on what is "fair", something we can all deal with without being attorneys. However, technical questions will come up some of which will be well worth persuading. In order to handle these questions, you might want to designate a group of students as a "resource" group. Their task would be to note down all of the questions of a legal nature that the class wishes to have answered. Because it would be burdensome

to community legal resources to ask 20 different questions each week, you might want to set a limit on the number of questions your class can pursue. In addition to helping you keep good relations with whoever you contact, it will also force your students to think about the questions they want answered, and to clarify them, reword them, and make value choices about which are the most important to be answered. Your student resource group could then start about finding answers to these questions. Instead of telling them who they might call you might want to first give your class the problem. The class could brainstorm the question and come up with as many different people they could think of who would be capable of answering the technical questions. This would be a valuable experience in itself, as frequently we are faced with the need to find out information that we don't possess, and don't know where to go for it. You will see that in this teacher's manual, under lesson number 18, a list of legal sources is presented. This list is by no means exhausted. There are probably many other people here in Anchorage, not necessarily trained as attorneys, who would be able to answer the questions your students have.

• The following information, taken from One Nation Under Age, should help you set up the framework for your class discussion concerning arrest procedures:

"You are under arrest."

Many times the first contact with the law for a young person begins with the police.

Q. How do I know if I am detained (under arrest) or if I can walk away?

A. Anytime a police officer stops you and does not allow you to walk away freely, you have been detained (arrested). A police officer does not have to say, "You are under arrest." But there are certain guidelines he/she must follow to make an arrest.

A police officer can arrest a young person when he/she:

Has a warrant for your arrest,
Sees you break a law,
Has probable cause to believe a crime was committed and that you committed it,
Is completing a citizen's arrest,
Has good reason to believe that you are running away from the law or your parents or guardian,
Has good reason to think you are carrying a concealed weapon (this is called "stop and frisk").

And, a police officer who has good reason to believe that you are about to commit, are committing, or have committed a crime may detain you briefly to ask you to identify yourself.

Because a police officer has a great deal of freedom in handling juvenile cases, he/she may either give you a warning or may make a formal referral to the court. It is a good idea to be polite and respectful when you come into contact with the law.

There are a few things which you should remember if an

officer ever detains you:

You do not have to answer any questions, except your name, address and phone number.

Ask if you are under arrest. If you are, ask to know the charges against you. If you are not, you should be free to walk away. DO NOT PANIC OR RUN FROM THE POLICE!

If the police wish to search you or your car or house, state clearly that you do not consent to any search, even if they have a warrant. Do not physically resist, however, if the police continue to search.

DETENTION

LESSON 16

Objective:

Students should learn the policies of their local Juvenile Court's detention center.

• The local detention center used in Anchorage by the juvenile court is the McLaughlin Youth Center. Although that is the primary detention center, the Division of Corrections offers several other detention facilities. Descriptions follow:

WHAT DOES THE DIVISION OF CORRECTIONS OFFER?

Corrections provides facilities for delinquents and CHINS who are on formal probation. Unless the judge specifically states where you go, you appear before the "Classification Board" of the Division of Corrections. Sounds horrible. The function of this board is to determine what facility you are to go to.

McLaughlin Youth Center is called a "treatment institution" for delinquent juveniles who require 24-hour supervision. Its highly supervised program is directed towards getting each resident ready for a successful return to the community.

The program stresses that each resident learn to recognize the demands of the community. The facility is locked. You will be released when McLaughlin Youth Center and the court feel your behavior has improved. The center has four new cottages in addition to the main building and an ongrounds school which stresses both regular high school curriculum and vocational training. McLaughlin is a very restricted facility.

Hilltop Group Home is a home for 14 men and women between the ages of 14 and 18. Hilltop residents have established a big-family-type atmosphere. The home is unlocked, but there are pretty strict rules and you are closely supervised. The Hilltop residents are on probation and most are employed or attending school.

Turning Point Boys Ranch is a ranch in Willow for 30 boys who have been declared delinquent and who are institutionalized. The boys go to the public school in Willow and are expected to maintain the buildings at Turning Point as well as construct new ones. A lot of outdoor sports are provided. The atmosphere is fairly rigid. Although it is not a "locked" facility, you cannot go and come as

you please. Your activities are regulated and you are supervised closely.

California Youth Authority (CYA) and Englewood both offer stateside rehabilitation programs for Alaskan delinquents. Alaska sends each of these programs juveniles who cannot be helped by the resources available here. Both offer very long, very supervised programs for "hard-core" delinquents. Very few juveniles are sent to either of these places from Alaska. CYA is located in California, naturally, and Englewood is in Colorado. Both of these places are locked and guarded.

- Community Resources: This would be a good time to have in either a staff member from McLaughlin Youth Center or a member of the Alaska Youth Advocates, to talk with your students about various detention facilities in the Anchorage area. Either person can be contacted through the Community Resource Office of the Anchorage School District.

HEARINGS BEFORE THE JUVENILE COURT



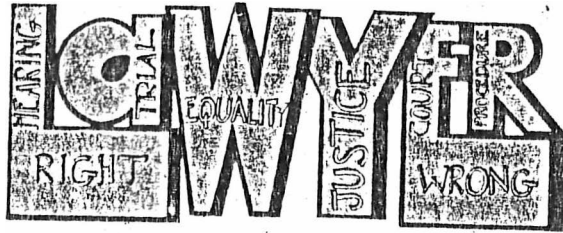
Objective:

The students should learn that, usually, cases involving juveniles are handled in separate hearings.

- There are usually three separate hearings involved in a full juvenile proceeding. The book that the students use describes each of the three: another description can be found in the chapter called "HOW THE SYSTEM WORKS", pages 31-51 of One Nation Under Age.

- Now would be a terrific time to use the simulation called "kids in crisis." This is a highly structured role playing exercise intended for use by a class of 25 to 35 students, which will involve them in a simulated Disposition Hearing of a juvenile offender. Each student in your class would have a role to play: probation officer, parents, juvenile offender, defense lawyer, district attorney, juvenile court judge, and adult court judge. The simulation includes all the information and materials that you need: background information dealing with juvenile court procedures, definition of terms, a choice sheet detailing different alternatives in juvenile disposition, probation reports for several juvenile offenders, observer rating sheets, and the actual court decisions of the cases portrayed. In addition there is a copy for the teacher of the bill of rights newspaper focusing on the "rights of children". This simulation takes two periods to play, but is easily divided, and is well worth the effort. You may borrow this simulation by calling Dr. Frank Greenough, the Social Studies consultant for the School District, at 333-9561. It is highly recommended.

NEED A



LESSON 18

Objective:

Students should learn where to go to find a lawyer.

• LEGAL RESOURCES

Here are some places you can get a lawyer or legal information for free, or at a reduced rate.

ALASKA YOUTH ADVOCATED, INC.
529 I Street
Anchorage, Alaska 99501
274-6541

Alaska Youth Advocates (A.Y.A.) offers two programs. One provides direct services to young people to help them explore and resolve a problems. These services include counseling, crisis help, legal information, and famil counseling.

The second part of the program is concerned with young people as a broad class and places the emphasis on community education and social reform with regard to young people's right and needs.

If you find yourself in legal trouble, A.Y.A. can provide you with information and see that you get legal assistance. The services of Alaska Youth Advocates are free. You may refer yourself, or be referred by your family, friends, schools, etc. The advocacy services are provided only if the person accepts them voluntarily, and your right to privacy will be respected.

A.Y.A. is part of the Anchorage Runaway Project.

PUBLIC DEFENDER AGENCY
333 K Street
Anchorage, Alaska 99501
279-6455

The Public Defender Agency handles criminal matters, including juveniles charged with being CHINS or delinquent. It is the guaranteed right of all individuals to be represented by a lawyer. If you cannot afford to hire an attorney, the court will appoint one for you if you ask for one. This attorney will usually be a Public Defender.

There is a Public Defender in Anchorage who is a specialist in juvenile and family court matters. Don't think that because they are free that they are not good. Actually, they are some of the best lawyers in the state.

There are also Public Defender offices in Bethel, Nome, Kenai, Juneau, Ketchikan, and Fairbanks. Check your phone book under the State of Alaska, Office of the Governor, Public Defender Agency.

