Visitor Education Center

Pre- and Post-Tour Activities for Elementary, Middle, and High School



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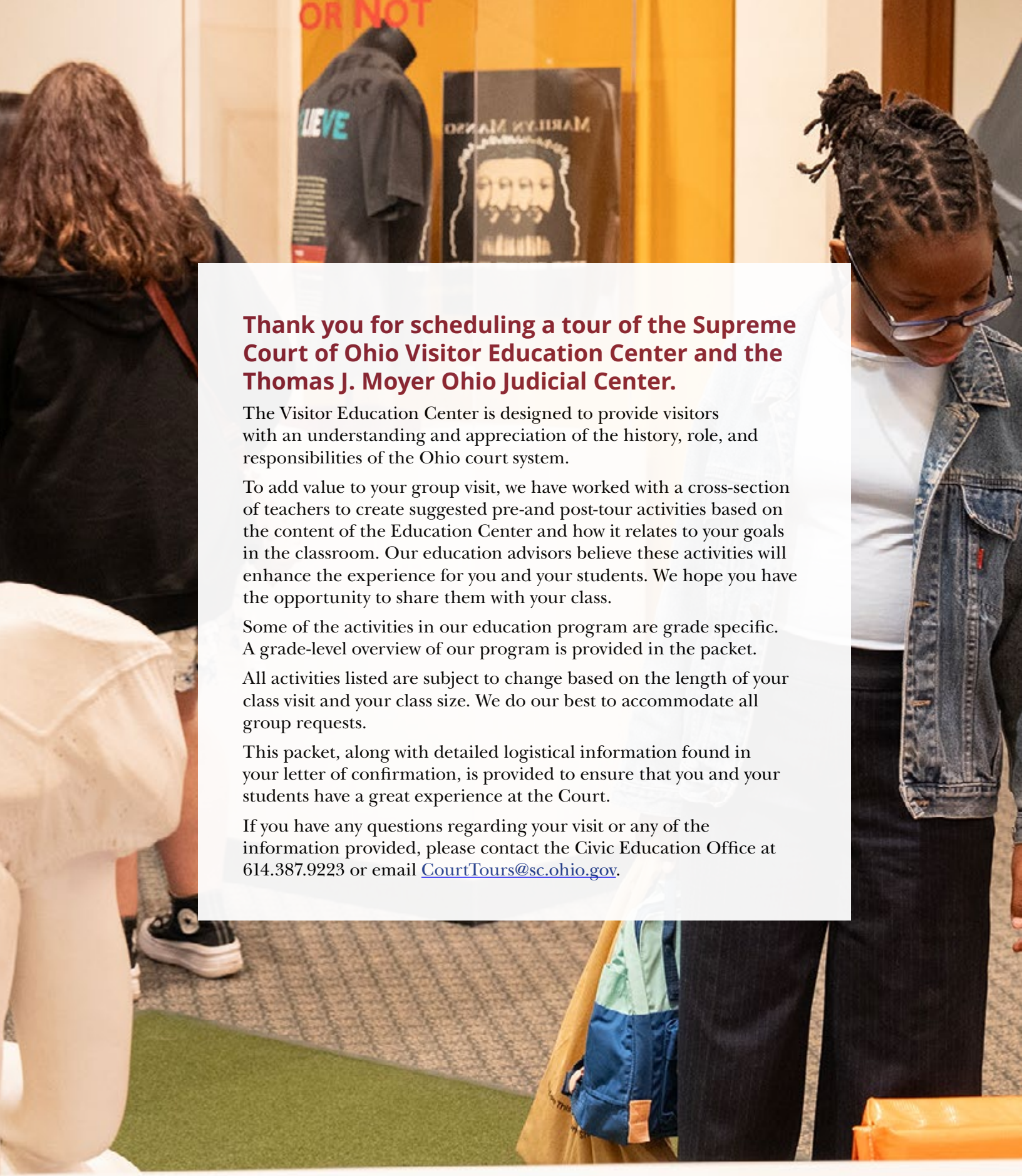

Thank you for scheduling a tour of the Supreme Court of Ohio Visitor Education Center and the Thomas J. Moyer Ohio Judicial Center.

The Visitor Education Center is designed to provide visitors with an understanding and appreciation of the history, role, and responsibilities of the Ohio court system.

To add value to your group visit, we have worked with a cross-section of teachers to create suggested pre-and post-tour activities based on the content of the Education Center and how it relates to your goals in the classroom. Our education advisors believe these activities will enhance the experience for you and your students. We hope you have the opportunity to share them with your class.

Some of the activities in our education program are grade specific. A grade-level overview of our program is provided in the packet.

All activities listed are subject to change based on the length of your class visit and your class size. We do our best to accommodate all group requests.

This packet, along with detailed logistical information found in your letter of confirmation, is provided to ensure that you and your students have a great experience at the Court.

If you have any questions regarding your visit or any of the information provided, please contact the Civic Education Office at 614.387.9223 or email CourtTours@sc.ohio.gov.

