

**Author**

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G. Salvador Gutierrez  
San Antonio, Texas

**Name of Unit**

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Rights and Responsibilities:  
Securing the Blessings of Liberty

**Suggested Grade Level(s)**

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5

**Suggested Subject Area(s)**

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Social Studies, English Language Arts and Reading

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ARC Identifier 536049/Local Identifier 210-G-A72



# Unit Map

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Rights and Responsibilities:  
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## Suggested Grade Level(s)

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## Subject Area(s)

Social Studies, English Language Arts and Reading

## Number of Class Periods Required

5 class periods (45 minutes per period), plus approximately 3 additional weeks of research time in the library and/or computer lab

## Essential Question

- Does the U.S. Constitution, which sets out to “secure the Blessings of Liberty to ourselves and our Posterity,” protect all Americans?

## Guiding Questions

Lesson 1: The Causes and Effects of the Bombing of Pearl Harbor

- Why did the U.S. enter World War II?
- What other casualties (loss of life, property, freedom) were caused by the bombing of Pearl Harbor?
- How were people of all cultures affected by World War II?

Lesson 2: Life in “Camp”

- What was daily life (including food, clothing, tools and technology, shelter, and transportation) like in a War Relocation Authority (WRA) camp during World War II?

Lesson 3: Life in “Camp” from a Child’s Perspective

- What was daily life (including food, clothing, tools and technology, shelter, and transportation) like for a child in a World War II War Relocation Authority (WRA) camp?
- Did children in camp go to school?
- What activities were children in camp permitted to do?

Lesson 4: Redress

- What does *redress* mean?
- Do you feel that redress was owed to Japanese Americans?
- Do you feel that more was owed to Japanese Americans in addition to redress?

Lesson 5: Class PowerPoint Presentation

- (See Essential Question)

## Texas Essential Knowledge and Skills (TEKS)

### Social Studies

- (5) History. The student understands important issues, events, and individuals of the 20th century in the United States. The student is expected to:
- (A) analyze various issues and events of the 20th century such as urbanization, industrialization, increased use of oil and gas, world wars, and the Great Depression.
- (16) Government. The student understands important ideas in the Declaration of Independence and the U.S. Constitution. The student is expected to:
- (B) explain the purposes of the U.S. Constitution as identified in the Preamble to the Constitution.

### English Language Arts and Reading

- (24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
- (A) follow the research plan to collect data from

a range of print and electronic resources (e.g., reference texts, periodicals, Web pages, online sources) and data from experts;

(B) differentiate between primary and secondary sources;

(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;

(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and

(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.

(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:

(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and

(B) evaluate the relevance, validity, and reliability of sources for the research.

(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:

(A) compiles important information from multiple sources;

(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;

(C) presents the findings in a consistent format; and

(D) uses quotations to support ideas and an

appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).

### Teacher Overview

This unit allows students to hone their research, writing, presentation, and technological skills while working in groups to tell a chapter of history that is little known and not necessarily covered in the fifth-grade Social Studies curriculum. To build students' knowledge, several lessons contain primary sources, and it is recommended that children's books be read aloud to the class.

The research generated by the small groups will ultimately be incorporated into a class PowerPoint presentation. This presentation will be assessed by the class as a whole, thus making students accountable to themselves, their small groups, and eventually the entire class.

Prior to starting this unit, it is highly recommended that the teacher does the following:

- Read the overviews and timelines about the Japanese American experience found in the Resources and References section accompanying this unit.
- Read the article "Terminology and the Japanese American Experience" found in the Resources and References section accompanying this unit.
- Reserve blocks of time in the school computer lab and/or library for research.
- Locate, preview, and bookmark Web sites needed for student research. To get students started, a few Web addresses are listed in Lesson 1.

To build content background, throughout the course of this unit specific related children's books are recommended and should be read aloud; in addition, the lessons contain a number of photographs and documents.



**Note about the Texas Essential Knowledge and Skills (TEKS)**

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This unit cites the 2009 Social Studies and English Language Arts and Reading TEKS. Updates for Social Studies are expected to be available in 2010 but were not available at the time of printing.