ALASKA LEGAL SERVICE CORPORATION
524 West 6th Avenue
Anchorage, Alaska 99501
272-9431

Alaska Legal Services Corporation provides free legal services to people with little money who are involved in civil matters (noncriminal cases). You should see a legal services attorney if you want to be emancipated, if you are having landlord-tenant problems, and for adoption and divorce cases.

Alaska Legal Services Corporation has many offices throughout Alaska.

ALASKA CIVIL LIBERTIES UNION
500 L Street
Anchorage, Alaska 99501
272-9811

The Alaska Civil Liberties Union handles cases where your basic constitutional rights have been violated. It is an all-volunteer national organization. You may call or write the Alaska Civil Liberties Union.

JURY TRIALS FOR JUVENILES?



Objective:

Students should debate the issue of having jury trials for juveniles accused of committing offenses

- Although most states do not afford the right to a jury trial for juveniles, Alaska does. The Alaska Supreme Court has said that people under the age of 18 have the right to a jury trial and a public trial. In addition the charges are given directly to the juvenile, not just to the parent.

OTHER WAYS TO HANDLE JUVENILES



Objective:

Students should discuss the problems of the juvenile courts which lump together serious offenders with juveniles who commit minor offenses (offenses which would not be considered a crime if committed by an adult).

o Sealing of Juvenile Records.

Q. I was busted for breaking and entering a house where I stole a gun. I was found to be delinquent and spent a year in McLaughlin. Will this affect my chances of getting a job when I get older?

A. Probably not; you will not be disqualified from holding public office or receiving public licenses. If your employer asks you if you've ever been arrested or convicted of a crime you can truthfully answer "No." But "juvenile delinquent" will go on your record and may influence later court decisions about your "character."

Turning the age of majority (19) does not give you a "clear" record. Your record is simply sealed. This means your record is not on public display. But, the police, military, and government can examine your records with the court's permission.

THE QUESTION OF PUNISHMENT



Objective:

Students should discuss the various reasons for punishment and deal with the problem of what should happen to young people who commit unlawful acts.

- **Community Resources:** Ask a staff member of the McLaughlin Youth Center or a member of the Alaska Youth Advocates, Inc., to discuss with your class the question of What should happen to young people who commit unlawful acts?.

- **Audio Visual:** "No Wall A Prison Film" is appropriate here. It is a color film, 26 minutes long, 1972, about a mountain prison camp where the men work on the roads and hillsides. The film deals with their feelings about doing time, and rehabilitation. The film is available from the Anchorage School District, number F-1883.

REHABILITATION PROBLEMS



Objective:

Students should become familiar with rehabilitation programs available.

Students should try to give recommendations on how to handle juveniles in trouble with the law.

- Rehabilitation programs available in the Anchorage area:
WHAT DOES THE DIVISION OF SOCIAL SERVICES OFFER?

The Division of Social Services takes dependents and CHINS who would benefit from one of their facilities. Other than their foster home placement program they only have one facility, Alcantra.

Alcantra is located on the top of a hill near Wasilla and provides facilities for 36 boys between the ages of 12 and 16. The residents at Alcantra are dependents with various behavior problems. The philosophy of Alcantra is that all behavior is learned; Alcantra attempts to teach "good" behavior. The school is on the grounds of Alcantra. Alcantra is not locked, but again your activities are closely supervised. Some delinquents may also be sent to Alcantra.

Many juveniles in the custody of the Division of Social Services go to the facilities of Alaska Children's Services.

WHAT FACILITIES DOES ALASKA CHILDREN'S SERVICES PROVIDE?

Alaska Children's Services takes dependents; CHINS or delinquents who would benefit from one of their facilities. Before you are placed in any of the ACS facilities your name and special circumstances will be reviewed by a screening board. This board simply decides in what place, if any, you would do best.

After this intake meeting they may offer you any or all of their facilities; then you will go and visit each one and make a choice. The final decision of whether or not you will live in a specific facility is made by you and the staff and residents of the specific place. All of these facilities are "open"; some are more supervised than others.

Aquarius is a group home for five girls between the ages of 14 and 19. There is a great deal of personal responsibility placed on each girl because the staff and girls regard living at Aquarius as a preparation for becoming independent.

Colletti Group Home is for five kids between the ages of 14 and 18. Like Aquarius, the kids at Colletti come there because

they have stopped running and are ready to make decisions about their own lives. People at Colletti often stay until they are 18 or can otherwise be emancipated.

North Star Group Home is for five teen-agers between the ages of 15 and 18. The kids at North Star do not require intensive supervision, but need a secure place to live until they can be emancipated. Emphasis is on school and jobs.

Jesse Lee Home is a residential treatment center for children who have no home or are unable to remain in their home or community. Its planned activities are geared toward creating within each child a feeling of worth and responsibility. There are four cottages on the grounds, each having a capacity of ten residents, and an on-grounds school.

The Youth Services Center provides short-term and long-term residential service. Open Door Clinic and Alaska Youth Advocates tie into the Center's activities and make available counseling, legal assistance, and information and referral services.

The Center has two separate residential houses. One house, called the Emergency Shelter, has room for eight kids who need immediate, short-term residence for up to 30 working days. Here they can talk with the staff about their present situation and how best to resolve the crisis. They have a specially trained staff to deal with the problems that runaways have.

The other house, The Mary Johnson House, is for nine kids who need to spend time working intensively on permanent alternatives to their living situation. This stay can be for several months. The addresses are 1901 East 24th Avenue for the Emergency Shelter, and 1911 for the Mary Johnson House. Both are located in Rogers Park. The phone number is 279-9544.

WHAT FACILITIES DOES THE BOOTH MEMORIAL HOME PROVIDE?

Booth Memorial Home is an entirely separate facility which is run by the Salvation Army. It offers two treatment programs based on the therapeutic community living. One of these programs is designed for unmarried pregnant girls who cannot live at home.

The second and largest program is for girls who need help understanding their behavior, accepting responsibility, and confronting the demands of the community. Both programs are treatment-oriented.

Booth has the capacity for 30 delinquents, CHINS and dependents as well as those "off the streets." The atmosphere is fairly open.

WHAT FACILITIES DOES ALASKA PSYCHIATRIC INSTITUTE PROVIDE?

Alaska Psychiatric Institute is a state hospital that provides psychiatric treatment. It has a newly opened adolescent ward to treat and care for people under 18 years of age who have psychiatric problems. API also runs an alcoholic rehabilitation program.

HEALTH RESOURCES

There's no reason to ignore a health problem because you're short of money or embarrassed about it. There are a surprising number of free or sliding scale health services available in Anchorage, where your feelings and privacy will be respected.

ANCHORAGE NEIGHBORHOOD HEALTH CENTER
1217 East 10th Avenue
Anchorage, Alaska 99501
279-9586

The Center provides a medical clinic. Fees are on sliding scale, but if you can't pay they will treat you anyway.

FAMILY PLANNING CENTER
Anchorage Municipal Health Department
630 Cordova Street
Anchorage, Alaska 99501
277-9567

The Center provides examination and counseling for birth control. Also you may be tested for pregnancy here and the staff will provide counseling on what to do if you are pregnant. All services are confidential and free.

There is also a small office in Eagle River, 694-2131.

VENEREAL DISEASE CLINIC
Anchorage Municipal Health Department
327 Eagle Street
Anchorage, Alaska 99501
270-2511

The Clinic will test you for V.D. and then provide treatment free of charge. All treatment is completely confidential. Your parents will not be told. If you even suspect you have V.D., don't wait, go check it out.

OPEN DOOR CLINIC
513 East 6th Avenue
Anchorage, Alaska 99501
279-7561 (24-hour phone service)

Open Door offers a variety of free, confidential services. They have a full time nurse available who will help you get medical or dental care. If you are sick, pregnant, have V.D., or a drug problem or need counseling, Open Door will help you. The Clinic is especially sensitive to the needs of young people.

THE ANCHORAGE MUNICIPAL ALCOHOLISM UNIT
835 D Street
Anchorage, Alaska 99501
277-2675

Individual, group, and family counseling for alcohol-related problems is provided by this agency. Fees are on a sliding scale, based on your ability to pay.

THE NARCOTIC DRUG TREATMENT CENTER, INC.
403 West 8th Avenue
Anchorage, Alaska 99501
274-3911 or 274-5043

The Center provides treatment and rehabilitation for heroin addicts. Methadone treatment, counseling and medical help are provided. A minimal fee is charged for the methadone treatment and detoxification.

