

Topic:

Bill of Rights: Fourth Amendment

Time:

7-8 days

Grade:

5-6

Core:**Objectives:** Students will:

1. Understand the terminology of the Fourth Amendment.
2. Rewrite the Fourth Amendment in simpler terms.
3. Apply the Fourth Amendment in selected role plays.
4. Defend their interpretation of the Fourth Amendment as it relates to their daily lives.

Procedure:**DAY 1**

1. List selected vocabulary words on chalkboard or overhead.
2. Discuss students' understanding of the vocabulary and use in sentences.
3. Have students complete Handout 1 and Handout 2.

DAY 2

1. Discuss the completed vocabulary worksheet.
2. Display the Fourth Amendment on overhead and have students discuss what it means to them as written.
3. Distribute Handout 3 to everyone with an incomplete Fourth Amendment on the bottom.
4. Have students complete the Fourth Amendment using the selected vocabulary on previously completed worksheet.

DAY 3

1. Review and compare the rewritten Fourth Amendment to the original amendment.
2. Discuss what this amendment may mean in their daily lives. How does it apply? (Brainstorming in groups.)
3. Have a group discussion of ideas.

DAY 4

1. Review Fourth Amendment.
2. Have students divide into groups of four. Instruct them that each person will play the role of someone involved in a search. One will be the person who is searched; one will be the person doing the search; one will be a person who

Additional Resources:

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thinks the search is necessary; one will be a person who doesn't think the search is necessary. The students will draw their roles by selecting a task card. (Handout 6: Role Play Task Cards.)

3. After each student has selected a task card, have the students role play the situation for a few minutes.
4. As a large group, discuss the search role plays.
 - a. How did it feel?
 - b. What were you thinking?
 - c. Is there a need for this amendment?
 - d. When do you think it has been violated?
 - e. Should it ever be violated?

DAY 5

1. Have guest speakers join the class to discuss searches/seizures. The school principal and/or a police officer would be excellent speakers.
2. Write thank you letters to guest speakers.

DAY 6

Design a poster about the Fourth Amendment.

DAY 7

1. Share posters with classmates.
2. Answer the essay questions in Handout 4.
3. Write a letter using proper business letter format. (Handout 5)

Extension Activities:

1. Consider intolerable acts during the pre-revolutionary war period and the Founders' perspectives about searches.
2. Discuss the Fourth Amendment as it relates to times of peace and times of war.
3. Search for articles in newspapers and magazines regarding search and seizure for an ongoing bulletin board.
4. Read *Souder* by W. H. Armstrong to the class and discuss the legal aspects as it relates to the Fourth Amendment.

HANDOUT 1

Name: _____

Date: _____

FOURTH AMENDMENT VOCABULARY

Match the vocabulary term in Column A with the meaning in Column B. Write the letter in front of the word in Column A.

<u>Column A</u>		<u>Column B</u>	
_____	1. Right	A.	Unlawful
_____	2. Effects	B.	Be written
_____	3. Seizures	C.	Likely
_____	4. Seized	D.	Personal items (things)
_____	5. Unreasonable	E.	Disturbed
_____	6. Secure	F.	Taking of items
_____	7. Affirmation	G.	Lawful claim
_____	8. Issue	H.	A written order
_____	9. Warrants	I.	Safe
_____	10. Probable	J.	Taken
_____	11. Violated	K.	Declaration

ANSWER KEY
FOURTH AMENDMENT VOCABULARY

Match the vocabulary term in Column A with the meaning in Column B. Write the letter in front of the word in Column A.

<u>Column A</u>	<u>Column B</u>
<u> G </u> 1. Right	A. Unlawful
<u> D </u> 2. Effects	B. Be written
<u> F </u> 3. Seizures	C. Likely
<u> J </u> 4. Seized	D. Personal items (things)
<u> A </u> 5. Unreasonable	E. Disturbed
<u> I </u> 6. Secure	F. Taking of items
<u> K </u> 7. Affirmation	G. Lawful claim
<u> B </u> 8. Issue	H. A written order
<u> H </u> 9. Warrants	I. Safe
<u> C </u> 10. Probable	J. Taken
<u> E </u> 11. Violated	K. Declaration

HANDOUT 2

FOURTH AMENDMENT WORD SEARCH

In the grid, find these vocabulary words that are an important part of the Fourth Amendment.

