

Rights and Responsibilities Curriculum

Teacher Overview

This unit, Rights and Responsibilities, was written for civics and U.S. history teachers. Teaching the unit in its entirety would require 10 classes, or 5 class periods on the block schedule, although lessons or activities could be used separately as well. The unit is based around an essential question, which students should be able to answer by the end of the lessons. This type of curriculum writing, advocated by educators such as Heidi Hayes Jacobs and Grant Wiggins, encourages students to think critically and ties units together so that all activities are linked to a common goal. Civics teachers may wish to teach the unit at the beginning or end of the school year as an introduction to or review of our rights and responsibilities as humans and as citizens of the United States. U.S. history teachers may wish to teach the unit and its activities throughout the year as they cover some of the events highlighted, such as Indian Removal, Jim Crow laws, Japanese American incarceration during WWII, the Civil Rights Movement, and post-9/11 treatment of Muslims, Arabs, and Arab Americans. Teachers may wish to draw additional information and/or activities from the middle school units written for geography and Arkansas history, which cover in further depth the experiences of Japanese Americans in Arkansas.

Materials provided for use with this unit include the following:

- Unit plan for two weeks with reproducible student activity sheets
- CD-ROM with primary source documents related to the Japanese American experience during WWII
- 56-minute documentary *Time of Fear* about the Japanese American experience in WWII Arkansas

The CD-ROM included with this curriculum book contains primary source documents, including photographs, maps, oral histories, art, and other documents. Much of the material is not necessary to complete the lesson plans; however, students may use it for research projects and teachers may use it to create and supplement lessons. A complete list of documents is listed on the spreadsheet entitled “Document References, Credits and Descriptions” on the CD-ROM. Adobe Acrobat Reader is required to read the most of the documents. This software can be downloaded free of charge from www.adobe.com

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Unit Map

ESSENTIAL QUESTION

What responsibilities do individuals have to uphold human rights?

GUIDING QUESTIONS

1. What rights are we guaranteed? (Lesson 1)
2. How have rights been denied to individuals or groups throughout U.S. history? What conditions have led to these rights violations? (Lesson 2)
3. How have individuals in U.S. history responded to rights violations? (Lesson 3)
4. What can we do to remedy rights violations in the United States and the world? What are our responsibilities to uphold human rights? (Lesson 4)

Lesson 1: Human Rights

Lesson 2: Promises Denied

Lesson 3: Individuals Making a Difference

Lesson 4: Our Responsibilities

Lesson 5: Assessment & Discussion