All student activities can be grade-level specific. Highlights for each age group are listed below. Please keep in mind that students will have an opportunity to see all exhibits in the Visitor Education Center, but only a few will be discussed in detail. Please let the tour guide know if there are certain cases you specifically want to discuss. Mock trial activities will be offered only if your group consists of similar-aged students. Typically, elementary students (4th-5th grade) conduct the Harry Potter or Wonder mock trial, while middle school students (6th-8th grade) conduct the Humphrey mock trial. High School groups do not participate in a mock trial.

Elementary Students

The role of government, the constitution, and the significance of the First Amendment are important lessons included in the elementary Social Studies curriculum. Elementary students will discuss First Amendment court decisions, the five freedoms within that amendment, and the three branches of government, with special emphasis on the judiciary's role.

You Decide Court Cases

Elementary students can focus on exhibits that address the First Amendment including "Dressed to Kill" (*State v. Bontrager*) and "The Shot Heard Around Ohio" (*Zacchini v. Scripps-Howard Broadcasting Company*).

Mock Trials

Dursley v. Hagrid or ***Albans v. Will***

Depending on the teachers' preference, elementary students will participate in either the mock trial based on *Harry Potter and the Sorcerer's Stone* or *Wonder*. Please see pages 10-11 for more detailed information.

Middle School Students

The middle school curriculum takes a more in-depth look at the Constitution and the Bill of Rights, as well as concepts such as separation of powers, due process, and equal protection under the law.

You Decide Court Cases

Middle school students can focus on exhibits that address limiting the powers of government, citizens' rights, and both the First and Fourth amendments, including "Search and Seizure" (*State v. Jones and State v. Moore*), "Believe It or Not" (*Boroff v. The Van Wert City Board of Education*), and "Dressed to Kill" (*State v. Bontrager*).

Mock Trial

Humphrey v. Lane

Middle school students will participate in *Humphrey v. Lane*, a court case centered on religious freedom. Please see page 11-12 for more detailed information.



High School Students

A high school visit centers on a broader understanding of how the courts work to resolve conflict. Advanced discussions about court structure, the appellate process, and how court decisions establish a body of case law are generally included in a high school visit. These tours also focus on the importance of civic participation, specifically in voting for justices and judges, and serving on juries.

You Decide Court Cases

High school students will have an opportunity to discuss cases displayed in the exhibits with a focus on their own insights and questions. As time allows, your guide will select a You Decide exhibit and lead a more in-depth discussion. Students will be asked to take a position and defend that position in a debate-style format. The goal is to stimulate discussion with an emphasis on respectful disagreement.



Visiting When the Supreme Court is in Session

The Supreme Court of Ohio is generally in session on Tuesday and Wednesday mornings every other week. Session begins at 9:00 a.m. and the Court typically hears three to four cases per morning, concluding by 11:30 a.m.

You can find more information about the upcoming oral arguments here: www.supremecourt.ohio.gov/opinions-cases/oral-arguments/oral-argument-calendar

Groups scheduled to visit when court is in session have the opportunity to sit in the courtroom and observe oral arguments. The courtroom can accommodate approximately 40 visitors from a single group at a time.

Groups consisting of more than 40 will be split into smaller groups and will rotate in and out of the courtroom. Typically, elementary and middle school groups will observe 5-10 minutes of oral arguments, while high school groups will observe the entire oral argument.

There are a limited number of opportunities to visit when court is in session. If your scheduled visit does not fall on a date when court is in session, your students will still visit the courtroom with a guide. Your guide will share information about the Supreme Court, Ohio's court system, and the decorative features of the room. The artwork in this room is especially relevant for students studying early Ohio history. For that reason, we recommend that elementary school groups visit when court is not session to provide more time discussing the history on the walls and ceiling.

Advanced Visit

High school, college, and graduate students often wish to study a case prior to observing the oral argument. Written previews of cases being heard are available on the Court's website one week before the oral arguments. Previews of the cases can be found here: www.courtnewsohio.gov/cases/previews.

This link will regularly update to reflect the current docket several days prior to the scheduled oral argument session. An advanced visit may also include an opportunity to meet with the oral argument attorneys presenting the case. Please contact our office at 614.387.9223 or CourtTours@sc.ohio.gov for more information about setting up a student debriefing session.

You Decide

The first exhibit area in the Visitor Education Center features eight exhibits about different Ohio court cases. Each case presents an important issue decided by the courts. As time allows, students will get an overview of selected cases and also have a chance to explore on their own. Cases are discussed based on grade level and topic interest.

Suggested Pre-Tour Activity:

- Elementary student groups should review the "Dressed to Kill" and "The Shot Heard Around Ohio" exhibit information.
- Middle School students should review "Dressed to Kill," "Search and Seizure," and "Believe it or Not" exhibit information.
- High School students should review all exhibit information, especially "Search and Seizure" and "Eye in the Sky."

The Shot Heard Around Ohio

Zacchini v. Scripps-Howard Broadcasting Company

Hugo Zacchini performed his human cannonball act in which he was shot from a cannon into a net 200 feet away. A Cleveland TV station broadcast his entire 15-second act on the news without his permission. Hugo went to court, claiming the station stole his thunder and owed him $25,000. The news outlet said the U.S. Constitution protected its freedom of expression because the act was a public event.

