

## Chapter 20

### Section 3: Rights of the Accused

**Guiding Question:** What protections does the Constitution set out for persons accused of crimes?

#### GET STARTED

##### Lesson Goals:

- ❑ Students will understand the meaning of a writ of habeas corpus, a bill of attainder, and ex post facto laws.
- ❑ Students will examine the rights guaranteed in the 5th and 6th amendments to persons accused of crimes.

**Bellringer** Display Transparency 20E, 5th Amendment Rights, which shows two cartoons and tests students' prior knowledge about the Miranda Rule in general and "taking the Fifth" in particular. Have students answer the questions in their notebooks.

**Vocabulary** Have students break into pairs and create crossword puzzles based on the vocabulary words. Then have groups exchange their puzzles and solve them.

#### TEACH

Read the first paragraph on page 505 aloud. Explain to students that in some countries, an accused person is assumed guilty and bears the responsibility to prove his or her own innocence. Ask: **How is our government different?** *The accused is innocent until proven guilty.* Have volunteers read each subsection aloud. At the end of each, pause to review the content and to explain difficult or unfamiliar words. Next, discuss the Bellringer questions. Ask: **How do these cartoons illustrate the concept of innocent until proven guilty?** *(The accused are not assumed guilty, but have certain constitutional rights and must be proven guilty.)*

##### Ask:

- The Constitution has several provisions that protect the rights of the accused. What underlying principle of the American legal system does this fact reflect? *(The belief that every person is innocent until proven guilty.)*
- For what reason may the right to seek a writ of habeas corpus be taken away? *(if public safety is in jeopardy)*

##### Learning Styles: Body Kinesthetic

Organize students in groups of three to five. Have them play charades, acting out the new facts and terms they are learning in this section.

Perform the following example: Hold up six fingers, then pretend to open a door and wave people inside. *(Students should guess that the 6th Amendment says a trial must be public.)*

When groups exhaust ideas from the two pages, and if time remains, let them continue, using ideas from throughout Section 3.

##### Other Strategies

ELL/ESL Strategy

#### ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

##### Chapter Resources

**Essential Questions Journal**

**Chapter 20 Outline** (All-in-One, pp. 127–129)

##### Other Resources

**Reading Comprehension Worksheet**  
(All-in-One, pp. 149–150)

**Section Quiz B** (All-in-One, p. 162)

**Landmark Decisions of the Supreme Court:**  
*Miranda v. Arizona* (All-in-One, pp. 175–176)

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

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