CRISIS AND HELPING SERVICES

Depressed? Upset? Overwhelmed? There are several agencies in town that are used to dealing with people in crisis and will do all they can to help. Don't hesitate to call on them, even if yours is just a little crisis.

OPEN DOOR CLINIC
513 East 6th Avenue
Anchorage, Alaska 99501
279-7561 (24-hour phone service)

A 24-hour hot line providing counseling, help and information is manned at the Clinic. Suicide prevention and medical assistance provided.

YOUTH SERVICES CENTER
1901 East 24th Avenue (Rogers Park)
Anchorage, Alaska 99504
279-9544

Twenty-four-hour crisis services, including runaway counseling, information and referral help; emergency food and shelter are available from the Center.

ANCHORAGE RAPE AND ASSAULT CENTER
276-6232

Twenty-four-hour crisis services available for rape victims. The people at the Center can advise you what to do if you're raped, accompany you to the hospital and police station, and give you someone just to talk with.

SUICIDE PREVENTION AND CRISIS CENTER
277-0222 or 277-0227

This 24-hour crisis line will provide you with emergency assistance, someone to talk with night or day, and help you with your problems.

FISH (FRIENDS IN SERVICE TO HUMANITY)
P.O. Box 4-1901
Anchorage, Alaska 99509
277-0818

FISH can provide emergency transportation, counseling, furniture, food, child care, and housing.

EMPLOYMENT

Getting a job can be a real problem when you're young and haven't had much experience. Here are the agencies in Anchorage that help young people with jobs and job training.

YOUTH EMPLOYMENT SERVICES
2636 Spenard Road
Anchorage, Alaska 99503
272-3557

Youth Employment Services (YES) is a job referral and recruitment program for 14- to 25-year-olds. You may register with YES by filling out an application in their offices. They will attempt to place you in a job, either full time or after school. YES is a statewide organization with offices in Fairbanks, Juneau, Kenai, Ketchikan, Kodiak, Palmer, Soldotna, as well as Anchorage.

COOK INLET NATIVE ASSOCIATION MANPOWER SERVICES PROGRAM
670 West Fireweed Lane
Anchorage, Alaska 99503
278-4641, Ext. 140

This program provides complete training and employment services for Alaska Natives. On-the-job training, classroom and public-service employment are part of the services provided.

THE ANCHORAGE YOUTH PROGRAM
2636 Spenard Road
Anchorage, Alaska 99503
277-6944

This program offers work experience and training programs for high school students from low-income families. For those young people, ages 16 to 21, who have dropped out of school, the program provides training which will lead to permanent employment. Similar youth programs exist in Fairbanks, Juneau and Nome; contact your State Employment Center.

OFFICE OF VOCATIONAL REHABILITATION (OVR)
MacKay Bldg., 9th floor
338 Denali Street
Anchorage, Alaska 99501
277-8561

Although OVR concentrates on adults who need vocational training and rehabilitation, there are services available to young people between 16 and 18 years of age. You must show that you have a mental or physical disability or that your past history would hamper your getting a job (for instance, time spent in McLaughlin

or on probation).

OVR can provide you with vocational training and counseling, personal counseling, job placement after training, and possibly residential placement if needed. Ask for a counselor who specializes in the area of young people at OVR.

JOB CORPS
2636 Spenard Road, Box 2240
Anchorage, Alaska 99510
279-9611

The Job Corps is a government program that provides job training for people ages 16-22. The program is open to dropouts and high school graduates who cannot find a job. If you join the Job Corps you will move to a Job Corps Center away from home. People from Alaska go to centers in Oregon, Washington, Montana, and Idaho. The Job Corps provides transportation to the Center, room, board, medical care, and some spending money. You may spend from six months to two years in the Job Corps, depending on the trade you choose to learn.

Some of the trades you may choose from are: brick-masonry, carpentry, heavy equipment, forestry, welding, auto mechanics, business, health occupations, and cooking. And, you can also take G.E.D. courses at the Center. After you finish your training, the Job Corps will help you find a job.

COUNSELING SERVICES

Besides Alaska Youth Advocates and the Open Door Clinic, there are a number of places you can go by yourself, or with your family, for counseling. You don't have to have a serious problem to go to a counselor; in fact, it is probably better to get help before your problems get too serious.

CENTER FOR CHILDREN AND PARENTS
Alaska Children's Services, Inc.
1200 East 27th Avenue
Anchorage, Alaska 99504
276-4515

The Center provides individual and family counseling on a sliding scale based on the ability to pay. Free counseling is available to runaways and their families.

ANCHORAGE COMMUNITY COLLEGE COUNSELING CENTER
2533 Providence Avenue, Building K
Anchorage, Alaska 99504
279-6622

This service is not just for university students. The atmosphere is fairly informal.

ANCHORAGE COMMUNITY MENTAL HEALTH CLINIC
2221 E. Northern Lights Blvd.
Anchorage, Alaska 99501
277-2651

The Clinic provides counseling on a sliding scale.

CATHOLIC SOCIAL SERVICES
811 West 6th Avenue
Anchorage, Alaska 99501
277-2554

The Catholic Charities provides individual and family counseling to people of all religions. Counseling for unwed mothers is available.

ANCHORAGE MUNICIPAL HEALTH DEPARTMENT
327 Eagle Street
Anchorage, Alaska 99501
279-2511

The Health Department provides counseling for individuals and families. They also have a group for parents. The cost is determined by ability to pay.

EMERGENCY SHELTER

Out on the street with nowhere to go? Two agencies in Anchorage will provide you with food and a bed.

YOUTH SERVICES CENTER
1901 East 24th Avenue
Anchorage, Alaska 99504
279-9544

The Center provides emergency shelter, runaway counseling, and shortterm group care for people up to 18 years old. If you are tired of running, call or stop in at the shelter.

SHILOH HOUSE
437 East 14th Avenue
Anchorage, Alaska 99501
279-4344 (24 hours a day)

Shiloh is a Christian organization, with a strong emphasis on religion. They provide free food, a free place to stay, and counseling.

We have listed public services which are free, or whose fee is on a sliding scale (based upon ability to pay). Of course, there are a number of people in private practice or in private agencies who will provide similar services for a fee. Check your phone book for them.

VALUES CLARIFICATION

The following information is intended to help those of us who had little personal experience with Values Clarification as a classroom teaching strategy. It has been adapted from

Personalizing Education: Values Clarification and Beyond, by Leland and Mary Howe, Hart Publishing Company, Inc., N.Y., 1975.

I. WHAT IS VALUES CLARIFICATION?

Values Clarification is not an attempt to teach students "right" and "wrong" values. Rather, it is an approach designed to help students prize and act upon their own freely chosen values. Thus, Values Clarification is concerned with the process by which students arrive at their values rather than the content of these values. To implement the Values Clarification approach in the classroom, the teacher uses strategies which help students learn to:

1. Choose their values freely.
2. Choose their values from alternatives.
3. Choose their values after weighing the consequences of each alternative.
4. Prize and cherish their values.
5. Share and publicly affirm their values.
6. Act upon their values
7. Act upon their values repeatedly and consistently.

These seven steps have come to be known as the valuing process of choosing, prizing, and acting. For a detailed discussion of this valuing process and the Values Clarification approach which grows out of it, consult Values and Teaching by Raths, Harmin, and Simon or Readings in Values Clarification by Kirschenbaum and Simon.

Why is it that Values Clarification is an important teaching strategy for lawrelated education?

Because, when confronted with legal problems and issues which

reflect several different sets of social values, the students are likely to experience varying degrees of confusion and conflict regarding their own values.....so, the time is right to do some clarifying exercises.