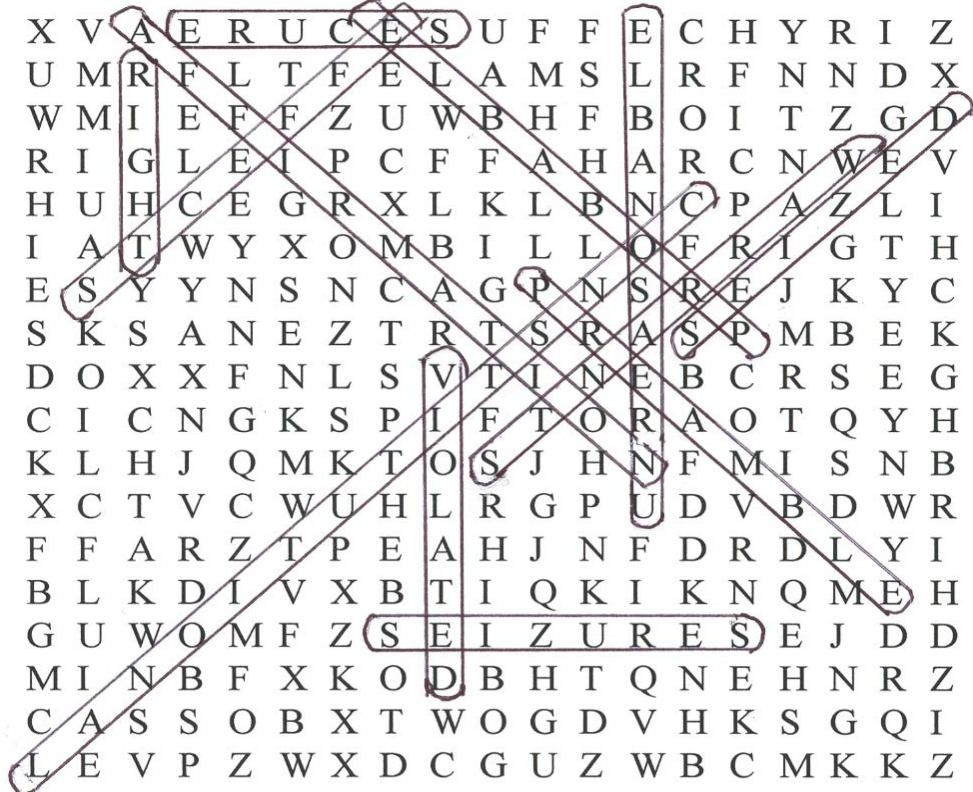
Constitutional
Violated
Effects
Right

Unreasonable
Probable
Seizures
Seized

Affirmation
Warrants
Preamble
Secure

X V A E R U C E S U F F E C H Y R I Z
U M R F L T F E L A M S L R F N N D X
W M I E F F Z U W B H F B O I T Z G D
R I G L E I P C F F A H A R C N W E V
H U H C E G R X L K L B N C P A Z L I
I A T W Y X O M B I L L O F R I G T H
E S Y Y N S N C A G P N S R E J K Y C
S K S A N E Z T R T S R A S P M B E K
D O X X F N L S V T I N E B C R S E G
C I C N G K S P I F T O R A O T Q Y H
K L H J Q M K T O S J H N F M I S N B
X C T V C W U H L R G P U D V B D W R
F F A R Z T P E A H J N F D R D L Y I
B L K D I V X B T I Q K I K N Q M E H
G U W O M F Z S E I Z U R E S E J D D
M I N B F X K O D B H T Q N E H N R Z
C A S S O B X T W O G D V H K S G Q I
L E V P Z W X D C G U Z W B C M K K Z

ANSWER KEY
FOURTH AMENDMENT WORD SEARCH



HANDOUT 3

Name: _____

Date: _____

AMENDMENT IV WORKSHEET

Use your vocabulary worksheet and fill in the missing blanks with the meanings of the missing words.

The _____ of the people to be _____ in their persons, houses, papers, and _____, against _____ searches and _____, shall not be _____, and no _____ shall _____, but upon _____ cause, supported by Oath or _____, and particularly describing the place to be searched, and the persons or things to be _____.

HANDOUT 4

Name: _____

Date: _____

Amendment IV:

The rights of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath of affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

What does the Fourth Amendment mean to you today?

Do you think the Fourth Amendment will be important to you in the future? Why or why not?

HANDOUT 5

Name: _____

Date: _____

Amendment IV:

The rights of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath of affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Suppose the United States Supreme Court were meeting to decide whether the Fourth Amendment was necessary or should be removed from the Bill of Rights. Write a letter to one of the Justices and explain your view about what should be decided. (Remember, **explain** means to give reasons why you feel this way.)

ROLE PLAY TASK CARDS

Person 1

You have just left a record store where you have been for the last forty minutes. Some of the friends who were with you purchased some CDs. You did not. As you approach the sidewalk, the store's security officer stopped you and began to question you about something he/she saw you place inside your jacket. He/she wants to search your pockets.

Person 2

You are the security officer at a record store. You have just watched several young people for about forty minutes. Some of the young people have purchased CDs. One person did not buy anything. You think this person placed something inside of his/her coat. You will search the inside and outside pockets.

Person 3

You own a record store. You are tired of young people stealing your CDs. You have hired a security officer to try to reduce the theft rate.

Person 4

You are a student who has just purchased a CD at a local record store. You went into the store with several friends. You did not like the way the security officer was looking at you. You are tired of being suspected of causing all of the problems in the world. The security officer thinks your friend has stolen a CD.