

# Chapter 19

## Section 2: Freedom of Religion

**Guiding Question:** How does the 1st Amendment protect the freedom of religion?

### GET STARTED

#### Lesson Goals:

- ❑ Students will clarify the meaning of the Establishment Clause and its “wall of separation” by completing a chart outlining freedom of religion cases.
- ❑ Students will learn how the Supreme Court has interpreted the Establishment Clause and the Free Exercise Clause.

**Bellringer** Write on the board: **In what ways is freedom of religion limited in public schools? Answer in your notebook. (Hint: Think about prayer, the Bible, and group meetings.)**

**Vocabulary** Have students write an original sentence using each term. Then have students share their sentences with the rest of the class.

### TEACH

Ask students to share their answers to the Bellringer activity. Tell students that in this section they will learn about religious freedom in the United States, guaranteed by the 1st and 4th amendments. As students read, have them consider how freedom of religion benefits both those who practice a religion and those who choose not to practice a religion.

#### Ask:

- What is the name of the clause in the 1st Amendment that separates church and state? (*the Establishment Clause*)
- Why do you think the Supreme Court struck down released time programs in a public facility but allowed them in a private facility like a home? (*Answers will vary, but students may say that while a public facility must maintain the separation of church and state, a private home need not.*)
- What does the Equal Access Act of 1984 allow? (*The Equal Access Act of 1984 allows student religious groups to meet in schools just like other student groups.*)

#### Learning Styles: Logical/Mathematical

Tell students that the issue of reciting prayers in public school has been debated at length and for many years, and that thus far, the Supreme Court has held that it is unconstitutional. Have each student write an argument for or against prayer in public school. Then have students use their prepared arguments to debate the topic in class. At the end of the debate, take a class poll. How many students favor and how many oppose prayer in public school?

#### Other Strategies

Learning Styles: Visual/Spatial  
ELL/ESL Strategy

### ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

#### Chapter Resources

**Essential Questions Journal**

**Chapter 19 Outline** (All-in-One, pp. 69–71)

#### Other Resources

**Reading Comprehension Worksheet**  
(All-in-One, pp. 84–85)

**Section Quiz B** (All-in-One, p. 89)

**Audio support is available for this section.**

**Additional features for Differentiated Instruction can be found throughout the Teacher’s Edition.**