

GED 2002 Teachers' Handbook of Lesson Plans

| Area/Skill - Social Studies | Cognitive Skill Level - Application | Correlation to Framework - 02.07, 02.11 | Lesson Number - 10 |
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| <p>Activity Title - Rights Under the Fourth Amendment</p> <p>Goal/Objective</p> <p>To evaluate rights received under the Constitution and apply those Constitutional rights to daily life.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Every day, people take for granted the right that has been established by our Constitution from unlawful search and seizures. This right has been set forth in the Fourth Amendment of the Constitution. It is only when this right has been infringed upon do people recognize the importance of this law.</p> <p>Activity</p> <p>Give the students a copy of the Fourth Amendment to the U.S. Constitution. Next supply the students a Supreme Court Case for group discussion. Have the students determine whether or not the person in the case has had his/her rights violated. Discuss the students' reactions. Have the students then complete a writing connection about the case and the constitutional freedom.</p> <p>Materials on the Constitution and the Supreme Court cases can be located via the Internet with summaries provided through the website "Road to the Constitution."</p> <p>Debriefing/Evaluation Activity</p> <p>Have the students discuss the amendment and the implications that search and seizure has on the students themselves. Discuss the need for the students to understand their rights under our laws and the need to be actively involved in their government.</p> | | | <p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Handout—Copy of the Fourth Amendment • Handout—Copy of Supreme Court Case • Pencil/paper, newspapers and news magazines • Highlighter • A Road Map to the U.S. Constitution - A website http://www.thinkquest.org/11572/ |
| | | | <p>Extension Activity</p> <p>Bring in some former Supreme Court cases that have involved search and seizures of students in school settings. Students should first read the cases and discuss with the group what implications this would have on them and their life or the lives of their children or grandchildren.</p> |
| <p>Real-Life Connection</p> <p>Look in newspapers or news magazines for articles that show where search and seizure rights might have been violated. Ask if any one knows of any possible cases on the violation of these rights.</p> | | | <p>ESE/ESOL Accommodations</p> <ul style="list-style-type: none"> • Provide the students who require help a partner with whom they can read and discuss the case before joining the large group. • Highlight the key parts of the amendment and the Supreme Court case. • Provide students with a summary of the law and the court cases. |

GED 2002 Teachers' Handbook of Lesson Plans - Script

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Activity Title - Rights Under the Fourth Amendment

Introduction

Ask: Have you ever had someone invade your privacy by searching through your things? Have you ever invaded your child's privacy? Answers may include things like parents going through drawers, grandparents looking at their papers or friends reading their diaries. Discussion should lead into the idea that people in their everyday life may invade another's privacy, but the question is when is that invasion seen as breaking the law.

Main Activity

Say: We are going to look at the Fourth Amendment to our U.S. Constitution. Discuss the fact that this amendment was written to keep others from being able to unlawfully search and seize property that belongs to us. Pass out copies of the amendment. Have the students read and interpret the Amendment itself. Now pass out one or more Supreme Court Cases. Discuss the cases and have the class decide whether the individual in the case had his/her rights violated.

You may wish to access Supreme Court Cases and summaries through the Internet. A sample site would be: A Road Map to the U.S. Constitution - <http://www.thinkquest.org/11572/index.html>.

Closure/Conclusion

Ask: How will you know if the Fourth Amendment affects your life? Possible answers could be: someone searching a car when stopped for a traffic violation, use of personal data by sources with intent to commit fraud, forced sale of property due to construction, etc.

Follow-Up Lessons/Activities

Ask: How many of you have heard of a criminal case being thrown out of court because the police did not follow the law when they searched a car or house of the person on trial? Look in for media for samples of this. Discuss the implications of this action.