

10.2.3**Unit Overview**

“...to lift men everywhere to a higher standard of life and to a greater enjoyment of freedom.”

Text(s)	<i>The Universal Declaration of Human Rights</i> “On the Adoption of the <i>Universal Declaration of Human Rights</i> ” by Eleanor Roosevelt “Address to the United Nations Youth Assembly” by Malala Yousafzai
Number of Lessons in Unit	7

Introduction

In this unit, students encounter three documents focusing on human rights: *The Universal Declaration of Human Rights*, adopted by the United Nations in 1948; Eleanor Roosevelt’s “On the Adoption of the *Universal Declaration of Human Rights*”; and Malala Yousafzai’s “Address to the United Nations Youth Assembly,” which was delivered in July 2013. Each document uses rhetoric to further specific claims related to the broad topic of human rights.

Throughout the unit, students continue to practice their writing skills while developing their ability to analyze an author’s arguments. Students delineate arguments by identifying claims and evaluating the quality of evidence and reasoning authors use to support those claims. In addition to reading and writing, students participate in civil and productive conversation.

For the End-of-Unit Assessment, students write a multi-paragraph response delineating the argument of each text and analyzing how each document develops a common claim. Students who would benefit from a greater challenge are asked to assess the use of evidence and reasoning in each text.

Literacy Skills & Habits

- Read closely for textual details.
- Annotate texts to support comprehension and analysis.
- Delineate an argument, assessing evidence and reasoning.

- Engage in productive evidence-based conversations about text.
- Determine meaning of unknown vocabulary.
- Independently preview text in preparation for supported analysis.
- Paraphrase and quote relevant evidence from a text.
- Write original evidence-based claims.
- Generate and respond to questions in scholarly discourse.

Standards for This Unit

College and Career Readiness Anchor Standards for Reading	
None.	
CCS Standards: Reading—Literature	
None.	
CCS Standards: Reading—Informational Text	
RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
CCS Standards: Writing	

W.9-10.2.a-f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other relevant information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning).
CCS Standards: Speaking & Listening	
SL.9-10.1.a-e	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

	<ul style="list-style-type: none"> b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.
CCS Standards: Language	
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.4.a, b	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
L.9-10.5.a	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Note: Bold text indicates targeted standards that will be assessed in the unit.

Unit Assessments

Ongoing Assessment	
Standards Assessed	RI.9-10.5, RI.9-10.6, RI.9-10.8
Description of Assessment	Students answer questions, write informally in response to text-based prompts, and present information in an organized and logical manner.

End-of-Unit Assessment	
Standards Assessed	RI.9-10.8, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2
Description of Assessment	<p>Students write a multi-paragraph essay responding to the following prompt based on their work in this unit:</p> <p>Delineate the argument in each of the unit texts and analyze how the authors develop a common claim.</p> <p>Differentiation Consideration: Offer the following extension for students who would benefit from more challenging work:</p> <p>Assess whether the reasoning in each text is valid and the evidence is relevant and sufficient.</p>

Unit-at-a-Glance Calendar

Lesson	Text to be Covered	Learning Outcomes/Goals
1	<i>The Universal Declaration of Human Rights</i> (Preamble and Articles 1–10)	In this first lesson of the unit, students read and analyze the Preamble and Articles 1–10 of <i>The Universal Declaration of Human Rights</i> to identify the document’s purpose and the basic human rights named in the document. Students explore the ideas and claims introduced in the Preamble and analyze how those ideas and claims are developed and refined in Articles 1–10.