Does the television station owe Mr. Zacchini money for broadcasting his entire act?

Dressed to Kill

State v. Bontrager

As a member of the Old Order Amish faith, Joas Bontrager must wear dark blue or black clothing at all times. While deer hunting, he was cited by an officer of the Department of Natural Resources for not wearing a bright orange hat, vest, or jacket as required by Ohio law. Bontrager argued in court that the law violates his right to freely exercise his religion guaranteed by both the U.S. and Ohio Constitutions.

Does the regulation requiring hunters to wear bright orange clothing violate Amish religious freedoms?

Bad Hair Day

Rogers v. Toni Home Permanent Company

Perms were trendy in the 1950s and many girls and women used a popular product called Toni Home Permanent. For one Ohio girl, though, the results were disastrous. She and her mother followed the directions, but when she took the curlers off, her hair fell out. She sued the manufacturer for $30,000 in damages.

Should the manufacturer have to pay for what happened to the girl?

Believe It or Not

Boroff v. Van Wert City Board of Education

Nicholas Boroff, a student from Van Wert High School, wore a Marilyn Manson t-shirt to school. On the front was an image of a three-faced Jesus with the phrase, "See No Truth, Hear No Truth, Speak No Truth." On the back was "BELIEVE." Finding the message offensive, the principal told Nicholas to wear it inside out or go home. Over the next four days, Boroff wore a different Manson t-shirt, was sent home, and marked truant each day. His mother filed a lawsuit, claiming her son's First Amendment right of free expression was being violated.

Can Schools Limit Free Expression?



Benched

Menke v. Ohio High School Athletic Association

Kentucky high school students who attended a Cincinnati private school were prohibited from playing junior varsity and varsity sports because a state rule limited eligibility to children of Ohio residents. The Kentucky students went to court claiming the rule violated their constitutional right to education and equal protection under the law.

Is playing school sports part of a right to an education?

Search & Seizure

State v. Jones and *State v. Moore*

A state trooper thought he smelled marijuana inside a car he pulled over. While the driver sat in the patrol car, the trooper called to check on the license. Even though the license was valid, the trooper decided to search the interior and trunk of the car. Marijuana was found in the trunk, but not inside the car. The driver filed a motion contesting his arrest, claiming that the search of the trunk was unconstitutional.

Does the smell of burning marijuana justify a search without a warrant?

Thrown for a Loss

Cincinnati Enquirer v. Krings

Paul Brown Stadium, home of the Cincinnati Bengals, was financed by a sales tax increase approved by Hamilton County voters. When the Cincinnati Enquirer asked to inspect all records related to cost overruns for the stadium, the newspaper was denied permission. Officials said many of the expense records were kept by private companies hired to build the stadium and they were not open to the public. The newspaper went to court to obtain the records.

Are the records open to the public?



Eye in the Sky

State of Ohio v. Sudinia Johnson

Based on tips from informants, the Butler County Sheriff's Office suspected Sudinia Johnson of buying and selling large amounts of cocaine. A deputy sheriff placed a tracking device on Johnson's van without obtaining a warrant. Law enforcement tracked the van by Global Positioning Satellite (GPS) to Chicago, where Johnson met with an accomplice. The two men drove separately back to Butler County, where officers stopped and searched both vehicles, found about 15 pounds of cocaine, and arrested Johnson.

Is law enforcement required to get a warrant before placing a gps tracking device on a vehicle? Does satellite tracking violate privacy laws?

Please note that it is unlikely your guide will review each exhibit with your group. As time allows, guides will build in approximately 5 minutes of free exploration time for you and your students to review the exhibits and read case outcomes. We often have more than one school touring each day (especially in the spring) and generally need to move each group through the entire touring program in a maximum of 90 minutes.

If you would like to receive a summary sheet that includes all case outcomes, please inform your guide or email our office after your tour. We discourage the practice of asking students to write down case outcomes while touring.



Balance of Power

Ohio's government is separated into three independent branches. Each branch has the ability to limit the power of the other two. Elementary students will have a chance to "balance" the government with the interactive Balance of Power exhibit.

Pre-Tour Activities:

This activity is for elementary students.

- Review the three branches of government and their functions at the local, state, and federal levels.
- Give examples of positions of work in each branch.
- Discuss how individuals come to hold positions in each branch, whether by election, appointment, or some other manner.
- Give examples of how one branch of government keeps another in check, such as the courts' authority to rule laws unconstitutional.

Post-Tour Activities:

Compare our system of government with others around the world.



Dispute Resolution

Popular television programs portray courts as hostile places focused on punishment, when in reality peaceful resolution of conflict is the ultimate goal of the judiciary. Oftentimes, this occurs through methods other than a jury trial. Mediation, a form of dispute resolution, is presented in the education center in a fictional scenario involving child custody.

Pre-Tour Activities:

- Discuss the importance of using the court system and the rule of law for resolving conflicts.
- Ask your students to recall a conflict they have had with a peer or sibling and how it was resolved. Did anyone else help resolve the problem? What did they like or dislike about how the problem was handled?

