



Aliens Lesson Plan

Learning Objectives:

- 1) Students will be able to compare/contrast particular rights
- 2) Students will be able to come to a consensus as a class
- 3) Students will be able to articulate reasons for choices of rights
- 4) Students will understand text of Preamble
- 5) Students will understand purpose of Preamble
- 6) Students will be able to apply guiding principles of Preamble to rights they have chosen.

Discover (35 minutes)

Materials

- Oregonian news story (printed or on the screen)
- Sets of 16 rights cut into strips and sorted into envelopes for each group. (sorted envelopes can be used to make groups, put only a few rights in each, number the envelopes, have them find their groups with the same number).
- Whiteboard, markers
- laptop/projector

Activity

- 1) Have students read news story individually. Ask students to share out a summary of what has happened. (This is a great time to practice close reading)
- 2) Inform students that they have been chosen to help the aliens out.
- 3) Split students into groups. Exercise works best when groups are 5 or less.
- 4) Work way through rights, taking 3 rights in 3 rounds. Then ask students to narrow to top 3 (give up 4).
- 5) Have each group elect a spokesperson to share their top 3 and why they kept those 3.

Reveal - How Did We Get There? (20 minutes)

Debrief the mechanics of the small group exercise. Have students think about the following questions:

- 1) What was difficult about the small group exercise? What was easy?
- 2) How did you make those decisions? Vote, random, discussion, debate?
- 3) How did you handle disagreements?
- 4) Did anybody give in to their group? Why?
- 5) Did anybody change their mind about something? Why?

Then, move on to the large group exercise.

- 1) What was different about the large group vs. the small group?
- 2) How did you make your decisions?
- 3) Did you vote? What about the fact that you'd given up the right to vote?
- 4) Was everyone heard?



- 5) Did anyone feel like they were not heard?
- 6) Did you choose a leader? How?
- 7) Use your notes to illuminate other interesting bits of the process.

Now, thinking about both exercises. Ask students if they had any guiding principles as an individual or as a group. (Help with examples if they don't know what this means.)

Ex. Guiding principle: Life is Sacred. So, how does that person think about the right to an abortion?

Apply (15 minutes)

Materials

- laptop/projector
 - whiteboard/markers
 - Slide with Preamble or handout
- 1) Ask students what governing document(s) contains these type of rights that we just deliberated over? (Constitution and its Amendments, Dec. of Ind., etc.) Shift focus to Constitution.
 - 2) Ask students if the Founding Fathers had guiding principles when writing the Constitution? What were they? Did they write them down? Hint: they did in the Preamble to the Constitution.
 - 3) Play video? It's super cheesy, but also super on point.
 - 4) Post Preamble on board or hand out to class.
 - 5) Have one student read the Preamble aloud.
 - 6) Ask students to identify the guiding principles contained in the Preamble
 - a) Form a more perfect union
 - b) Establish justice
 - c) Insure domestic tranquility
 - d) Provide for the common defense
 - e) Promote the general welfare
 - f) Secure the blessings of liberty
 - 7) Help students unpack what each of these means.
 - 8) Now, take the three rights that we decided on, do they meet the guiding principles of the Preamble? How?
 - 9) Do they alone meet the guiding principles, or do we need more?
 - 10) Should we have written anything down, or just used the Preamble? Why or why not?

Extension Exercise

Take the following proposed Amendments to our Constitution and decide whether they follow the guiding principles of the Preamble. Why or Why Not? Are they necessary, or are they covered by an "umbrella" right?

Equal Rights Amendment (proposed 1971)

Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.



Federal Marriage Amendment (proposed 2002)

Marriage in the United States shall consist only of the union of a man and a woman. Neither this Constitution or the constitution of any State, nor state or federal law, shall be construed to require that marital status or the legal incidents thereof be conferred upon unmarried couples or groups.

Equal Opportunity to Govern Amendment (proposed 2003)

A person who is a citizen of the United States, who has been for 20 years a citizen of the United States, and who is otherwise eligible to the Office of President, is not ineligible to that Office by reason of not being a native-born citizen of the United States.

We the People Amendment (proposed 2013)

The rights protected by the Constitution of the United States are the rights of natural persons only. Artificial entities, such as corporations, limited liability companies, and other entities, established by the laws of any State, the United States, or any foreign state shall have no rights under this Constitution and are subject to regulation by the People, through Federal, State, or local law. The privileges of artificial entities shall be determined by the People, through Federal, State, or local law, and shall not be construed to be inherent or inalienable.

Federal, State and local government shall regulate, limit, or prohibit contributions and expenditures, including a candidate's own contributions and expenditures, to ensure that all citizens, regardless of their economic status, have access to the political process, and that no person gains, as a result of that person's money, substantially more access or ability to influence in any way the election of any candidate for public office or any ballot measure. Federal, State, and local governments shall require that any permissible contributions and expenditures be publicly disclosed. The judiciary shall not construe the spending of money to influence elections to be speech under the First Amendment.