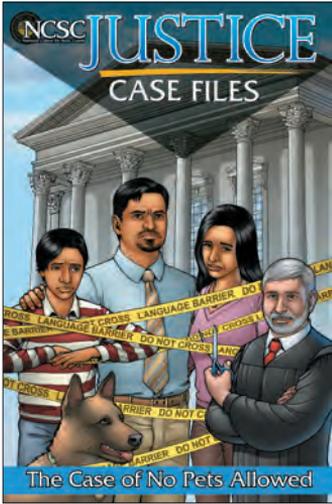


LESSON PLAN FOR EDUCATORS



The Case of No Pets Allowed

This novel reinforces concepts in your social studies, ESL (English as a Second Language)/ELL (English Language Learners), and Spanish learning classrooms.

It provides for collaboration instruction among the social studies, ESL / ELL and Spanish educators, and is an excellent resource for adult education ESL / ELL instruction.

KEY TERMS/CONCEPTS

- Ordinance
- Interpreter
- Rental/Lease Agreements
- LEP (Limited English Proficient)
- Gentrification

OHIO'S LEARNING STANDARDS

World Languages: Interpretive Communication

Grades 6-8

Comprehend and interpret basic information in authentic messages and informational texts.

Grades 9-12

Comprehend and interpret detailed information in authentic messages and informational texts.

Grade 8

Theme: U.S. Studies from 1492 to 1877: Exploration through Reconstruction

Strand: Government

Topic: Roles and Systems of Government

Content Statement 21: The U.S. Constitution protects citizens' rights by limiting the powers of government.

OHIO'S LEARNING STANDARDS

High School American Government

Theme: How the American people govern themselves at national, state, and local levels of government. Students can impact issues addressed by local governments through service learning and senior projects.

Topic: Civic Involvement

Content Statement 1: Opportunities for civic engagement with the structures of government are made possible through political and public policy processes.

Theme: How the American people govern themselves at national, state and local levels of government.

Topic: Role of the People

Content Statement 17. Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.

PRIMARY SOURCES

- City Ordinance
- Rental/Lease Agreements
- Civil Rights Act of 1964

SUGGESTED INTRODUCTORY ACTIVITIES

Class Discussions

Discussion	Questions	Learning Outcome
1) Conduct a classroom discussion: Pretend you and your family have moved permanently to a foreign country and you do not speak the language.	<ul style="list-style-type: none">▶ What difficulties will you face?▶ As immigrants, would you expect the laws of that country to apply to you and your family? Explain.	Students will better understand the difficulties immigrants face when they do not understand or speak the language or know the laws of the country in which they live.
2) Conduct a classroom discussion about contracts and legally binding agreements.	<ul style="list-style-type: none">▶ What are contracts and legally binding agreements? Why do we have them?▶ What should you do if you do not understand the terms of the agreements?	<p>Students will understand that legally binding agreements protect the interests of both parties involved.</p> <p>They will understand the importance of contacting a legal professional who can clarify the terms of the agreement.</p>

READING THE GRAPHIC NOVEL

ELL / ESL / Spanish Classrooms

Divide students into small groups and have the students translate the English portions of *The Case of No Pets Allowed* into Spanish. Assign roles to play and read the graphic novel in Spanish.

Social Studies Classrooms

Assign roles to play and read the graphic novel in class. If there are students studying Spanish or who are Spanish speaking, assign them the Spanish portions of the novel.

Characters (16)

- | | | |
|----------------|----------------|-----------------|
| ▶ Roberto Ruiz | ▶ Eduardo | ▶ Mr. Hernandez |
| ▶ Sofia Ruiz | ▶ Tania | ▶ Bailiff |
| ▶ Female Guest | ▶ Mrs. Sanford | ▶ Mr. Anderson |
| ▶ Male Guest | ▶ Receptionist | ▶ Judge |
| ▶ Alejandro | ▶ Jane Talbot | |
| ▶ Mr. Ramirez | ▶ Clerk | |

SUGGESTED DISCUSSION QUESTIONS

(Not all questions may be appropriate for all grade levels or courses of study)

- ▶ The story does not indicate if Roberto and Sofia Ruiz are legal immigrants, naturalized, or natural-born citizens. Should their citizenship status have any bearing on their entering into legally binding agreements or taking disputes to court? Explain.
- ▶ Mrs. Sanford tells Alejandro and his father that she is keeping the damage deposit on the apartment. Under the circumstances, is this justified?
- ▶ The Ruiz family could not afford an attorney but they had the interpreter, Ms. Talbot. How did Ms. Talbot help them argue their case in court? Are there limits on the type of help she can offer?
- ▶ Lease agreements protect both parties. For the Ruiz family the Request to Evict was denied. How was Mrs. Sanford protected by the lease she signed with Roberto Ruiz?

SUGGESTED DISCUSSION QUESTIONS

(Not all questions may be appropriate for all grade levels or courses of study)

- Why are standards so high for a certified interpreter?
- Refer to **page 21** in *The Case of No Pets Allowed*. How does Title IV of the Civil Rights Act of 1964 protect people like Roberto and Sofia Ruiz?
- Refer to **page 21** in *The Case of No Pets Allowed*. How does Executive Order #13166 help protect people like Roberto and Sofia Ruiz?
- What is an executive order? Why are executive orders sometimes a point of contention between the political parties?
- Is it the role of government to help people who cannot help themselves?
- Define ordinance and explain how an ordinance is different from state and national laws.
- Due to gentrification of the neighborhood, Mrs. Sanford wanted to evict the Ruiz family and other tenants in the building so she could accept a generous redevelopment offer on her property. What is gentrification and how does it impact long-term tenants as well as long-term residents in the neighborhood?
- Ask students if they can identify any neighborhoods in their community that have undergone gentrification. Ask students if any of them were impacted by neighborhood gentrification.