Mock Trials

Elementary and middle school students will experience a scripted mock trial as part of their tour. At the elementary level, teachers will be able to choose between cases based on the book/movie Harry Potter or the book/movie Wonder. At the middle school level, students will use a trial based on a case that the Supreme Court of Ohio previously heard.

Dursley v. Hagrid

This fictional civil trial stems from a well-known incident from the first book in the Harry Potter series. In *Harry Potter and the Sorcerer's Stone*, Hagrid uses magic to give Harry's cousin and nemesis, Dudley Dursley, a pig's tail. Mr. and Mrs. Dursley think Hagrid should be responsible for paying the cost of the operation to remove the tail, but Hagrid disagrees. Students will role-play the trial and discuss the importance of fairness and impartiality in the courts. Important concepts about courtroom procedures, evidence, and witnesses will also be discussed during this activity.

Pre-Tour Activities:

- While many students are already familiar with the storyline mentioned above, it is not necessary for students to have read any Harry Potter books to participate in this activity, however a short review of the case background can be helpful.
- Explain the difference between a civil trial and a criminal trial using the glossary on page 22.
- Telling the truth is always a good thing – especially in court. Talk with your students about the importance of asking a witness to take an oath to tell the truth. What would happen if someone told a lie on the witness stand?
- Judges and members of the jury are required to make their decisions based on the law and evidence presented, not their personal feelings. Talk about the importance of not letting your personal opinions or beliefs get in the way of resolving conflict in a court of law.
- Prepare your students by telling them that some of them will have an opportunity for a speaking part during this activity. There are nine speaking parts in total, some more involved than others. If you have a desire to pre-select those students, please do so. Students not playing a specific role in the trial will serve on the jury and decide the outcome of the case.

Your guide may ask the teacher or chaperone with the group to assist in identifying students to play a role. The trial is scripted and geared towards students in the 4th or 5th grade. Selected students should enjoy reading out loud and be comfortable participating in role-playing activities. Please inform your guide if you have pre-selected students to participate.

Albans v. Will

This fictional civil trial stems from an incident that occurs in the book and movie *Wonder*. In *Wonder*, Jack Will punches Julian Albans in the mouth at school, knocking out a baby tooth. Jack did this in response to cruel comments made by Julian about Jack's friend Auggie Pullman.

Julian's family thinks Jack's family should be responsible for paying the cost of the bill associated with Julian going to the dentist for exams, but the Wills disagree. Students will role-play the trial and discuss the importance of fairness and impartiality in the courts. Important concepts about courtroom procedures, evidence, and witnesses will also be discussed during this activity.

Pre-Tour Activities:

- While many students are already familiar with the storyline mentioned above, it is not necessary for students to have read or watched the movie Wonder to participate in this activity, however a short review of the case background can be helpful.

- Explain the difference between a civil trial and a criminal trial using the glossary on page 22.
- Telling the truth is always a good thing – especially in court. Talk with your students about the importance of asking a witness to take an oath to tell the truth. What would happen if someone told a lie on the witness stand?
- Judges and members of the jury are required to make their decisions based on the law and evidence presented, not their personal feelings. Talk about the importance of not letting your personal opinions or beliefs get in the way of resolving conflict in a court of law.
- Prepare your students by telling them that some of them will have an opportunity for a speaking part during this activity. There are nine speaking parts in total, some more involved than others. If you have a desire to pre-select those students, please do so. Students not playing a specific role in the trial will serve on the jury and decide the outcome of the case.

Your guide may ask the teacher or chaperone with the group to assist in identifying students to play a role. The trial is scripted and geared towards students in the 4th or 5th grade. Selected students should enjoy reading out loud and be comfortable participating in role-playing activities. Please inform your guide if you have pre-selected students to participate.

Humphrey v. Lane

This real-life case from the late-1990s centers on a dispute between Wendell Humphrey and his employer, the Ohio Department of Rehabilitation and Correction. The central issue is religious freedom versus the department's grooming policy for correction officers. Middle school students will have the opportunity to conduct this trial and participate in a follow-up discussion about citizens' rights guaranteed by the U.S. and Ohio Constitutions.

Pre-Tour Activities:

Read the following story of Wendell Humphrey in class. Review the First Amendment, with an emphasis on the freedom of religion clause.

Case Synopsis:

Wendell Humphrey is an American Indian of the Shoshone-Bannock tribe and he is a prison guard at the Hocking Correctional Facility in Nelsonville, located about 60 miles southeast of Columbus. As part of his religious practice, Humphrey believes he is obligated to wear long hair and he can only cut it under special circumstances.

The case is about a clash between Humphrey's religious convictions, including his belief that he grows long hair, and the department's grooming policy. Employees were expected to present a professional image to instill public confidence and to establish respect from the inmates.

Officials of the correctional facility said the rule was essential to the image, discipline, and security at the prison.

When the policy was first announced, Humphrey and his supervisors agreed that he could keep his long hair if he kept it tucked inside his uniform cap. That worked well for five years until Janis Lane, the warden, sent a memo to employees reminding them about the policy. When Humphrey refused to cut his hair to collar length, he was notified that he would be fired.

