



JUDICIAL LEARNING CENTER- Gallery Walk

GRADE LEVEL: 4-5

LESSON DURATION: 60 Minutes

Standards:

SS5.1.1 Describe the basic rights and responsibilities of citizenship.

SS5.1.3 Understand the basic origins of the United States Constitution (e.g., Declaration of Independence)

SS12.6.5 Understand the purposes of the three branches of government.



Relevant Subject Areas:

- Civics
- Government
- History

Materials Needed:

- Gallery Walk Guide (Attached)

Rationale

Laramie County School District #1 (and likely others) have entire units that cover SS5.1. These units often take weeks or even months. The objective of this lesson plan is a culminating activity at the Wyoming Judicial Learning Center (WJLC) after these units have been completed in the classroom, but prior to the major assessments that will come at the end of the Citizenship, Government, and Democracy units. In LCSD1, these topics are taught and assessed in the 4th quarter of 5th grade and a visit to the WJLC at the end of the 5th grade year would be both meaningful academically and an exciting finish to 5th grade.

Procedure:

1. Before you arrive at the WJLC, make sure you have made clear the intentions of the visit. Explain to students they are visiting the WJLC as a way to enrich their understanding. It would be wise to have checked student understanding throughout the unit and prior to the visit. The visit is meant to enrich student understanding and establish deeper connections, not to necessarily teach anything new to students.
2. Upon arriving, start in the Wyoming Judicial Learning Center Theatre. The walk will then proceed as follows on the attached student galley walk guide.
3. Be mindful, to make changes to the gallery walk guide that might help make student connections better. Each teacher will have small to medium variations in their classroom approach. Tailoring the guide to your students' classroom experiences will be important for their understanding. The guide has been generalized according to Wyoming State Standards for the 5th grade in Standard One.

Possible Extensions:

After visiting WJLC, student may return to class and review their experience. Teachers may want to facilitate a discussion about the WJLC experience and possibly assess one of the priority standards. Based on 5th grade priority understandings, and essential questions, U4 – the Constitution protects basic human rights (SS5.1.1, SS5.1.3, SS5.1.5), EQ3 – How is the Constitution a living document?, and S1 – describing the basic rights and responsibilities of U. S. citizenship. (5.1.1, 5.1.3, 5.1.5) would all be good places to begin return activities.



Name: _____

Social Studies Unit 4: The Constitution

Task: Tour the Wyoming Judicial Learning Center Starting in the Theatre. Record your thinking on this paper. Try and consider how what you are seeing today connects to what you have learned about in the classroom. Use the headings in bold below to help you stay on track. You do not have to go in any particular order after the theatre – SPREAD OUT!

Wyoming Judicial Learning Center Theatre

How did the framers try to protect our rights and freedoms when they drafted the Constitution (EQ5)?

A Nation of Laws

Read the four pillars of the rule of law. What individual rights can you recall from class that you believe are the most important to you? (K5, S1)

Separation of Powers

Review the branches of government. Collaborate with the people around you and write once check on power each branch has on either of the other two. (K1, S4)



Guaranteed Individual Rights

Of course, our rights to religion, speech and press, petition and assembly, and the right to bear arms are all very important. Look at the remaining rights listed on the display. Which of those remaining five do you believe are most important to protecting our freedom? Why are those rights such a big deal to you? (K5)

Due Process of Law and Equal Protection Under the Law

Read the explanation of procedural fairness. Consider the limits on government power at the bottom. How do you think life in the United States would be different if those limits didn't exist? (U1, S4)

Timeline of U.S. and Wyoming Government and Law (spans two walls)

Spend time looking over the entire timeline. What two people and what two events have been important in the development of our state and nation? (S6)

Person #1: _____

Event #1: _____

Person #2: _____

Event #2: _____



You Be the Judge Interactive

Write your ruling below on each of the three cases

Case #1: _____

Case #2: _____

Case #3: _____

Wyoming Court System Interactive Map

Explore the Court systems that exist in Wyoming. What was one of the first court locations? Why was it so early? What has been a more recent change to the court systems in Wyoming? What does that tell us about our changing state and nation?

Hear From a Judge Interactive

Use the phones to hear from Wyoming judges. What do you think would be the most interesting part of the duties and responsibilities of a judge?

