

# **FURIOUS RIDING**

## Teacher's Guide

Grades 2-3

A lesson in fun, civics and values

**Introduction:** The King Kamehameha V - Judiciary History Center has prepared this script of *Furious Riding* to use in your classroom and in our Restored 1913 courtroom during class visits.

Learning through Living History is a great partnership where children learn about their present through the experience of the past. This case is one of a group of Animal Court Cases from the Kingdom of Hawai'i. There doesn't seem to be very many cows wandering around Honolulu these days, but in the past there was a barn just a block and half away from our Center on the Mission House Museum's property. Animals and livestock were a common factor of everyday life in the 1800's and accordingly animals were the subject of large percentage of court cases. These types of cases are a great opportunity to link the 'chores' of the past to our responsibilities in the modern world. *Furious Riding* focuses on the values of **public safety courtesy/respect**, and **honesty**.

### **D.O.E. Standards:**

Participating in this activity addresses these D.O.E. standards -

#### **Social Studies:**

##### **History**

###### 1. *Cause, Continuity, Causality*

Students will see the cause and effect of not taking responsibility for their possessions.

###### 2. *Historical Empathy:*

Understanding the community and its people at the time that the case was heard. Knowing that livestock/animals were more a part of the daily life of the citizens of the mid 1800's the students can make their own decisions about the necessity for rules and laws regarding animals and if they are needed in the modern world.

##### **Political Science**

###### 4. *Citizenship/Participation:*

Taking part in a courtroom re-enactment helps students to understand some of their responsibilities as citizens. Learning about basic courtroom procedures, laws, civic duty, etc.

##### **Language Arts:** Reading and Literature

1. Range - Reading the script and following the directions listed as action is a great way for students to gain understanding through the context of the lines and the script.

2. Verify and clarify ideas by referring to the text. - Students are asked to answer questions by finding answers in the text of the trial.

##### **Writing**

4. Response - Making use of our handout, the student becomes a reporter covering the trial for their 'Newspaper.' By drawing and writing what they feel is the most important concept of the trial, they communicate their thoughts to others.

##### **Oral Communication**

1. Range - The students interact with the class in the group discussion, taking turns and

sharing their ideas and by taking part in the mocktrial experience, the student is participating in a dramatic exercise.

### **Background and Case Summary:**

*Furious Riding* is a court case where Maile has accused Koa of riding his horse through Maile's neighborhood and going too fast. Koa says he did nothing to make his horse go fast. Testimony reveals who is telling the truth in this civil case. It is up to the judge to ask questions of the people involved and make the decision of who "wins" based on who's telling the truth.

**Activity:** Mock Trial: *Furious Riding*

**Time:** 10 minutes

**Activity:** Discussion: *Furious Riding*

**Time:** 10 minutes

### **Vocabulary:**

court - the building, hall, or room in which cases are heard

session - the period of time within a day when a judge is hearing cases.

plaintiff - the person who brings the defendant to court, accusing them of a crime

defendant - the person accused of a crime

adjourned - to pause the business of the court or end the court hearings for the day

### **Discussion Topics:**

**What is a law?** - *A rule created to keep order in a community/society.*

**What do laws do?** - *Define which actions/behaviors are and are NOT acceptable to our community/society.*

**What are some reasons to have laws?** - *To keep people safe, to get along with others, to protect property, to keep order in the community, made for the good of everyone.*

**What are some examples of laws or rules that you have to follow at home, in school, and in your community?**

*sample answers*

#### HOME

Do your chores

Put things away

Go to sleep on time

#### SCHOOL

Don't run in the classroom

Listen to your teachers

Wash your hands after  
using the bathroom

#### COMMUNITY

Follow speed limits

Do not take other people's  
things

Pay Taxes

**What happens if you break those laws?**

*sample answers*

#### HOME

Time Out

Grounded

Privileges taken away

#### SCHOOL

Time Out

Detention

See the Principal

#### COMMUNITY

Get a Ticket

Pay a Fine

Go to Jail

### Questions on Public Safety:

**Koa was riding his horse through a street near many houses, should he follow rules? If so, why?**

*The rules were created to make sure that people and animals are safe.*

*Not following the rules can put everyone in danger.*

*He should be a good community member and follow the rules.*

**What could happen if a horse was riding very fast through a crowded street?**

*The horse may scare other animals and create danger.*

*Another person(s) might be injured if they are crossing the street.*

*They might cause an accident with another horse and rider or carriage.*

**How does this fit into your life? What current law(s) does this case remind you of? - Speeding, wreckless driving**

### Questions on Honesty:

**First, Koa said that the horse wasn't going fast because of something he did, that it wasn't his fault. Why would he say that?**

*He didn't want to get in trouble.*

*He didn't want to have the judge decide against him.*

**Why is it important to tell the truth in court?**

*The judge needs to know the truth of what happened so that they can make their decision.*

*Without the best information it is difficult for the judge to make their decision. If you lie in court it is called **perjury** and it is a crime.*

**What are somethings that might give the Judge a clue that a person is not telling the truth?**

*If they seem unsure about what they are saying, if they look nervous, if they can't look the judge in the eye, if their story changes, if their answer changes, or if someone else says something that conflicts with their story.*

### Questions on Courtesy/Respect:

**Both Koa and Maile spoke out of turn, what should they have done instead?**

*Waited for their turn to speak to the judge.*

*Given each other a chance to speak.*

*Waited for the judge to ask them a question.*

**Why is it important to wait for your turn in court?**

*The judge has to listen to both sides of the case. If you distract the judge or the person testifying it would be unfair to either side in the case.*

*It is also the correct way to do things in court. People that continue to talk out of turn may be asked to leave, have to pay a fine, or, if they are really causing a problem they may go to jail.*

**General Questions on the Trial:**

**Do you think the Judge's decision was fair? Why?**

**Would you have decided something different? If so, what should be different?**

**Another Activity:**

Use the general questions and take a class vote. Then, encourage the children to present their own opinions or point of view on the decision.