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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections & Security |
| **Course Name** | Law Enforcement 2 |
| **Lesson/Unit Title** | Hate Crimes |
| **TEKS Student Expectations** | **130.337. (c)** **Knowledge and Skills**  (7) The student understands techniques to foster public cooperation for victims in a variety of law enforcement situations. The student is expected to  (D) define the steps involved in conducting the preliminary investigation of specialized crimes such as hate crimes, bullying, sexual harassment, and terroristic threat |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The student will be able to:   * Define key terms * List motivating factors and statistics for hate crimes * Explain offender typologies * Examine hate crime legislation * Identify key issues in making law enforcement contacts in cases which might involve hate crimes * Evaluate why hate crimes occur * Identify bias indicators * Define the steps involved in conducting the preliminary investigation of a hate crime |
| **Rationale** | Law enforcement officers need to be able to determine what constitutes a hate crime. It is also important to understand state and federal legislation and how it applies to hate crimes. |
| **Duration of Lesson** | 4 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Hate Crime** – a criminal action against an individual or a group which is motivated by hatred of race, religion, sexual orientation, handicap, ethnicity, or national origin. A hate crime can be an act of intimidation, threats, property damage, assault, and even murder  **Protected Characteristics** – a characteristic shared by a group: race, language, religion, ethnicity, nationality, or any other similar common factor  **Ethnic group** – a group having real or putative common ancestry, memories of a shared past, and a cultural focus upon one or more symbolic elements which define the group’s identity  **National origin** – citizenship, a cultural affiliation to a national group, which may be linked to a state other than that of which the person is a citizen  **Nationality** – a legal bond between a person and a state; does not indicate the person’s ethnic origin  **Religion** – a lack of religious belief; religious or philosophical convictions related to the existence of or non-existence of a god  **Race** – a local geographic or global human population distinguished as a more or less distinct group by genetically transmitted physical characteristics  **Sexual orientation** – heterosexuality, bisexuality, or homosexuality  **Disability** – any physical or mental impairment  **Ethnicity** – a group of people whose members identify with each other through a common heritage, often consisting of a common language and culture, and an ideology that stresses common ancestry |
| **Materials/Specialized Equipment Needed** | **Materials**   * Hate Crimes Key Terms * Computers with presentation software for student presentations * Construction paper * Scissors * Glue * Magazines * Discussion Rubric * Individual Work Rubric * Presentation Rubric * Writing Rubric |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Review the article, “The Life and Death of Billy Jack Gaither,” and read the interviews with the persons involved in the case. Have students write their responses to the following questions. Use the Writing Rubric for assessment (this activity may be used as a discussion as well).   * <http://www.pbs.org/wgbh/pages/frontline/shows/assault/billyjack/> * Does this constitute a hate crime? * What factors lead you to make that decision? |
| **Direct Instruction \*** | 1. Definitions    1. **Hate** **Crime** – a criminal action against an individual or a group which is motivated by hatred of race, religion, sexual orientation, handicap, ethnicity, or national origin. A hate crime can be an act of intimidation, threats, property damage, assault, and even murder    2. **Protected** **Characteristics** – a characteristic shared by a group: race, language, religion, ethnicity, nationality, or any other similar common factor    3. **Ethnic** **group** – a group having real or putative common ancestry, memories of a shared past, and a cultural focus upon one or more symbolic elements which define the group’s identity    4. **National** **origin** – citizenship, a cultural affiliation to a national group, which may be linked to a state other than that of which the person is a citizen    5. **Nationality** – a legal bond between a person and a state; does not indicate the person’s ethnic origin    6. **Religion** – a lack of religious belief; religious or philosophical convictions related to the existence of or non-existence of a god    7. **Race** – a local geographic or global human population distinguished as a more or less distinct group by genetically transmitted physical characteristics    8. **Sexual** **orientation** – heterosexuality, bisexuality, or homosexuality    9. **Disability** – any physical or mental impairment    10. **Ethnicity** – a group of people whose members identify with each other through a common heritage, often consisting of a common language and culture, and an ideology that stresses common ancestry 2. Motivating Factors (from Strom, Hate Crime Reported in NIBRS, 2001)    1. Race is 61% of all factors for hate crimes. Races targeted are       1. Black – 60% of all racially motivated hate crimes       2. White – 30% of all racially motivated hate crimes    2. Religion is 14%    3. Sexual orientation is 13%    4. Ethnicity is 11%    5. Victim disability is 1% 3. Offender