

# HUNGRY AS A HORSE

## 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 Hungry as a Horse to use in your classroom or 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. Hungry as a Horse focuses on the values of public safety and responsibility.

### **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.

6. Diversity - The mock trial offers insight into the past of our culture and a perspective on how citizens from the past interacted with each other. Once they have read the text and heard it presented, the students will compose answers about the values represented in the case.

##### Oral Communication

1. Range - The students interact with the class in the group discussion, taking turns and sharing their ideas, and taking part in the mocktrial experience, the student is participating in a dramatic exercise.

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

Hungry as a Horse is a court case where Kani's horse, Apple, has been accused of eating the vegetables from two gardens owned by Nika and Lana. Upset over the loss of their vegetables and their hard work, Nika and Lana bring Kani to court in a civil case. It is up to the judge to ask questions of the people involved and make the decision of who wins the case.

### **Duration:**

Activity: Mock Trial: Hungry as a Horse

Time: 15 minutes

Activity: Discussion: Hungry as a Horse

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.

witness - A person who tells the court what they observed (first-hand)

decision - a judgment made by the jury or judge

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 Safety:**

Kani's horse, Apple, leaves Kani's property and goes where ever she wants to. Is this safe for the people that live near Kani? What could happen?

*The horse could hurt someone. (bite them, step on them)*

*The horse could be hurt. (by another animal, a person, a carriage/buggy)*

*The horse could destroy more property. (eating food, breaking things)*

What are some of the ways that Kani could make sure that Apple stays at home safely?

*Put her in a corral.*

*Tie her to a tree or fence. (picket the animal)*

*Build a fence or a barn.*

### **Questions on Responsibility:**

Kani seems to think that by giving Apple more food to eat it will solve the problem. Do you think it will work? Why?

Do you think Kani is taking this problem seriously? Why?

What is something Kani could have done before this problem happened to take responsibility?

*Kani could have secured the horse at his house.*

### **Critical Thinking Questions:**

How did the judge know that the horse was Kani's horse?

What was said in the trial that might have convinced the Judge?

Nika said it was a brown horse with a white spot in its chest. script page 3

Lana had the same description and said that only Kani's horse had that same spot. script page 4

### **General Questions on the Trial:** [open ended]

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.