Humphrey filed a complaint in the Hocking County Common Pleas Court claiming the grooming policy violated his religious freedom guaranteed by both the U.S. and Ohio Constitutions.

The First Amendment to the U.S. Constitution states that, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," but court rulings have also identified religious practices that are extreme and possibly harmful. In those situations, the courts have determined that there must be a "compelling interest" to limit religious freedoms.

Does the Ohio Department of Rehabilitation and Correction have a compelling interest to dictate the length of Mr. Humphrey's hair? Or, is this a clear violation of Mr. Humphrey's First Amendment rights?

Post-Tour Activities:

- Have students write a reflective piece on the trial of *Humphrey v. Lane*. Do they agree or disagree with the outcome?
- Discuss in class how the government protected the rights of Wendell Humphrey.
- Ask students to write a journal entry from the perspective of a participant, such as Wendell Humphrey or Reggie Wilkinson
- Ask students to play the role of a reporter covering the case of *Humphrey v. Lane* for the local paper or TV station. The reporters are to write several short articles that chronicle the case from beginning to end.
- Summarize how trial courts differ from appellate courts.
- Further discuss the idea of "compelling interest." Do you agree that the courts should recognize limits to religious freedom?

This activity has seven speaking parts. Your guide may ask the classroom teacher to assist in identifying students to play a role. The trial is scripted and geared towards students in the 6th-8th grade. Selected students should enjoy reading out loud and be comfortable participating in role-playing activities. Please inform your guide if you have pre-selected students to participate.



Women In Law Gallery

The Women in Law exhibit celebrates the trailblazing contributions of women to Ohio's legal history. The exhibit, which opened in August 2025, serves to inspire future generations by highlighting pioneering women whose accomplishments transformed Ohio's legal landscape and justice system. The interactive exhibit offers a unique opportunity to hear their voices, learn from their stories, and experience the remarkable impact of their leadership.

Visitors to the gallery will learn of women who were historic firsts, including Nettie and Florence Cronise, sisters who were the first women to pass the Ohio bar in 1873, and Florence Allen, who was the first women on the Supreme Court of Ohio. She later served on the U.S. Sixth Circuit Court of Appeals. The gallery also spotlights Maureen O'Connor, Ohio's first woman chief justice.

Exhibits

In Their Own Words

An interactive panel where visitors can explore, read and listen to the stories of the 13 women who have served or are currently serving as justices on the Supreme Court of Ohio. Each story provides visitors with a glimpse into the background and journey of the justices: Florence Ellinwood Allen, Blanche Ethel Krupansky, Alice Robie Resnick, Evelyn Lundberg Stratton, Maureen O'Connor, Judith Ann Lanzinger, Yvette McGee Brown, Sharon L. Kennedy, Judith L. French, Mary DeGenaro, Melody J. Stewart, Jennifer Brunner, and Megan E. Shanahan.

Policy Shapers

With an interactive screen, visitors can explore featured stories about influential women in Ohio law such as Stephanie Tubb Jones, a Black woman who achieved many firsts, and Kathleen Burke, the first female president of the Ohio State Bar Association. Visitors can also view a photo gallery of 18 historical events and moments. Finally, visitors can take a six-question multiple-choice quiz to test what they've learned.

Travel Through History

This collection offers numerous articles on the history of Ohio women in law. Visitors can explore Ohio's history through eras, such as Admissions, Education, and Advocacy (1879-1959), or by topic such as Sojourner Truth and her speech as an orator and abolitionist in Akron, as well Edna Lavina Gray, one of Cincinnati College of Law's first female graduates. With over three pages of articles and information, visitors are sure to gain a deeper understanding of the different roles women have played in the legal field.

Questions for Discovery

Below are some questions you can pose to your students. These can be used before the visit to prime them for discovery, during the exhibit for exploration guidance, or afterwards as reflection activity.

Elementary School

- Is there a woman in the exhibit who catches your interest? Why and what did she accomplish?
- Find someone who was the "first" woman to accomplish something. Why do you think being "the first" might be difficult?
- Find a woman whose actions helped other people. What did she do?
- If you could interview one woman featured in the exhibit, who would you choose and what would you ask her?
- After seeing the exhibit, what is one job in law or government that you'd like to know more about?

Middle School

- Find three "firsts" accomplished by women in Ohio law. What barriers do those firsts suggest once existed?
- Find an example where an individual helped change an institution. What did that person do, and what changed?
- Find a first-person quotation or story in the exhibit. How is learning from someone's own words different from reading a description written about that person?
- Identify one claim made in the exhibit that you would like to investigate further. What additional source would you look for?
- How did expanding women's opportunities in law change who participated in Ohio government?
- Why might representation matter in courts and other government institutions?

High School

- What does the chronology of women serving on the Supreme Court of Ohio tell you about the difference between legal equality and equal participation?
- Whose story in the exhibit challenges or complicates something you previously believed about Ohio history? Explain.
- Find a woman in the exhibit whose story you have never heard before. What did you discover about her that you think others should know?
- Explore the exhibit's timeline or historical sections. Where do you notice an important change in opportunities for women? What evidence caught your attention?
- Find a woman who influenced Ohio law without serving on the Supreme Court. How did she make an impact?