2	"On the Adoption of the <i>Universal Declaration of Human Rights</i> ," (par. 1–2)	In this lesson, students read the first two paragraphs of Eleanor Roosevelt's "On the Adoption of the <i>Universal Declaration of Human Rights</i> ." Throughout the lessons, students consider Roosevelt's argument, analyzing her supporting claims, evidence, and reasoning.
3	"On the Adoption of the <i>Universal Declaration of Human Rights</i> " (par. 3–9)	In this lesson, students read paragraphs 3–9 of Roosevelt's speech, participating in an evidence-based jigsaw discussion to analyze how Roosevelt develops and refines her claim that the United Nations should reject the Soviet delegation's proposals without debate.
4	"On the Adoption of the <i>Universal Declaration of Human Rights</i> " (par. 10–16)	In this lesson, students read and analyze paragraphs 10–16 of Roosevelt's "On the Adoption of the <i>Universal Declaration of Human Rights</i> " to examine how her use of rhetoric works to persuade the Assembly.
5	"Address to the United Nations Youth Assembly" (par. 1–6)	In this lesson, students listen to Malala Yousafzai's "Address to the United Nations Youth Assembly" before analyzing her use of rhetoric in paragraphs 1–6 to advance her purpose. Students participate in both a whole-class and pair discussions before annotating their copies of the text for rhetoric.
6	"Address to the United Nations Youth Assembly" (par. 7–20)	In this lesson, students read paragraphs 7–20 of Yousafzai's speech to the UN Youth Assembly to analyze how she uses these paragraphs to develop and refine ideas in this portion of the speech that were introduced in the first half of the speech. Students work in pairs before participating in a silent discussion.
7	<i>The Universal Declaration of Human Rights</i> ; "On the Adoption of the <i>Universal Declaration of Human Rights</i> ";	In this End-of-Unit Assessment, students demonstrate their cumulative understanding of the arguments presented in all three of the unit texts. Students first delineate the argument of each text and then analyze how the authors develop a common claim. Some students, who might benefit from an additional challenge, will respond to an extension prompt that asks students to assess the reasoning and evidence in each text. Students review their annotated text, lesson Quick Writes, discussion notes, homework

	“Address to the United Nations Youth Assembly”	notes, and tools to organize their ideas before writing multi-paragraph essays independently. The essays should include relevant and sufficient facts, extended definitions, concrete details, and quotations.
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Preparation, Materials, and Resources

Preparation

- Read and annotate *The Universal Declaration of Human Rights*, “On the Adoption of the *Universal Declaration of Human Rights*,” and “Address to the United Nations Youth Assembly,” including numbering paragraphs.
- Review the Short Response Rubric and Checklist.
- Review the 10.2.3 End-of-Unit Text Analysis Rubric.
- Review all unit standards and post in classroom.

Materials/Resources

- Copies of *The Universal Declaration of Human Rights*, “On the Adoption of the *Declaration of Human Rights*,” and “Address to the United Nations Youth Assembly”
- Free audio resources (for Roosevelt: www.americanrhetoric.com/ and Yousafzai: <http://webtv.un.org/watch/malala-yousafzai-addresses-united-nations-youth-assembly/2542094251001/>)
- Self-stick notes for students
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see Materials list in individual lesson plans
- Copies of the 10.2.3 End-of-Unit Text Analysis Rubric
- Copies of the Short Response Rubric and Checklist
- Copies of the 10.2 Common Core Learning Standards Tool

10.2.3

Lesson 1

Introduction

In this lesson, students read and analyze the Preamble and Articles 1–10 of *The Universal Declaration of Human Rights* (from “Whereas recognition of the inherent dignity and of the equal and inalienable” to “rights and obligations and of any criminal charge against him”), which includes the document’s purpose and a list of basic human rights. Students explore the ideas and claims introduced in the Preamble and then analyze how those ideas and claims are developed and refined in Articles 1–10.

Student learning is captured via a Quick Write on the following prompt: How do the Articles develop and refine the ideas expressed in the Preamble? For homework, students complete an Argument Delineation Tool for *The Universal Declaration of Human Rights*. Students also conduct a brief Internet search and write about Eleanor Roosevelt and her connection to *The Universal Declaration of Human Rights*.