Typologies (from McDevitt, Levin, and Bennett "Hate Crime Offenders: An Expanded Typology," 2002)    1. Thrill-seeking – comprises 66% of offenders. These offenders are motivated by the desire for excitement    2. Defensive – comprises 25% of offenders. These offenders commit hate crimes to protect their neighborhoods from perceived outsiders    3. Retaliatory – comprises 8% of offenders. These offenders act in response to a hate crime, either real or perceived    4. Mission oriented – only comprises 1% of all hate crime offenders. They are so strongly committed to bigotry that they make hate a career 4. Hate Crime Legislation    1. The Matthew Shepard and James Byrd, Jr Hate Crimes Prevention Act of 2009 is legislation that creates new criminal codes which criminalize intentional bodily harm when       1. A crime is committed because of race, color, religion or national origin       2. A crime is committed because of religion, national origin, gender, sexual orientation, gender identity, or disability AND the crime affected interstate or foreign commerce OR occurred within special maritime and territorial jurisdiction    2. Church Arson Prevention Act of 1996       1. Created the National Church Arson Task Force (NCATF) to oversee the investigation and prosecution of church arson       2. It brought together the Federal Bureau of Investigation (FBI); Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF); and Department of Justice (DOJ) prosecutors to partner with state and local law enforcement       3. Created broader federal jurisdiction to aid criminal prosecutors       4. Established a loan guarantee recovery fund for rebuilding    3. Hate Crime Statistics Act of 1990       1. Requires the DOJ to collect data on hate crimes       2. The information is compiled by the FBI using the Uniform Crime Reporting (UCR) system    4. Hate Crime Sentencing Enhancement Act of 1996       1. Was developed in response to repeat offenders       2. The U.S. Sentencing Commission announced its implementation of a three-level sentencing guidelines increase for hate crimes 5. Key Issues in Law Enforcement    1. Physical Assaults       1. Brutal/spur of the moment       2. Use a weapon of opportunity       3. Physical injuries severe and slow to heal       4. Emotional injuries are forever and spread       5. Usually individuals or small groups       6. Frequent during hard economic times in depressed areas       7. Stereotypes lead to aggressive acts       8. Hate crimes lead to retaliation       9. Cause traumatic distress to individuals and communities    2. Effects on Victims       1. Leads to feelings of depression and anxiety       2. Immediately causes greater psychological injury and increased feelings of vulnerability because the victim is unable to change the characteristics that made him or her a victim       3. The community may also be frightened and intimidated       4. Fear risk of future attacks       5. Effects multiply when the group is historically discriminated against 6. Reasons for Hate Crimes    1. The perpetrator may act for reasons such as resentment, jealousy, or a desire for peer approval    2. The perpetrator may have no feelings about the individual target of the crime but have hostile thoughts or feelings about the group to which the target belongs    3. The perpetrator may feel hostility to all persons who are outside the group in which the perpetrator identifies him or herself    4. At an even more abstract level, the target may simply represent an idea such as immigration to which the perpetrator is hostile.    5. Applied appropriately, singly, or in combination, these bias indicators may lead to legally viable findings of bias       1. The offender and the victim belong to different racial, religious, ethnic/national origin, or sexual orientation groups       2. The offender made an oral or written statement and/or gesture expressing bias against the victim, such as a racial epithet or threat       3. Bias-related drawings, markings, symbols, or graffiti were left at the crime scene       4. Identifiable bias-related objects were used, such as a white hood or sheet       5. The victim is a member of a vastly outnumbered minority group in the neighborhood or community where the crime occurred       6. The victim has received bias-related threats and other forms of harassment prior to the crime       7. The victim was visiting a location where a previous crime against his or her minority group took place       8. A rash of crimes occurred in the crime’s vicinity, directed against the minority group to which the victim belongs       9. The victim or witnesses express the opinion that it was a hate crime       10. The victim was an activist for increased civil rights and social visibility of his or her minority group       11. The incident occurred on a holiday important to the minority group       12. The offender is known to have committed previous hate crimes       13. The offender is a member of a hate group and there were indications that that particular hate group was involved in the crime       14. The victim’s and the offender’s groups have a shared history of mutual hostility       15. The victim is an advocate for the minority group but not a member of the group 7. Investigating Hate Crimes    1. Assessing Injury       1. Primary Injury – the material and emotional harm done to the victim          1. Physical harm          2. Emotional harm          3. Financial harm       2. Secondary Harm – the experience of a lack of support or hostility after the crime; consult the following checklist to prevent