Additionally, you can give your students these guiding questions to think about as they walk through the exhibit:

Women in Law: Exhibit Investigation

As you explore the exhibit, discover:

- A FIRST: Find a woman who was the first to accomplish something. What does her story tell you about the time in which she lived?
- A CHANGE: Find evidence showing that opportunities for women in Ohio law changed over time. What changed?
- A VOICE: Find a quotation or personal story that catches your attention. Why did you choose it?
- A SURPRISE: Find something you didn't expect to learn. What surprised you and why?
- A QUESTION: Find something that makes you want to know more. What question would you investigate next?



Tuskegee Airmen: Portraits in Courage

The Tuskegee Airmen exhibit in the Supreme Court of Ohio Visitor Education Center depicts the landmark importance of the Tuskegee Airmen and how an airbase in central Ohio played a prominent historical role. Following World War II, the famed pilots were stationed at what is now Rickenbacker International Airport on the south side of Columbus between 1946-1949.

The Tuskegee Airmen served the U.S. Armed Forces during WWII. These pilots and ground crews were trained between 1941 and 1946 at the Civilian Flight Training Program at Tuskegee Institute, near Montgomery, Alabama. Eventually, the group of 992 pilots from 44 classes, including liaison and service pilots, graduated from advanced flying training at Tuskegee Army Air Field. Their exceptional record of service and heroism on missions in the European Theatre of Operations and North Africa led to the desegregation of the U.S. military in 1948. The 332nd Fighter Group, which includes the 99th, 100th, 301st, and 302nd fighter squadrons, was the first all-African American unit in the Army Air Forces. The field of Tuskegee personnel was expanded to 14,000 to include navigators, bombardiers, crew chiefs, mechanics, flight surgeons, nurses, cooks, and other support personnel – both men and women.

The exhibit features five portraits of Airmen, gifted to the Supreme Court from artist Robert E. Tanner Sr. in 2008.

General Benjamin O. Davis Jr. (1912-2002) was born in Washington, D.C., to a military family and graduated high school in Cleveland. He received an appointment in 1932 to the United States Military Academy at West Point, where he graduated in the top 20% of his class. The Army wanted an African American graduate of West Point to command the Tuskegee squadron, so within a year of Davis earning his wings in March 1942, he commanded a unit of 1,000 Black pilots, which came to be known as the Tuskegee Airmen, and became the commander of the 332nd Fighter Group.

General Daniel "Chappie" James Jr. (1920-1978) is best remembered as being the first African American to reach the rank of 4-Star General in the U.S. Armed Forces, as the Commander-in-Chief of North American Air Defense Command (NORAD) and Air Force Aerospace Defense Command (ADCOM).

Colonel George S. "Spanky" Roberts Sr. (1918-1984), a native of London, West Virginia, graduated from high school at age 15 and received his bachelor's degree in mechanical arts from West Virginia State University. He enrolled in the Civilian Pilot Training Program Unit III in 1939 and was a member of the Tuskegee Airmen's very first class at the Tuskegee Institute. He flew 100 combat missions in WWII and became commander of the 332nd Fighter Group in 1945. In 1982, Colonel Roberts was featured in the Black Wings exhibit at the Smithsonian dedicated to the Tuskegee Airmen.

Captain Louis R. Purnell Sr. (1920-2001) was a native of Snow Hill, Maryland. He joined the Civilian Pilot Training program, earned his pilot's license, then enlisted in the Army Air Corps at Tuskegee. He was commissioned a 2nd Lieutenant with the 99th Pursuit Squadron and was credited with 88 combat missions over North Africa; Sicily; Italy; and Germany. Captain Purnell became the first African American curator at the Smithsonian National Air and Space Museum and was integral in the 1983 opening of Black Wings, which later became a permanent exhibit at the Smithsonian dedicated to the Tuskegee Airmen.

Lt. Colonel Harry T. Stewart Jr. (1924 - 2025) was a native of Newport News, Virginia, and grew up in Queens, New York. At age 18 Stewart volunteered for the U.S. Army Air Corps and passed the pilot cadet exam. He was a member of Tuskegee Airmen Class 44-F-SE and was awarded his pilot wings, and was one of only four Tuskegee Airmen to earn three aerial victories in a single day of combat, downing three Me-109s.

Questions for Discovery

Below are some questions you can pose to your students. These can be used before the visit to prime them for discovery, during the exhibit for exploration guidance, or afterwards as reflection activity.

Elementary School

- Choose one portrait that catches your attention. What made you choose that person?
- Look closely at how the artist created the portraits. What do you think the artist wanted visitors to notice about these men?
- Find someone who had to overcome an obstacle to accomplish his goal. What was the obstacle and what did he do?
- What qualities do you think these Airmen needed to succeed? Find something in one person's story that supports your answer.
- What did you discover about the Tuskegee Airmen that connects their story to Ohio history?
- Why do you think we still tell the stories of the Tuskegee Airmen many years after World War II ended?
- If you could ask one of the Airmen one question, whom would you choose and what would you ask?