Standards

Assessed Standard(s)	
RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Addressed Standard(s)	
SL.9-10.1.a-e	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <i>on grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

	<p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>
L.9-10.4.b	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>

Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> How do the Articles develop and refine the ideas expressed in the Preamble? <p>① Throughout this unit, Quick Writes will be evaluated using the Short Response Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify one or more ideas introduced in the Preamble (e.g., people have “inherent dignity” (par. 1); people have “inalienable rights,” which means people have rights that should not and cannot be taken away (par. 1); recognizing people’s rights and dignity is the “foundation of freedom, justice and peace in the world” (par. 1)). Demonstrate an analysis of how the Articles develop and refine one or more idea from the Preamble (e.g., Article 2 further develops the idea that people have “inalienable rights” by confirming that people cannot lose their rights because of their “race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status” or because of the “political, jurisdictional or international status of the country or territory” in which they live. The Preamble introduces the idea the human rights are inalienable, and Article 2 lists the human characteristics, such as race, which cannot be violated).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> whereas (conj.) – it being the case that, or considering that (used especially in formal preambles) inherent (adj.) – existing in someone or something as a permanent and inseparable element, quality contempt (n.) – the feeling with which a person regards anything considered mean, vile, or worthless; disdain; scorn advent (n.) – an arrival or coming, especially one which is awaited want (n.) – the state of being without the necessities of life; destitution; poverty recourse (n.) – access or resort to a person or thing for help or protection jurisdiction (n.) – the right, power, or authority to administer justice by hearing and determining controversies endowed (v.) – furnished, as with some talent, faculty, or quality sovereignty (n.) – a country's independent authority and the right to govern itself degrading (adj.) – debasing; humiliating tribunals (n.) – courts of justice arbitrary (adj.) – subject to individual will or judgment without restriction
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> inalienable (adj.) – not transferable to another or capable of being repudiated barbarous (adj.) – savagely cruel or harsh

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.9-10.5, SL.9-10.1.a-e, L.9-10.4.b Text: <i>The Universal Declaration of Human Rights</i>, Preamble and Articles 1–10 (http://www.un.org/en/documents/udhr/) 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability 	<ol style="list-style-type: none"> 5% 10%

3. Masterful Reading	3. 15%
4. Reading and Discussion	4. 30%
5. Jigsaw Discussion	5. 20%
6. Quick Write	6. 15%
7. Closing	7. 5%

Materials

- Copies of the Articles 1–10 Jigsaw Tool for each student
- Optional audio recording of Eleanor Roosevelt Reading *The Universal Declaration of Human Rights* (<http://unmultimedia.org/radio/library/classics/detail/1007.html>)
- Student copies of the Short Response Rubric and Checklist (refer 10.2.1 Lesson 1)
- Copies of the Argument Delineation Tool for each student (refer to 10.2.1 Lesson 5)—Students will need blank copies of the tool for this lesson’s homework.

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and sharing the assessed standard for this lesson: RL.9-10.5. In this lesson, students explore the Preamble to *The Universal Declaration of Human Rights* and then analyze how the first 10 Articles of the Declaration support the ideas introduced in the Preamble.

- Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct student pairs to share and discuss the vocabulary words they identified and defined in the previous lesson's homework.

- Students may identify the following words: *whereas, inherent, contempt, advent, want, recourse, jurisdiction, endowed, sovereignty, degrading, tribunals, and arbitrary.*

① Definitions are provided in the vocabulary box in this lesson.

Activity 3: Masterful Reading

15%

Have students listen to a Masterful Reading of the Preamble and the first 10 Articles from *The Universal Declaration of Human Rights* (from “Whereas recognition of the inherent dignity and of the equal and inalienable” to “rights and obligations and of any criminal charge against him”). Instruct students to follow along and pause at two points during the reading (after the Preamble and after Article 10) to write down their initial questions and reactions to the Declaration.

- Students follow along, reading silently then writing initial reactions and questions.

Lead a brief class share out of students' initial reactions and questions. Remind students that as they analyze the text throughout the unit, they will answer many of these initial questions.

Activity 4: Reading and Discussion

30%

Instruct students to stop and take notes throughout this discussion in preparation for the Quick Write assessment. Ask students to take notes in their notebooks or add to their text annotation.

- Students listen.

Instruct students to form pairs. Post or project each set of questions below for students to discuss.

Instruct student pairs to read paragraphs 1–5 of the Preamble (from “Whereas recognition of the inherent dignity and of the equal and inalienable” to “better standards of life in larger freedom”) and answer the following questions before sharing out with the class.

Why are human rights “inalienable” (par. 1)? Consider the structure and parts of the word “inalienable” to define the word.