II. GUIDELINES FOR USING THE STRATEGIES:

The following guidelines must be followed if the strategies are to be used successfully:

1. The teacher must be accepting and non-judgmental of student responses. Nothing kills personal inquiry quicker than verbal or non-verbal indications that the teacher is looking for and willing to accept only "right answers." The teacher must never use values clarification strategies to moralize or teach "correct values."
2. The teacher must encourage other students to be accepting and non-judgmental, thus promoting a climate of respect, trust, openness, and diversity in the classroom.
3. The teacher must respect, and demand that others respect, individual privacy. He must allow students to "pass" or not participate in any personal inquiry and values activities.
4. The teacher must not grade students on the personal or values content of their written and verbal responses.
5. The teacher must respect and protect the confidentiality of student responses and not report personal information gained via the strategies to individuals outside the classroom.
6. The teacher must model the behavior he hopes to elicit from students and be willing to open himself to personal inquiry even if the questions that students ask are difficult. Of course, the teacher also has the right to "pass." The teacher should participate in the strategies whenever possible. Frequently, particularly in the lower grades, she may need to wait until all the students have answered before giving her own answer, because many students will have trouble accepting the idea that the teacher is not necessarily supplying the "right" answer. The teacher may need to repeat each time she answers, "This is my value but it doesn't have to be your value. I believe that each person has a right to hold his own values, even if they are very different from mine."

III. QUESTIONING STRATEGY:

Frequently, the value of the classroom activity will depend on the quality of the questions asked during the follow-up of the activity. Your questions must be neutral. That is, they must not suggest a "right" value; they must not lead the student

to a value decision predetermined by the teacher. Consequently, the ways in which questions are asked -- the actual words chosen -- become very important. The kinds of questions you will want to ask are those which will help the student:

1. Express his values, attitudes, beliefs, and viewpoint;
2. Clarify his position or feelings;
3. Examine the reasons for his views;
4. Consider the alternatives;
5. Analyze the consequences related to his position and other alternatives;
6. Make decisions about what is "right" or "good."

Now, we all know that it's "easier said than done." We have to get down to the real nittus-grittus (that's legal latin for "nitty-gritty") and figure out how to ask those sorts of questions. Below is a little chart which provides samples of how you might begin each of the types of questions described above:

Expression of Position:	Where do you stand? How do you feel about....?
Definition/Clarification of Position:	What do you mean by....? Could you explain that further?
Reasons for Position:	Why do you think you feel that way? How do you think you arrived at that view?
Alternatives to Position:	What are some alternative to your position? How might this be approached in another way?
Consequences of Position:	What might be the result if...? What effect might that have upon...?
Evaluation of Position	Which appears most desireable? functional? Why?

Below are sample sets of questions which may help to give you an idea of how to phrase the follow-up questions to your activity.

Set #1:

How do you feel about the (choice, action, situation) faced
by _____?

What other ways could _____ (have acted/solved
his problem)?

What would you have done?

Have you ever faced a similar problem?

What did you do?

What were the consequences of your action?

Set #2:

How do you feel about what took place?

Do you think such things happen often? Why?

What different attitudes do people have toward this problem?

What is your attitude?

Is there anything you can do about it? Is there anything you want to do?

What might happen if you did something?

Set #3:

What problem or problems are brought out or dramatized in this selection/picture? Which of these problems is your greatest concern to you?

Think of all the different possible ways that there are to solve or cope with this problem. List them.

Which of these alternatives do you think are the best solutions to the problem? Do your feelings support your thinking? If not, can you explain this?

Have you ever done anything about this problem in the past? Was it consistent with what you now think and feel is the best solution?

What were the consequences of what you did?

Can you think of anything you would want to do concerning this issue?

Others:

What are the consequences of the decisions we have made and the actions we have taken?

What are some alternative ways we could have handled that?

Are we making decisions and taking action that we want to take?

Are we proud of our actions?

Are we proud of our city?

Are we choosing freely?

What do our actions say about what we value?

Are our decisions and actions contradictory?

Is this really the kind of city we had in mind?

What are the problems we face?

What have we learned?

How do we feel about what is going on?

ROLE PLAYING

The following information is intended to help those of us who have have little personal experience with Role Playing as a classroom teaching strategy. It has been adapted from

Three Teaching Strategies for the Social Studies, by
Bruce Joyce, Marsha Weil and Rhoads Wald, Science
Research Associates, Inc., 1972

DESCRIPTION OF THE STRATEGY:

In role playing as a teaching strategy, students explore human relations problems by enacting or improvising problem situations and then discussing the enactments. Role playing gives participants a rich sample of human interaction to analyze in order to clarify behavioral alternatives, values, and conflicts. At the same time, because it is role-playing rather than a realistic situation, the participants can analyze their own behavior and submit their behavior to criticism without the punitive consequences likely to occur when a real conflict is explored. For example, in a role playing situation one can behave dishonestly and then carry on a discussion of honesty and dishonesty and one's own feeling about it. Through role playing one can also enter into unfamiliar roles. The class bully or leader can experience how it feels to be left out, shy, or made fun of. Role playing may also be considered a general process in which social problems are dealt with through action. Students define the problem, delineate alternatives, experience the consequences through role playing, and analyze the consequences. As a process, role playing develops inquiry skills and provides practice in decision making.

Role playing is not likely to be successful if one simply suggests it to the students, tosses out a problem situation, persuades a few children to act it out, and then conducts a discussion about their enactment. One well-developed model of role playing suggests that the activity consists of nine steps.*

1. Warm up the group;
2. Select the participants;
3. Prepare the observers;
4. Set the stage;
5. Enact;
6. Discuss and evaluate;
7. Reenact;
8. Discuss and evaluate;
9. Share experiences and generalize.

These steps are described in a chart on the following pages.

This particular role playing model was developed by Fannie and George Shaftel.

STEP	ACTIVITY
1. Warm up the group	<p>Identify or introduce problem with a</p> <ul style="list-style-type: none">● simple, narrative, description <p>Make problem explicit</p> <ul style="list-style-type: none">● use examples● ask student for examples <p>Speculate on or interpret story</p> <ul style="list-style-type: none">● "How might the story end?" or "What is Sam's problem and what can he do about it?"
2. Select participants	<p>Describe roles</p> <ul style="list-style-type: none">● ask students what the character look like, what they feel like and what they might do. <p>Choose role players</p> <ul style="list-style-type: none">● volunteers only● avoid child who will give "adult-oriented, socially acceptable" interpretationit dampens discussion.
3. Set the stage	<p>Get inside the problem</p> <ul style="list-style-type: none">● Give students a few (2-3) minutes to plan their actions. No need to plan dialogue. (Pre- pare observers during this time) <p>Restate Roles</p> <ul style="list-style-type: none">● Ask players to introduce them- selves to the class. <p>Set line of action</p> <ul style="list-style-type: none">● When they return to the class, ask a few questions; e.g., where the enactment is taking place, whether anyone else is present, etc. Be sure the stu- dents in the class have all their questions answered so that they understand the role play.

4. Prepare the Observers

Assign observation tasks

- "Now when you watch, consider..
Is it realistic?
Which actions helped and
which actions hurt?
What alternatives might have
been enacted?
How did X-actor feel?"

5. Enact

Begin Role Play

Maintain role play

Break role play

- whenever one alternative has
been "played out."

6. Discuss and evaluate

Focus on action in role play

- behaviors and consequences

Shift to alternative proposals

- expected consequences

7. Reenact

Play revised roles, suggested next
steps or behavioral alternatives

- this is the time when the stu-
dents can try out their alter-
natives, safely, to determine
what the consequences might be.

8. Discuss and evaluate

As in step 6

9. Share experiences and
generalize

Share similar experiences

Formulate general principles of
conduct.

CASE-STUDY

I. WHAT GOOD IS IT?

The CASE STUDY approach

- encourages student thinking at the higher cognitive levels of analysis, synthesis and evaluation;
- is appropriate for teaching concepts;
- lends itself to a variety of teaching styles and uses.

II. ANATOMY OF A LEGAL CASE:

1. Title of case; name of story.
2. Facts - a description of the circumstances which occurred that raised the legal question.
3. Issues - The legal problem(s) which result from the factual situation - posed as a question.
4. Arguments - The different reasons presented by the two adversaries for resolving the issues in favor of their respective sides.
5. Decision - How the Court answered the issue. The conclusion they came to.
6. Reasoning - What factors the Court took into consideration in reaching their decision on the issue.

III. MATERIALS:

"Cases" can be actual court opinions, hypothetical stories, real stories (non-legal), films and filmstrips, incidents from literature (e.g., the Ugly Duckling, Aesop's Fables), newspaper stories, historical narratives.

