

## Chapter 20

### Section 2: Freedom and Security of the Person

**Guiding Question:** How does the Constitution protect the freedom and security of the person?

#### GET STARTED

##### Lesson Goals:

- ❑ Students will understand how the 13th Amendment ended slavery and involuntary servitude.
- ❑ Students will understand the 4th Amendment guarantees against unreasonable search and seizure.
- ❑ Students will identify how Supreme Court rulings have narrowed the meaning of the exclusionary rule.

**Bellringer** Display Transparency 20B, Search-and-Seizure Scenario, which describes a search-and-seizure situation. Have students answer the question in their notebooks.

**Vocabulary** On the board, write fill-in-the-blank sentences for each vocabulary word in the section. Have students write the answers on a sheet of paper. Then go over the answers as a class.

#### TEACH

Remind students that the group of amendments called the Bill of Rights was written to protect citizens' security and freedom. Ask students to share some of the rights protected in the Bill of Rights. Next, tell students that they will learn about additional protections added in later amendments and through Supreme Court decisions. Discuss students' answers to the Bellringer question. Explain that the 4th Amendment protects citizens against unlawful searches and seizures. In a case similar to that described, the Supreme Court ruled that when a person runs away from police, this gives them ample reason to stop that person.

Have students skim through the section and write down any amendments or restrictions on government they see mentioned, along with a brief description of each.

##### Ask:

- Before the Civil War, who was responsible for the protection of civil rights? (*the individual states*)

##### ELL/ESL Strategy

**Language Objective:** *To use substitution when learning new vocabulary*

Review the definition of *exclusionary rule*. Once students understand the term, ask them to suggest a way to rename the rule. (*i.e., the "can't-use-it" rule, the illegal-evidence rule, and so on*)

Select one rewording and substitute it in the title of the text. Then read the title as it was originally written. (*i.e., What is the "can't use it" rule? What is the exclusionary rule?*)

Have a volunteer read the second sentence using the same method. Tell students that substitution can be helpful when learning a new word. But to add the word to their vocabulary, they must then reread the sentence using the word they are trying to learn.

##### Other Strategies

Learning Styles: Logical/Mathematical

Learning Styles: Interpersonal/Group Learning

#### 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. 139–140)

**Skill Activity** (All-in-One, p. 143)

**Section Quiz B** (All-in-One, p. 147)

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

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