Summary Activity

Place the following terms on the board and ask students to prepare a written or verbal summary of *The Case of No Pets Allowed*. Students must use all of the terms listed in their summary report.

- Rental / Lease Agreements
- LEP (Limited English Proficient)
- Interpreter
- Ordinance
- Gentrification

NOTE: Terms can be added or deleted depending on the grade level and course of study.

ADDITIONAL QUESTIONS/ACTIVITIES

- Discuss with students the terms found on **page 21** of *The Case of No Pets Allowed*.

- Bilingual
- Certified Interpreters
- Code of Ethics
- Consecutive Interpreting
- Sight Translation
- Simultaneous Interpreting
- Translation

- **We All Need Interpreters.** Ask students to identify situations in their own lives that required “interpreters.” What was the situation and who was the “interpreter?” **Example:** *Teacher, coach, lawyer, doctor, pastor, priest, Rabbi, mom, dad, and others.*

Ask the students if they have ever been the “interpreters.”

Learning Outcome: Students will understand that there are times when all people need the help of others who can teach, clarify, explain, and interpret things that are sometimes difficult to understand.

EXTENDED LEARNING ACTIVITIES

Invite an Attorney to the Classroom

Invite an attorney to speak to students concerning the landlord-tenant agreement process for settling disputes, and to identify which local courts hear landlord-tenant disputes.

Invite a Certified Interpreter to the Classroom

Invite a certified interpreter to speak to the class about his or her experiences and to answer students’ questions.

EXTENDED LEARNING ACTIVITIES

Conduct Research Online

- Have students research their city ordinances or city codes to see what provisions, if any, are made for rental agreements in the community.
- There are many websites where students can view landlord-tenant agreements or lease agreements. Have students locate a sample agreement and look specifically for the sections dealing with evictions or grounds for termination. Discuss their findings in class.

NOTE: *A more in-depth review of lease agreements may be appropriate for high school students who soon may be living on their own.*

- In Ohio, the courts that hear landlord-tenant disputes, specifically evictions, vary from county to county. Have students search their municipal and county court websites to see which courts hear landlord-tenant disputes. If the information cannot be found online, have one or two students contact the courts to find out where landlord-tenant disputes are resolved.
- Have students research their municipal and county court websites to see if interpreters are provided for LEP persons. If so, is there a cost?

ADDITIONAL RESOURCES

CCIO

Community and Court Interpreters of Ohio
www.ccio.org

Brennan Center for Justice

Language Access In State Courts
www.brennancenter.org/publication/language-access-state-courts

Ohio State Bar Association

Tenant/Landlord Rights and Obligations
<https://www.ohioabar.org/ForPublic/Resources/LawFactsPamphlets/Pages/LawFactsPamphlet-11.aspx>

Supreme Court of Ohio

Language Services Program
www.supremecourt.ohio.gov/JCS/interpretersvcs

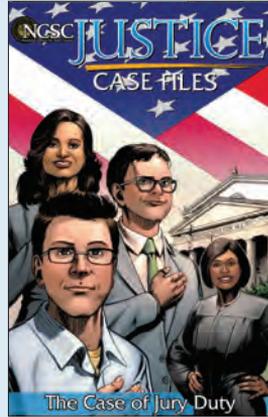
JUSTICE CASE FILES

A New Civic Education Program

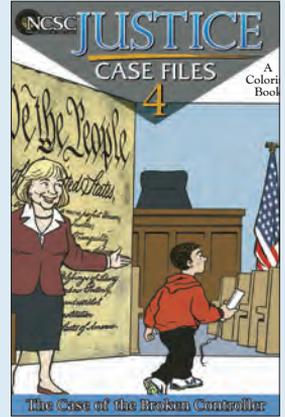
The National Center for State Courts is proud to present **Justice Case Files**, a series of graphic novels designed to engage students while providing insight into how judges make decisions and why courts are so important to a democratic society. Using topics familiar to students, such as cyberbullying, underage drinking, and language barriers, each novel focuses on key concepts related to the courts, including the U.S. Constitution, the difference between civil and criminal cases, and historic documents like the Magna Carta.

Chief Justice Maureen O'Connor of the Supreme Court of Ohio is proud to make these novels available to all Ohio educators who would like to use them in their classrooms. Lesson plans that align with Ohio's curriculum standards are included. The Court will also help match educators with local judges or attorneys who are willing to visit classrooms to discuss the concepts in the graphic novels and to reinforce the importance of the courts, the rule of law, and good citizenship.

There is **no charge** for any materials used in this or any of the Supreme Court's civic education programs.



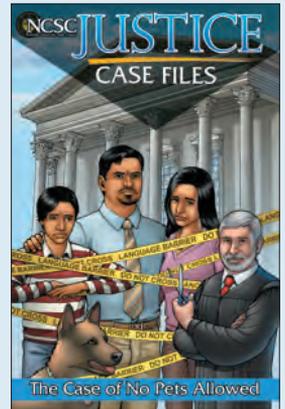
The Case of Jury Duty



The Case of the Broken Controller



The Case of the Cyberbully



The Case of No Pets Allowed

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