COMMUNITY RESOURCES

- MEDIA -

The materials contained in local newspapers and other community publications can be very useful in a law studies program. The editorials and letters to the editor usually provide a wide range of viewpoints on current controversies and issues at the local, state and national levels, and are particularly useful in encouraging students to compare and contrast various points of view on a subject and to formulate conclusions based on reason and critical analysis.

The politically and socially oriented cartoons frequently appearing in newspapers can also be used by the law studies teacher to promote classroom discussion and to develop visual analysis skills in students.

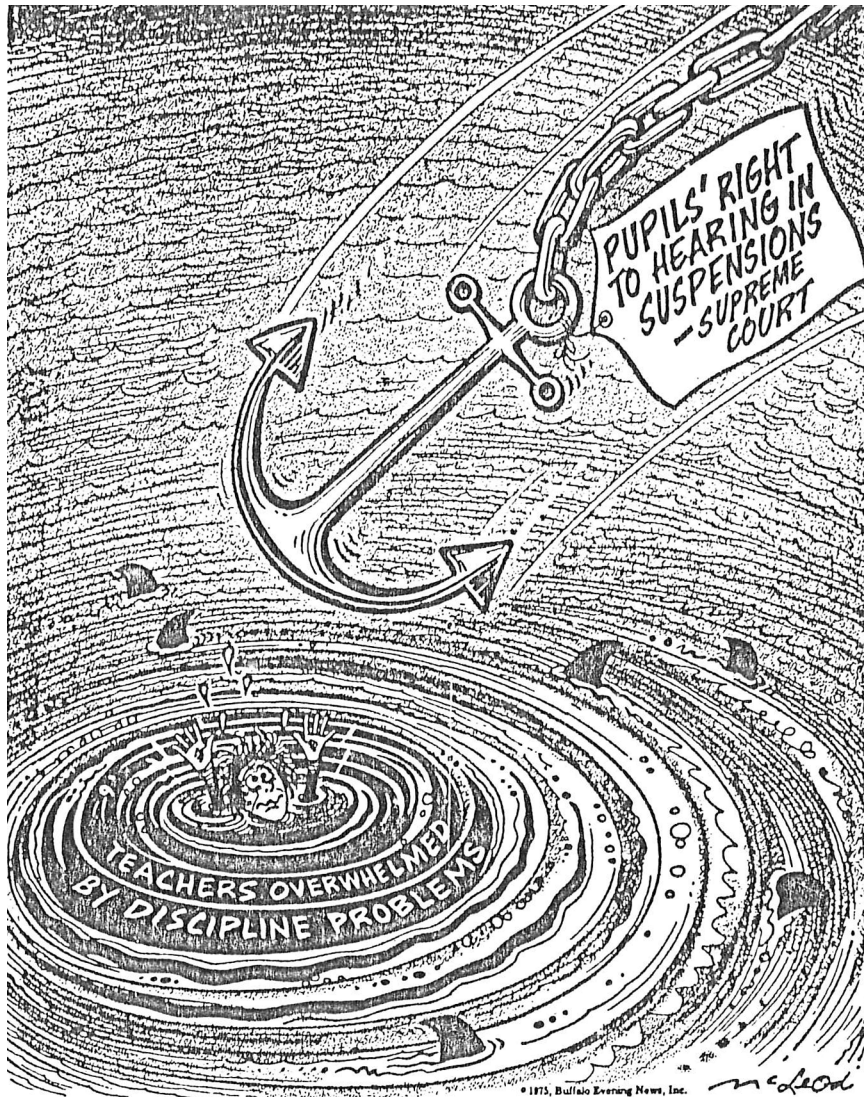
An approach developed by the New York State Education Department* to encourage VISUAL ANALYSIS of graphic materials by students relies upon five types of questions asked in the following sequential order:

- 1) *Identification Questions*—focus on the elements in the visual.
- 2) *Relationship Questions*—establish associations between or among the elements in the visual.
- 3) *Analysis Questions*—center on interpreting the central theme or meaning of the visual.
- 4) *Application Questions*—seek to apply the main idea in the visual to different situations and/or new settings.
- 5) *Personalization Questions*—promote student expression and reflection upon their own beliefs and values as they relate to the central theme of the visual.

These questions are sequenced so that each successive type of question is highly dependent upon those which have preceded it. This approach may be used with pictures, charts, graphs, maps, cartoons, and any other visuals.

* This approach is fully discussed in Teaching About the Law, by Ronald Gerlach and Lynne Lamprecht, W.H. Anderson Co., 1975.

SAMPLE APPLICATION OF THIS QUESTIONING APPROACH:



'Catch!'

The following discussion guide represents an application of the questioning approach described above, to the cartoon appearing here.

- 1) Identification Question
 - Describe all the things you see in the drawing.
- 2) Relationship Question
 - How are the things contained in the drawing related to each other?

anchor—tag
sharks—person
whirlpool—sharks
whirlpool—person

[MORE]

3) Analysis Questions

- What point is the artist attempting to make through the drawing?
- What is the central theme of the drawing?

4) Application Questions

- Do you think this would apply to our school?
- Can you think of other situations that might be similar to this one?
—in the school setting? —in the community?

5) Personalization Questions

- How do you feel about the artist's viewpoint? Do you agree or disagree with it?
- What, if anything, do you think should be done concerning this subject? How? Why?

TOPICAL INDEX

CIVIL RIGHTS.

F-1244	Interrogation and counsel	S
F-1463	Bill of Rights in action: freedom of religion	I-S
F-1466	Justice Black and the Bill of Rights	S
F-1620	Justice, liberty and law	S
F-1657	Sheppard case: free press vs. fair trial by jury	I-S
F-1706	Freedom to speak: people of New York vs. Irving Feiner	S
F-1707	Speech and protest	S
F-1761	Struggle for women's rights	I-S
F-1998	Heritage in black	I-S

COURTS.

F-827	Supreme Court	S
F-1235	Equality under law: the lost generation of Prince Edward County	I-S
F-1236	Justice under law: the Gideon case	S
F-1657	Sheppard case: free press vs. fair trial by jury	S

LAW ENFORCEMENT.

F-110	Policeman Walt learns his job	P-I
F-121	T-men of the treasury department	I-S
F-620	F.B.I. (Federal Bureau of Investigation)	I-S
F-655	Policeman	P-I
F-1244	Interrogation and counsel	S
F-1487	Days of whiskey gap	S
F-1856	Caught!	I-S
F-1883	No walls: a prison film	S
F-2054	Changing the law	P-I-S
F-2096	Why we have taxes: the town that had no policeman	P
F-2097	Why we have laws: shiver, gobble and snore	P
F-2099	Trouble with the law	I-S

Police. See LAW ENFORCEMENT

POLITICAL SCIENCE

F-166	Why we respect the law	S
F-602	State legislature	I-S
F-795	Speaker of the House	S
F-1632	Governing the state	I-S
F-1655	Why we have laws	P
F-1819	Why we have elections: King of Snark	P
F-2096	Why we have taxes: the town that had no policeman	P
F-2097	Why we have laws: Shiver, Gobble and Snore	P
F-2099	Trouble with the law	I-S

U.S. - POLITICS AND GOVERNMENT. See also COMMUNITY RESOURCES GUIDE, POLITICAL SCIENCE, PRESIDENTS - U.S.

F-118	How a bill becomes a law	S
F-122	Constitution of the U.S.	I-S
F-602	State legislature	I-S
F-617	Law is made	S
F-758	True story of an election	S
F-795	Speaker of the House	S
F-827	Supreme Court	S
F-1236	Justice under law: the Gideon case	S
F-1244	Interrogation and counsel	S
F-1466	Justice Black and the Bill of Rights	S
F-1620	Justice, liberty and law	S
F-1707	Speech and protest	I-S

LAW-RELATED FILMS

LAW-RELATED FILMS

BELOW ARE ALL THE FILMS LISTED IN THE ANCHORAGE SCHOOL DISTRICT

INSTRUCTIONAL MEDIA CATALOG, WHICH SEEM TO DEAL WITH LAW-RELATED EDUCATION.

ON THE PREVIOUS PAGE, THESE FILMS ARE ARRANGED BY TOPIC; HERE, THEY ARE
ARRANGED BY NUMBER.

- R. B.

F-110
POLICEMAN WALT LEARNS HIS
JOB
BFA, 1958 P-I
10 min. Color
Shows a young police "Rookie" going through basic training with other policemen and his first day on the job.