Middle School

- Which Airman's story surprised you the most? What specifically surprised you?
- Find evidence that African Americans did not have the same opportunities in the military as white Americans at the beginning of this story. What did you find?
- Find an example of someone refusing to allow a barrier to determine what he could accomplish. How did he respond?
- Find evidence of the Airmen's military accomplishments. How might their performance have challenged ideas people held about African American servicemen?
- Look for evidence of social change before, during, and after World War II. Which development seems most significant to you?
- How does discovering an Ohio connection to the Tuskegee Airmen change your understanding of something you might otherwise think of only as a national history story?

High School

- Choose one portrait based solely on the artwork. What makes you curious about that person? After reading his biography, what did you discover?
- Find someone identified as the first African American to accomplish something. What does that "first" reveal about American society at that time?
- Find something in the exhibit that illustrates a gap between American ideals and Americans' experiences. What questions does that gap raise?
- Find evidence that the Airmen's influence continued beyond World War II. What did you discover?
- Without being told, see if you can discover why an exhibit about men trained in Alabama has a connection to Ohio. What did you find?
- Why do you think the artist chose portraits rather than paintings of airplanes or combat scenes? What story does seeing these five faces tell that an exhibit displaying only airplanes, uniforms, or military equipment might not tell?
- What part of the Tuskegee Airmen's story are you more curious about after seeing the exhibit than you were before?

Additionally, you can give your students these guiding questions to think about as they walk through the exhibit:

Tuskegee Airmen: Exhibit Investigation

- A FIRST: Find someone who was the first to accomplish something. What was the accomplishment, and what does that "first" tell you about the time in which he lived?
- A CHALLENGE: Find an obstacle or barrier one of the Airmen faced. How did he respond, and what does his experience make you wonder about?
- AN OHIO CONNECTION: Find evidence connecting the Tuskegee Airmen to Ohio. What did you discover, and why might that connection matter?
- A SURPRISE: Find something you didn't expect to learn. What surprised you, and why?
- A QUESTION: Find something that makes you want to know more. What question would you investigate next?



Careers In Law Exhibit

As students visit the Supreme Court of Ohio, they have a chance to learn about various careers in law. Not every attorney works in a courtroom, yelling "objection" when things aren't going their way. Careers in law encompass a wide range of jobs and positions in the legal field. Law is a very specialized field. Just like the medical field, people interested in practicing law study and train so they can develop the skills and knowledge to better help people. Some careers require a law degree, called a Juris Doctor (JD), but going to law school is not the only path to a career in law. In fact, the legal system relies on many different careers to keep the legal process running smoothly.

While visiting the Careers in Law exhibit, students will have a chance to read panels of varying types of law they could practice. There is also a table with built-in tablets to have the students take a "Buzzfeed" style quiz to learn what area of law they might be interested in.

Questions for Discovery

Elementary School

- Explore the exhibit and find an area of law you did not know existed. What did you discover about it?
- Find a career where someone might work mostly outside a courtroom. How is that job still connected to law?
- Find a career in the legal profession that requires someone to be a good listener. Why would listening be important in that job?

- Find a career in the legal profession that requires someone to solve problems. What kinds of problems might that person solve?
- Find two careers that have very different jobs but work toward the same goal. What is that shared goal?
- Imagine that one of the jobs you discovered disappeared for a day. What problem could that create?
- Which career would you most like to try for one day? Why?
- Find a career that you think one of your classmates might be good at. What skill have you seen that classmate demonstrate?

Middle School

- Before exploring, make a quick prediction: How many different careers do you think are connected to the legal system? Now explore. What did you discover?
- Find a career that involves working directly with the public. What responsibilities come with that interaction?
- Find a career where technology could be an important part of the job. How might technology be used?
- Think of one career in the legal field. Which school subject do you think would help prepare someone for it? Explain your reasoning.
- Choose one career and work backward. What might a student your age begin doing now to explore whether that career interests them?
- Which job in the exhibit seems to have an important role that the public might rarely notice? What makes it important?
- Find a career in the legal profession you would not have considered before exploring this exhibit. What changed your mind about it?

High School

- Find a career that involves law without necessarily spending much time inside a courtroom. What does that tell you about the legal profession?
- Instead of choosing a career first, choose a skill you already have. Now explore until you find a legal career that uses that skill. What did you find?
- Choose one career and identify one thing you could realistically do during high school or college to explore it further.
- Find a job that helps ensure a court operates fairly or efficiently without actually deciding cases. How does that job contribute?
- Find the career that seems least connected to your original idea of "law." Discover how that person still contributes to the legal system.
- Which career do you think the general public understands the least? What did you discover about it?
- Choose one professional represented in the exhibit. What would you ask that person about the reality of the job that a career description couldn't tell you?
- What do the careers in this exhibit collectively tell you about what it takes for the judicial branch to function?

