

# The Invaders

## Lesson Overview

**Overview:** The Invaders activity is designed to introduce participants to the rights guaranteed under the U. S. Constitution. Using a hypothetical scenario, participants evaluate the importance of rights.

**Objectives:** Students will be able to...

- Develop individual decision-making skills;
- Analyze and evaluate rights as listed in the U.S. Constitution;
- Develop consensus-building skills;
- Understand how our rights are interrelated; and
- Understand how the courts protect our rights.

**Time Required:**

- One - two 50 minute class period

**Materials Needed:**

- Invaders Student Handout A
- Invaders Student Handout B

**Correlations**

SS.7.C.2.4  
SS.7.C.2.5

## Procedures

1. Ask students, "What is a right?" Have participants respond verbally.
2. Continue by asking students where our rights are listed and why we have them. (U.S. Constitution, Florida Constitution). Discuss with students the purposes of a Constitution and who the Constitution protects us from.
3. Ask students what the first 10 amendments to the U.S. Constitution are called. (Bill of Rights) Distribute copies. See Handout B.
4. Distribute Handout A and review the slide presentation with students. Using Handout B, have students identify where in the Bill of Rights each right can be found. Have students circle the key words from each amendment as they go through the slide presentation. Let students know that Handout B contains all of the rights in the Bill of Rights. Historically there were 12 rights in the Bill of Rights but they were not all ratified. See exercise *What's Not in the Bill of Rights*. Let students know that the slide presentation highlights some but not all of the rights in the Bill of Rights. As you review the slides, elicit discussion from students about the meaning of each right and which amendment the right is listed in. Circle on Handout B. Add to what the participants mention bringing in historical and contemporary issues. For one class period, spend 2 minutes or so on each right. Make sure students understand the limits on each right. Emphasize examples that tie into students' ages. For instance, when discussing, ask students if they can say or write "anything they want?" Mention "MySpace" and student postings on the internet. Engage students through the use of real life applications.
5. Create a scenario. This can vary by grade level. Tell participants that their lives are about to change. It is the year 2030 and they are living happy, productive lives. They turn on their televisions to hear a news report that our country is being invaded. The invaders feel we have too many rights in this country and that we don't even appreciate or understand all of our rights. They are demanding that we decide which rights we will give up.
6. Using Handout A, each participant must select 5 rights they want to keep by checking off the blank next to the right. If they choose not to do this task, the invaders will select the rights to keep. Instruct participants to make their own individual decisions, and not to discuss with others.
7. Next, put participants in groups of five and have each group come to a consensus as a group on which 5 rights they would keep. Each group will make a decision for the entire country. Give the participants 10-15 minutes to reach their decision. Provide one sheet (Handout A) for each group to enter their decisions on.
8. Have a spokesperson from each group come to the front of the room to report on their group's decision. The teacher or resource person should tally responses and visually display. Debrief to balance out the importance of the rights, which were not selected. For example, if students chose freedom of speech but not assembly, let them know they will speaking to themselves because they cannot assemble as a group, etc.

## Assessment

- **Invaders Worksheet – Student Handout A** – Students will be assessed based on completion of and ability to follow directions on Student Handout A.
- **Observation** – Students will be assessed based on cooperation and participation in the group activity. All students should be actively participating and cooperative in the group setting.

## Suggested Scoring Rubric

Assignment	Scoring	Total
Invaders Worksheet	2 points per right selected (5 rights)	10 points
Group Participation	5 points for individual participation and cooperation within the group setting	5 points
	Total	15 points

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student Handout B

# The Invaders

## You Decide

\_\_\_\_\_ **Freedom of speech**

\_\_\_\_\_ **Protection against unreasonable searches and seizures**

\_\_\_\_\_ **Protection against self-incrimination (testifying against yourself)**

\_\_\_\_\_ **Protection against cruel and unusual punishment**

\_\_\_\_\_ **Right to due process**

\_\_\_\_\_ **Right to an attorney**

\_\_\_\_\_ **Right to a jury trial**

\_\_\_\_\_ **Freedom of religion**

\_\_\_\_\_ **Right to confront witnesses against you**

\_\_\_\_\_ **Right to bear arms**

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## Bill of Rights

### **Amendment I.**

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for redress of grievances.

### **Amendment II.**

A well-regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

### **Amendment III.**

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

### **Amendment IV.**

The right 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 or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

### **Amendment V.**

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb, nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

### **Amendment VI.**

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed; which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

### **Amendment VII.**

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

### **Amendment VIII.**

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishment inflicted.

### **Amendment IX.**

The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

### **Amendment X.**

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Ratified December, 1791