F-118
HOW A BILL BECOMES A LAW
FLEET, 1960 S
15 min. B&W
Shows each step involved in making a bill a law. Covers all possible ways of creating new laws, illustrating them with drawings, maps, graphs and charts and actual scenes of government groups in action.

F-121
T-MEN OF THE TREASURY DEPT.
MOT, 1948 I-S
18 min. B&W
Dramatizes the duties of the T-Men of the Treasury Department. Tells the story of the six law enforcement agencies and depicts the close cooperation that prevails among the enforcement units. Shows smugglers and "scratchers" trying to outwit the T-Men.

F-122
CONSTITUTION OF THE U.S.
EBF, 1956 I-S
22 min. Color
Shows the personalities, the differences and the needs which create the compromises out of which the United States constitution emerged.

F-166
WHY WE RESPECT THE LAW
Coronet, 1950 S
14 min. B&W
Explains the importance of law in keeping order in a society. Shows that respect for the law is developed by a realization that law represents accumulated wisdom, that it is in harmony with laws of nature and that it is necessary to prevent trouble.

F-602
STATE LEGISLATURE
ACA, 1948 I-S
22 min. B&W
Illustrates the work of the state legislature by tracing the progress of a bill. Shows how a bill originates, is passed through the legislature and is signed by the governor. Includes a sequence showing the law being tested in the state supreme court.

F-617
A LAW IS MADE
McGraw-Hill, 1961 S
28 min. B&W
An animated chart explains the steps through which a bill becomes a law. Follows the housing act of 1959 from its genesis to its approval by the president. Narration by Senator Joseph Clark of Pennsylvania.

F-620
F.B.I. (FEDERAL BUREAU OF
INVESTIGATION)
McGraw-Hill, 1957 I-S
27 min. B&W
Describes the history, personnel training methods and laboratory techniques of the F.B.I. under the leadership of Edgar Hoover. Shows how certain famous cases have been solved.

F-655
THE POLICEMAN
EBF, 1955 P-I
11 min. Color
Follows a policeman on his regular day's work. Explains the use of the two-way radio communication on motorcycles and cars. Illustrates pedestrian and vehicular traffic safety, rescue work and apprehension of a speeding driver.

F-758
THE TRUE STORY OF AN
ELECTRON
CF, 1962 S
56 min. Color
Follows an actual congressional election campaign from the primaries to the post election evaluations. Discusses volunteer workers financial support, registration, publicity and get out the vote projects.

F-795
SPEAKER OF THE HOUSE
JOU, 1964 S
21 min. Color
Examines responsibilities and activities of the speaker of a typical state assembly during the course of a legislative day. Speaker is shown fulfilling his double role as politician and lawmaker.

F-827
THE SUPREME COURT
EBF, 1954 S
18 min. B&W
Discusses history and function of the supreme court. Relates how the court gained its power to determine the constitutionality of federal and state laws. Indicates supreme court procedure in making decisions.

F-1235
EQUALITY UNDER LAW: Lost Generation of Prince Edward County
 EBF, 1967 S
 25 min. Color

When Prince Edward County, Va. closed its public schools rather than integrate them, a generation of Negro children lost four years of education. The Prince Edward case was fought in state and federal courts; a Supreme Court injunction reopened the schools and 99% of the white children continued to attend private school.

F-1236
JUSTICE UNDER LAW: The Gideon Case
 EBF, 1966 S
 23 min. Color

Shows the concept of justice in terms of the case of Gideon vs. Wainwright (1963). Designed to encourage student inquiry and class discussion.

F-1244
INTERROGATION AND COUNSEL
 CF, 1967 S
 22 min. Color

The first film is an introduction to one of the profound conflicts of a free society, how a government is to enforce order while providing justice and a maximum of freedom to the individual.

F-1463
BILL OF RIGHTS IN ACTION: Freedom of Religion
 BFA, 1966 I-S
 21 min. Color

In an emergency hearing lawyers argue the constitutional issues in a transfusion case in which the life of an unborn child is threatened because of the beliefs of the parents. This dramatic film is opened.

F-1466
JUSTICE BLACK & THE BILL OF RIGHTS
 BFA, 1969 S
 32 min. Color

Associate Justice Hugo M. Black, of the Supreme Court, has been called the Court's philosopher. In this interview with CBS News Correspondents Eric Sevareid and Martin Agronsky, Justice Black discusses the possible conflict between constitutional law and morality; freedom of speech; and police powers versus the right of the accused.

F-1487
DAYS OF WHISKEY GAP
 NFBC, 1966 S
 29 min. B&W

Film tells the story of the Northwest Mounted Police and how they tamed the wild Canadian West. Illustrated with rare photographs, artists' sketches, and interviews with oldtimers and veterans of the original force.

F-1620
JUSTICE, LIBERTY AND LAW
 CF, 1971 S
 22 min. Color

The first film is an introduction to one of the profound conflicts of a free society, how a government is to enforce order while providing justice and a maximum of freedom to the individual. The film sets the Bill of Rights in historical perspective and introduces the specific amendments.

F-1632
GOVERNING THE STATE
 McGraw-Hill/Con, 1970 S
 11 min. Color

The Governor's role and the role of the state legislature are examined as they formulate, discuss and pass legislation for the good of the people living in the state.

F-1655
WHY WE HAVE LAWS
 LCA, 1971 K-P
 10 min. Color

An animated story introducing the basic concept of laws. Concludes that no one can live peacefully without rules and that if people help make their own laws they will usually make fair ones.

F-1657
SHEPPARD CASE: FREE PRESS VS FAIR TRIAL BY JURY
 EBF, 1970 I-S
 26 min. Color

A study of the trial of Dr. Sam Sheppard in 1954. Documentary footage of key figures and reenactment of the crime reveal the conflict between freedom of the press and the right of the accused. Also included are excerpts from the Supreme Court's decision in 1961, reversing the original verdict.

F-1706
FREEDOM TO SPEAK: PEOPLE OF NEW YORK VS IRVING FEINER
 EBF, 1967 S
 23 min. Color

Based on the case of Feiner vs. New York, this case study examines and investigates the basic freedom of expression. The case of a college boy convicted of disorderly conduct is followed by an analysis of the majority and dissenting opinions of the justices.

F-1707
SPEECH AND PROTEST
 CF, 1969 S
 22 min. Color

Third in a series on the Constitution. The film presents enacted episodes with provision to stop the projector for discussion between sequences. For the teacher who is prepared to encourage inductive learning.

F-1761
THE STRUGGLE FOR WOMEN'S RIGHTS
 SND, 1972 I-S
 15 min. B&W

A pictorial cavalcade of the people, places and events that have given impetus and leadership to the struggle for women's rights.

F-1819
WHY WE HAVE ELECTIONS — THE KING OF SNARK
 LCA, 1973 P
 9 min. Color

A tale set in a mythical kingdom demonstrates the concept of holding elections to select government officials.

F-1856
CAUGHT!
 CC, I-S
 25 min. Color
 A new and unique film with an impactful message: "Shoplifters and thieves beware...You're going to get caught!"

F-1883
NO WALLS: A PRISON FILM
 CF, 1972 S
 26 min. Color

A mountain prison camp where the men work on the roads and hillsides. A film about their feelings on doing time, on society and rehabilitation.

F-1986
SERVANTS OF THE PEOPLE
 SND, 1974 S
 52 min. Color

Four members of the U.S. House of Representatives give insight into the workings of one of the most powerful legislative bodies.

F-1998
HERITAGE IN BLACK
 EBF, 1972 I-S
 27 min. Color

A 200 year panorama that stretches from the first struggles of black people to be free of chains to today's struggles to be free of invisible bonds. Reveals the black man's intense participation in American life--fighting for other people's freedom and making important contributions to science, industry, education, music, labor movement, sports.

F-2054
CHANGING THE LAW
 BFA, 1968 P-S
 23 min. Color

Illustrates that two major antithetical forces are being applied in attempts to change law. One is outside the law, one is responsive to law.

F-2096
WHY WE HAVE TAXES: THE TOWN THAT HAD NO POLICE-MAN
 LCA, 1970 P
 7 min. Color

The simple idea of taxation to accomplish a common goal is shown. The film concludes with examples of modern services provided by taxes.