Additionally, you can give your students these guiding questions to think about as they walk through the exhibit:

Careers in Law: Exhibit Investigation

- A CAREER: Find a career you didn't know much about before today. What does that person do, and why is the job important?
- A SKILL: Find a career that requires a skill you have or enjoy using. What is the skill, and how would someone use it in that career?
- A CONNECTION: Find two different careers that need to work together. How does one person's work help the other?
- A SURPRISE: Find something about a career in law that you didn't expect. What surprised you and why?
- A QUESTION: Find a career that makes you want to know more. What question would you ask someone who actually does that job?

Glossary of Terms

This glossary is to be used for the purpose of preparing students to tour the Visitor Education Center. More detailed definitions can be found in Black's Law Dictionary or other legal resources available on the internet or in the Supreme Court's Law Library.

Appeal: To ask a higher court to reverse the decision of a lower court after the final judgment or other legal ruling.

Appellate Court: See Court of Appeals.

Attorney: A person who has studied law and is licensed to represent others in legal matters.

Bailiff: A court official who helps a judge manage a courtroom.

Brief: A written legal argument stating the laws, facts, and reasoning in a case.

Civil Case: A dispute often between two people or parties. One person seeks money for damages or losses that may or may not have been caused by the other person. The purpose of a civil trial is to determine responsibility – not guilt or innocence.

Constitution: The fundamental laws and principles of a government.

Counsel: Another word for attorney or lawyer.

Court of Appeals: A court with the authority to review the decisions of lower (trial) courts.

Court of Common Pleas: In Ohio, the trial court of general jurisdiction. This court has jurisdiction over all felony cases and civil matters involving $15,000 or more. Also includes the domestic relations, juvenile, and probate divisions.

Cross examination: The questioning of a witness conducted by the opposing side. It is used to test truthfulness and to cast doubt on witness testimony.

Criminal Case: A trial for a person that has been accused of violating the law. The purpose of a criminal trial is to establish guilt or innocence and determine the appropriate penalty which may include fines or time spent in jail.

Defendant: In a criminal case, a person accused of a crime. In a civil case, the party being sued.

Defense: The methods used to defend an accused person in court.

Defense Attorney: The attorney who represents the accused.

Deliberations: The private discussions by a jury to reach a decision in a case.

Direct questioning: The first questions to a witness. Attorneys use direct questioning to help tell their client's side of the story.

Dispute Resolution: A means for parties to resolve their differences outside of the courtroom.

Due Process: Constitutional guarantees to protect the legal rights of the individual.

Evidence: Information or items presented to a court to establish proof.

Executive Branch: The branch of government responsible for enforcing the law. People who work in the executive branch include the president, governors, mayors, and law enforcement officials.

Fact: A thing that is known or proved to be true.

Felony: A serious crime, punishable by at least six months in prison. Felonies very by degree and have varying prison sentences associated with each degree.

Judge: An experienced lawyer who is responsible for considering and deciding legal issues in court case. Judges in Ohio are elected to 6-year terms, but federal judges are appointed to life terms.

Judicial Branch: The branch of government responsible for interpreting the law. People who work in the judicial branch include judges, lawyers, court reporters, paralegals, and mediators.

Jurisdiction: The legal authority of a court to hear and decide a certain type of case.

Juror: An individual who sits on a jury.

Jury: The group of persons selected to hear the evidence in a trial and decide a verdict based on the facts.

Juvenile Court: Considers and decides cases of people who are 17 years or younger who are unruly, abused, neglected, or dependent.

Legislative Branch: The branch of government responsible for writing laws. People who work in this branch include senators, representatives, and city councilors.

Mediation: A means to settle differences outside of the courtroom. A neutral third party helps those in dispute discuss the issues and reach a solution.

Modify: An action taken by the Court of Appeals when the judges partially agree with the trial verdict, but feel that some changes to the outcome are necessary in order to comply with the law.

Municipal Court: In Ohio, a trial court that mainly hears traffic cases and lawsuits involving no more than $15,000.

Northwest Ordinance: The document that established a governing system for the Northwest Territory. It established a Bill of Rights, banned slavery, and provided a method for admitting new states into the Union.

Opinion: The explanation of a court's judgment.

Oral Arguments: An attorney's presentation of reasoning before an appellate court.

Overturn: To reverse a previous court's decision.

Plaintiff: The person who accuses someone of causing harm or loss and files his or her complaint with the court.

Prosecuting Attorney: A lawyer who works for a state or government organization and is responsible for starting legal proceedings and then proving in court that the suspect committed the crime he or she is accused of. The opposite of a prosecutor is a defense attorney.

Remand: A decision by the Supreme Court or the Court of Appeals to return a case to the trial court for further action.

Supreme Court of Ohio: The court of last resort in Ohio.

Testimony: Oral evidence given under oath by a witness.

Trial: The examination of facts and law presided over by a judge with authority to hear the matter. See Court of Common Pleas, Juvenile Court, and Municipal Court.

Uphold: An action taken by the Court of Appeals when a majority of the judges agree with the trial verdict.

Verdict: The decision of a jury in a civil or criminal trial.

Witness: A person with first-hand knowledge about a case who testifies under oath in a trial. A witness shares his or her own observations.



If you have not yet scheduled a tour, contact us at CourtTours@sc.ohio.gov or 614.387.9223.