secondary injury to the victim:          1. Approach the victim empathetically and supportively, expressing a concern for his or her welfare, and sympathy for his or her sense of anger or shame          2. Attempt to calm the victim and reduce his/her anxiety c. Reassure the victim that the police will utilize every resource to find the offender/bring the offender to justice          3. Recommend and provide extra patrol support          4. Give the victim clear, practical advice about how to prevent future attacks          5. Refer the victim to the available/appropriate community services          6. Clarify all of the victim’s criminal and civil rights    2. Safety Precautions       1. The perpetrators acting on the behalf of hate groups are often well-armed and ready to use their weapons on the police       2. A timely and effective response is necessary to stabilize the crime scene. The victims and their families, friends, and neighbors are often unruly and highly emotional       3. Be sensitive to the feelings of the victim and the community, and to special conditions arising from their cultural identity. Reassurance is a good idea for those traumatized, especially if they are afraid of suffering repeated offenses. Officers must be vigilant in spotting cultural backgrounds calling for retaliation       4. The responding officers must be prepared for the victims to vent extreme emotions before, during, and after the initial interview. Patience and careful listening skills will pay off with cooperation and mutual goodwill       5. The responding officer is sometimes a different culture, nationality, race and/or lifestyle than the victim. Officers can help victims by finding a close friend, relative or member of the community to comfort the victim and help him or her to communicate needs and concerns    3. Investigator       1. Identify the crime that has occurred       2. Establish the bias motive of the crime using bias indicators       3. Determine what group the victim identifies with       4. Assess the neighborhood area to identify and interview the witnesses       5. Coordinate the investigative work and evidence analysis with the crime scene unit       6. Conduct surveillance and other techniques to identify and apprehend the perpetrator       7. Coordinate victim assistance with appropriate legal or service agencies       8. Maintain contact with the original reporting officer, keeping him or her informed of the case status       9. Maintain contact with the victim, keeping him or her informed of the case status       10. Prepare the case for the prosecution and refer to the district attorney   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  none |
| **Guided Practice \*** | Steps of Hate Crime Investigation. Pre-make index cards with the steps to investigating a hate crime. Each card should have a different step. Divide the students into groups and give each group a set of index cards. The groups will then race to see which group can put them in the correct order first. Use the Individual Work Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  none |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Public Service Announcement. Place students into groups, 4–6 per group. Then have students create a Public Service Announcement (PSA) to educate the public about hate crimes. Students may choose the format of the presentation from the following options: a poster, a bumper sticker, or a flyer. Have the students present their PSA to the class. Use the Presentation Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  none |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | Hate Crimes Exam and Key  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  none |
| **References/Resources/**  **Teacher Preparation** | The Life and Death of Billy Jack Gaither  <http://www.pbs.org/wgbh/pages/frontline/shows/assault/billyjack/>  National Criminal Justice Reference Service  [https://www.ncjrs.gov/spotlight/hate\_crimes/summary.html](https://www.ncjrs.gov/spotlight/hate_crimes/summary.html%20) <https://www.ncjrs.gov/spotlight/hate_crimes/facts.html>  National Institute of Justice  <http://nij.gov/topics/crime/hate-crime/motivation.htm>  Strom, K.J. Hate Crime Reported in NIBRS, 1997–1999. Washington, DC: U.S. Department of Justice, Bureau of Justice Statistics, 2001, NCJ 186765; retrieved from  <http://nij.gov/topics/crime/hate-crime/motivation.htm#note1>  McDevitt, J., J. Levin, and S. Bennett (2002). "Hate Crime Offenders: An Expanded Typology." Journal of Social Issues 58(2): 303–317, NCJ 204396. Retrieved from  <http://nij.gov/topics/crime/hate-crime/motivation.htm#note1> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **English/Language Arts**  B. Develop effective speaking styles for both group and one-on-one situations.   1. Participate actively and effectively in one-on-one communication situations. 2. Participate actively and effectively in group discussions. 3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | For reinforcement, students will research news articles related to hate crimes. Students should find a news article for each of the following types of hate crimes: race, religion, sexual orientation, handicap, ethnicity and national origin. Use the Individual Work Rubric for assessment.  For enrichment, students will research historical events throughout the 20th century that involved hate crimes. Students will present a computer-based presentation based on those historical events and their effects on today’s society. Use the Presentation Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)