F-2097
WHY WE HAVE LAWS: SHIVER, GOBBLE AND SNORE
 LCA, 1970 P
 7 min. Color

Using a humorous trio of characters, this film shows why rules are necessary, and goes on to develop the concept of laws.

F-2099
TROUBLE WITH THE LAW
 LCA, 1973 I-S
 16 min. Color

A college student involved in an auto accident rejects the standards by which the court finds him guilty, and decides that justice has not been served by the legal process.

THE BILL OF RIGHTS AND OTHER
AMENDMENTS TO THE U. S. CONSTITUTION

On the next page you will find a copy of the Bill of Rights plus some other amendments, all of which have been re-written so that they are more "readable" to your kids. Throughout each of the different books we're using, references are made to various amendments, and the kids are supposed to flip to the back of the book and read the amendments in order to complete the lessons. In their original language, the amendments to our Constitution are pretty tough reading. . . .to kids they're nearly impossible to understand. Although I have not come close to achieving a re-write on the 5th or 6th grade level, I hope I've cleared up the mess a little. Some comments you should keep in mind if you intend to use the "revised" Amendments:

- I've made them easier to read partly by choosing words which the kids might be more familiar with, but also by simply cutting out much of the detail. You should familiarize yourself with the original wording of the particular amendment so that you know what parts of it I've left in and what parts of it I've left out.
- Don't forget that the original wording is still available in the back of your books. (for Lawmaking and Police). Perhaps you might want to use the re-write first, and when your kids have a basic understanding of what the amendment says, go to the full amendment for the details.
- If you can contribute by revising what I've written. . . even just a little bit. . . .please do.
- I've left some of the terms which might appear at first to be "technical," from the students' viewpoint, e.g., "due process" and "equal protection." This is because your students should become familiar with these concepts; they are important phrases.
- The Bill of Rights includes the first 10 amendments. I also included the 14th Amendment because of its importance, and the 26th Amendment and the proposed Equal Rights Amendment because of their recent history.

BILL OF RIGHTS AND AMENDMENTS TO THE U. S. CONSTITUTION

United States citizens have these freedoms:

1 st: .religion
.speech
.press
.to gather together peacefully
.to ask the government to correct injustices.

2 nd: United States citizens have the right to keep and use firearms for national security.

3 rd: Soldiers denied lodging in citizens' homes.

4 th: United States citizens have the right to privacy for themselves, their houses and their belongings. All searching and taking of possessions must be reasonable. A search warrant is required. It must list the place to be searched and what is taken.

5 th: United States citizens have the right to refuse to testify against themselves.

6 th: United States citizens have the right to:
.a speedy and public trial
.a jury trial in a criminal case
.face their accusers.

7 th: United States citizens have the right to a jury trial in civil matters.

8 th: United States citizens have the right to reasonable bail, fines and punishment.

9 th: United States citizens have more rights than those that appear here.

10 th: Some powers are given to the Nation. Other powers are reserved for the States.

14 th: United States citizens have the right to equal protection of the laws. No one should lose their life, liberty or property without due process of law.

26 th: United States citizens have the right to vote if they are 18 years old or older.

PROPOSED AMENDMENT: "EQUAL RIGHTS AMENDMENT" (ERA)

United States citizens have the right to be free from discrimination because of sex.



GLOSSARY

- ACQUIT To be found not guilty
- ACQUITTAL In a criminal case, a finding that the defendant is not guilty.
- ADMENDMENT * An addition or change to a bill, statute or constitution.
- ALLEGE To make or state an accusation.
- APPEAL Take a case to a higher court for review.
- ARRAIGN. To bring a prisoner to the bar of the court to answer the matter charged upon him.
- ARRAIGNMENT. The bringing of the accused before a judge to hear the complaint so the accused may enter a plea of guilty or not guilty. The judge may decide to set bail during the arraignment.
- ARREST Taking a person under control by lawful authority.
- ASSAULT. An intentional threat which would reasonably make the person threatened feel in danger of physical harm.
- ATTORNEY Lawyer, counsel
- AUTHORITY. Legal right to control--power.
- BAIL Money that the judge makes the accused person pay to the court to make sure the accused will show up at the trial. The bail money is usually lost if the accused does not show up at the trial. People who can not pay bail must stay in jail until their trial. Bail is returned after trial.
- BAILIFF. An officer of the court who has charge of the accused person while he or she is in the courtroom.
- BATTERY. An intentional and unprovoked harmful physical contact by one person with another person.
- BILL A proposed law presented to a lawmaking body.

BOND A promise to pay a sum of money if the terms of bail are not faithfully performed.

BRIBE. To give or promise something in order to induce someone to do something illegal.

BURGLARY The breaking and entering the premises of another with the intent to commit a crime.

CAMPAIGN The organized effort by different political candidates or organizations for the special purpose of getting someone elected to a government office or some item approved by the voters, such as a tax levy.

CHAMBERS A place where a judge hears matters not requiring action in court.

CHARGE 1) An instruction given to the jury by the judge;
2) An accusation made by legal authorities.

CITIZEN. A person is a citizen of a state or nation if he or she is born there, or chooses to become a citizen of that state or nation. Citizenship gives certain rights, but also imposes some responsibilities.

CIVIL CASE A lawsuit to enforce a right or gain payment for a wrong (other than a criminal offense) done to a person or party by another person or party.

CIVIL LAW. The rules which regulate legal affairs between private persons, such as contracts and other agreements.

CLERK. Court official who keeps court records, official files, etc.

CLIENT A person who engages the services of a specialist or an institution.

COMPLAINT. The first paper filed in a lawsuit which states the wrong done to the plaintiff by the defendant and a request for a remedy by the court.

CONCEIVABLE. Believable; imaginable

CONFESSION Owning up; telling one's mistakes or wrongdoings.

CONFRONTATION. Meeting face to face.

CONSTITUENT. The basic plan and principles according to which a state or country is governed.

CONTEMPT. A willful disregard or disobedience of the court. Any act calculated to embarrass, hinder, or obstruct the court in the administration of justice.

CONTINUANCE. The adjournment or postponement to a subsequent day of an action pending in a court.

CONTRACT. An agreement between two or more persons where one makes a promise in exchange for something of value.

CONVICTION. In a criminal case, a finding that the defendant is guilty.

CONTRIBUTORY NEGLIGENCE. Negligence on the part of the plaintiff that helped cause his or her injury.

COP A PLEA. To plead guilty to a crime that carries a lesser penalty.

COUNSEL. Lawyer.

COURT. Place where judges hear lawsuits, where lawyers represent each side and witnesses give testimony for the jury to reach a verdict and the judge to make a judgment.

COURT INJUNCTION. An order requiring the person or persons to whom it is directed to do or (more commonly) not to do a particular thing.

CRIME. Any act considered harmful to the general public that is forbidden by law and punishable by a fine, imprisonment, or death.

CRIMINAL CASE. A lawsuit by the government to try to find an accused person guilty of committing a crime.

CROSS-EXAMINE. To examine, through questioning, a witness called by the opposing side, usually with the purpose of disproving his testimony: The defense counsel cross-examines witnesses called by the prosecuting attorney.

CURFEW. A time set by the authorities after which certain persons (usually juveniles) are not allowed to be out on the streets or in public places. Sometimes exceptions are made such as when juveniles are accompanied by an adult. They may then be allowed to be out after the curfew time.

CUSTODIAL

ARREST. An arrest which involves holding a person to answer a criminal charge; the mere issuance of a ticket for a simple traffic violation would not ordinarily be a custodial arrest.

CUSTODY. In the keeping of the police or court.

DAMAGES. Money that a court orders paid to a person or party (usually the plaintiff) who has suffered a loss by another person or party who caused the loss (usually the defendant).

DANDER Anger; temper.

DEFENDANT. A person against whom a legal action is brought.

DEFENSE. The evidence offered by the party against which a legal action is brought.

DEFENSE

ATTORNEY The lawyer who defends the defendant or the accused person.

DEGRADING. Disgraceful or debasing; dragging down one's moral character.

DEHUMANIZING Depriving of human qualities.

DELINQUENCY. A term used in place of the word "crime" when youths, or juveniles under a certain age are involved (the age varies from state to state).

DEPOSITION Statements a lawyer gets from witnesses before a trial.

DETENTION. The act or state of keeping in custody; confinement.

DETERENCE. A way to discourage or prevent a person from committing a crime.

DISORDERLY

CONDUCT. Acts against the public peace defined by law as disorderly and injurious to the rights of others.

DIVULGE. To reveal, or make public.

DUE PROCESS. Fair treatments.

ENDEMIC. Characteristic of a place or people; prevalent among a group of people.

ENFORCE. To require obedience to a rule or a law.

EVIDENCE Facts; proof; a statement or a thing that makes clear something is true or happened.

FACT Something that exists and is real.

FARCE. Something that is absurd, ridiculous, or has no meaning.

FELONY A very serious crime such as murder, armed robbery, etc. where imprisonment is usually for more than one year.

FORNICATION. Unlawful sexual intercourse.

FRISK. A pat-down given by police on the outside of a suspect's clothes in search of weapons:

GRAFT. Taking advantage of one's position to gain something dishonestly; anything acquired by such illegal methods.

GRAND JURY A jury which hears complaints and accusations of a crime and which can make formal accusations or indictments after which the accused is tried in court.

GRAND LARCENY. Theft of property worth more than a certain amount of money as set by law.

GRIEVANCE. A complaint about a real or imagined wrong.

GUILLOTINE An instrument for beheading, with a heavy blade that slides down between two vertical guides.

HEARING. A listening (A meeting between the judge or the examiner, parents, and the accused juvenile where each side is presented in a fair manner in order to make the decision about what will happen to the juvenile.)

HERESY A belief opposed to church doctrine or dominant opinion.

HOLE Isolation; a small room without windows where a prisoner is confined for extraordinary punishment.

IMMORTALITY. . . . Everlasting life.

IMMUNITY A privilege granted to a person, making him or her exempt from legal prosecution or punishment concerning a particular case.

IMPARTIAL. . . . Fair; without prejudice.

INCORRIGIBLE . . . So bad that it is believed one can't change for the better.

INDETERMINATE SENTENCE A prison sentence for an unspecified number of years.

INDICTMENT A formal accusation of the commission of a crime against a person by a grand jury.

INTERPRET. . . . To make clear the meaning of.

JOY-RIDING Stealing a car with the intent to return it after taking a ride. Some state laws make a distinction between joy-riding and outright auto theft, but most do not.

JUDGE. A person appointed or elected to hear and decide questions of law in court cases, and to make certain that fair procedures are used.

JURISDICTION The geographical area in which a court can hear and decide legal matters.

JURY. A group of people (usually twelve), chosen by law and satisfactory to both sides of a lawsuit, to decide the facts of a case.

JUVENILE COURT A court of summary jurisdiction which without a jury hears cases and determines punishments of youthful delinquents.

LARCENY. Theft of any kind.

LAW. A system of rules made by a government to protect society; a statute or act passed by the legislature.

LAWYER A person who has been licensed to represent others in legal matters.

LEGISLATURE. . . . A body of elected representatives of the people which passes, or refuses to pass, bills introduced by members of the legislature.

LENIENT. . . . Mild, not harsh or severe.

LIABILITY. . . . A legal responsibility, obligation, or debt.

LITIGATION A lawsuit; the process of making a lawsuit; the process of making a claim in court.

LOBBYIST Person who tries to influence the members of a legislative body to stop or to push through bills.

LOITERING. . . . Standing around idly without any real purpose or goal. Just hanging around.

MALICE An intentional doing of a wrongful act without good cause, with intent to do injury. Evil intent.

MANDATORY. . . . Obligatory; required.

MANSLAUGHTER The unlawful killing of another without malice, which may be either voluntary or involuntary.

MIRANDA WARNINGS The warnings law enforcement officials are required to give suspects before questioning can begin, as specified by the Supreme Court ruling in the case Miranda v. Arizona.

MISDEMEANOR. . . . A less serious crime such as resisting arrest or petty larceny (property of small value), where the imprisonment cannot be for more than one year.

MOCK Make believe.

MURDER The unlawful killing of another person that is planned in advance with evil intent (malice aforethought).

ORDINANCE. . . . A local law or regulation issued by a municipality or other local government authority.

PENALTY. . . . Punishment.

PENANCE. . . . An act that is performed to make up for wrongdoing.

PENITENTIARY A state or federal prison for those convicted of serious crimes.

PERJURY. . . . Lying which under oath.

PETIT (PETTY)
 JURY A trial jury which decides questions of fact in a court case.

PETIT LARCENY. . . . Theft of property worth less than a certain amount of money as set by law.

PETITION Ask earnestly (Citizens can sign a petition to make a formal request to do something).

PLAINTIFF. The person or party who files a complaint and brings a legal action against another person or party.

PLEA An accused person's answer to an indictment.

PLEA BARGAIN An informal arrangement between the prosecution and defense, approved by a court, in which a criminal defendant pleads guilty to lesser charges than those brought against him or her by indictment.

POLITICS The study of how government operates.

PRECEDENT. Using previous court decisions for guidance in deciding questions of law in a similar case.

PREDICT... Forecast or tell beforehand.

PRE-TRIAL
 HEARING. A presentation of testimony and arguments to the judge occurring before the trial.

PROBABLE CAUSE Reasonable grounds for belief, required by the Fourth Amendment to the Constitution, before any search of the area protected by that amendment can be made.

PROBATION. A method of treating juvenile delinquents by releasing them in care of their parents or other guardian, but under certain specified conditions, including supervision by an officer of the court, called a probation officer.

PROSECUTOR Lawyer who defends the interest and the rights of the people of the state against the defendant in a criminal trial.

PUNITIVE Relating to punishment; inflicting punishment.

RECIDIVISM Repetition of criminal acts by one person.

RECOGNIZANCE * * * * An obligation entered into before the court to do some particular act; release on personal recognizance (rather than bond) would be a release on a defendant's personal promise to appear before the court when required.

RECORD The official written report on proceedings in a court of law.

REHABILITATE * * * * Making over to a good condition.

REPEAL To take back an existing law.

REPORTER * * * * * The court reporter records court proceedings and later makes good copies of some of them. Good records are important when a case is appealed to a higher court.

RESIST * To oppose by using direct action or some kind of force.

RESPONSIBILITY * * * * Having an obligation.

RETRIBUTION. * The act of giving or receiving punishment that is regarded as equal in severity to the crime committed.

REVENGE/
VENGEANCE * * * * * Injury or punishment that is inflicted in return for an injury or insult.

SEARCH An examination of a person or that person's personal property, house, or other premises in order to locate anything that could be used as evidence in a legal proceeding.

SEARCH
WARRANT. * * * * * A court order authorizing the police to make a search in a certain place.

SENTENCE * * * * * The punishment or penalty given by the judge to a person convicted of a crime after the jury has given the verdict.

SHOPLIFTING. Stealing goods which are displayed for sale in a store.

STATUTE. A law passed by a state legislature or the Congress of the United States.

STEREOTYPE . . . To lump people together in one group or category and then to believe that everyone in that group or category is exactly alike,

SUBPOENA . . . A court order to appear in court to give testimony.

TAKE INTO CUSTODY. . . Placed under the physical control of (not necessarily meaning arrested).

TESTIMONY. . . Evidence given by a witness under oath.

TORT . . . A wrong done to another person other than a criminal act.

TRANSCRIPT . . . A written copy.

TRIAL. . . A legal case in a court decided by a judge and jury.

TRIAL JURY . . . A group of citizens that listens to the evidence presented in a courtroom and gives its verdict; also called petit jury.

TRUANCY. . . Unauthorized absence, usually from school.

VANDALISM. . . Deliberate defacement or destruction of property.

VERDICT. . . The decision made by the jury during a trial.

VIOLATE. . . Break.

VOIR DIRE. . . The questioning of possible jurors by the judge and the lawyers to decide whether they are acceptable to decide the case.

WAIVER A written statement giving up some right, interest, or the like: He signed a waiver on his piece of property.

WARRANT. . . . A written document, issued by a judicial officer, authorizing a law enforcement officer to make an arrest, seize property, make a search, or carry out a judgment.

WITNESS. . . . A person who has information as to what he or she has seen or otherwise observed about a case.

WRIT OF HABEAS

CORPUS . . . Used to find out if the detaining or imprisonment of a person is unlawful.

ZONING

ORDINANCE. . . A public regulation specifying the kind of structure which can be built in a particular area.