- The prefix *in-* means “not.” The suffix *-able* means “to be able to.” *Alien* means foreign or excluded. Therefore, human rights are “inalienable rights” because they cannot be taken or given away.
- Students write the definition of *inalienable* on their copy of the text or in a vocabulary journal.

- ① Consider drawing students' attention to their application of standard L.9-10.4.b through the process of using word parts to determine meaning.
- ① ,Consider providing students with the following definition: *inalienable* means "not transferable to another or capable of being repudiated."

What words does *The Universal Declaration of Human Rights* use to describe people of the world in paragraph 1? What is the impact of this choice of words?

- ☞ The Declaration describes people of the world as "the human family" (par. 1). This word choice develops the idea that all people have a responsibility for and a connection with each other.

What are the effects of the *barbarous* acts described in paragraph 2? What elements of the word *barbarous* confirm the definition of the word?

- ☞ *Barbarous* acts are those that violate human rights and "outrage the conscience of mankind" (par. 2). *Barbarous* shares a root with barbaric, which confirms that *barbarous* acts are vicious and inhuman.
- ▶ Students write the definition of *barbarous* on their copy of the text or in a vocabulary journal.
- ① Consider drawing students' attention to their application of standard L.9-10.4.b through the process of using word parts to determine meaning.
- ① Consider providing students with the following definition: *barbarous* means "savagely cruel or harsh."

What is the "highest aspiration of the common people" (par. 2)?

- ☞ The highest aspiration of the common people is a world in which human beings will "enjoy freedom of speech and belief and freedom from fear and want" (par. 2).

According to paragraph 3, what is "essential"? Why is it essential?

- ☞ It is "essential" that "human rights should be protected by the rule of law." If human rights are not protected by law, then people may be "compelled" to rebel against "tyranny and oppression" (par. 3).

According to paragraph 4, what is "essential"? What does this reveal about a purpose of *The Universal Declaration of Human Rights*?

- ☞ Paragraph 4 says it is "essential" to "promote the development of friendly relations between nations." This reveals the *Universal Declaration on Human Rights'* purpose is to promote peace and better relations between nations.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read paragraphs 6–8 of the Preamble (from “Whereas Member States have pledged themselves to achieve” to “among the peoples of territories under their jurisdiction”) and answer the following question before sharing out with the class.

What ideas and words are repeated throughout the Preamble? What is the cumulative impact of this repetition?

💬 Every paragraph addresses “rights” and “freedoms.” This repetition, combined with the title of *The Universal Declaration of Human Rights*, develops the document’s focus on human rights.

① Students may also note the repetition of the word “whereas.” Consider reminding students of the definition and asking the following extension question:

Paraphrase the use of the word *whereas* in *The Universal Declaration of Human Rights*. What is the cumulative impact of using this word?

💬 In *The Universal Declaration of Human Rights*, the word *whereas* means “considering that.” By repeating it at the beginning of each statement, the *Declaration* emphasizes that all of these statements are true.

What have Member States pledged in paragraph 6? How does this pledge support an idea developed throughout the preamble?

💬 Member States have pledged to “achieve . . . the promotion of universal respect for and observance of human rights and fundamental freedoms” (par. 6). This supports the idea that all people have “inalienable” rights and freedoms.

① Consider informing students that *Member States*, in this context, means countries.

What is of the “greatest importance” for realizing the pledge (par. 7)?

💬 The “greatest importance” is that people have a “common understanding” of the rights and freedoms described in *The Universal Declaration of Human Rights* (par. 7).

How does the General Assembly describe *The Universal Declaration of Human Rights* in paragraph 8? How does the General Assembly hope people will use the UDHR?

💬 The General Assembly describes *The Universal Declaration of Human Rights* as “a common standard of achievement for all peoples and nations” (par. 8). They hope people will “keep the declaration in mind” as they “promote respect for these rights and freedoms” and “secure [the] universal and effective recognition and observance” of rights and freedoms (par. 8).

Lead a brief whole-class discussion of student responses.

Activity 5: Jigsaw Discussion

20%

Instruct student pairs to read Articles 1–10 (from “All Human Beings are born free and equal in dignity and rights” to “his rights and obligations and of any criminal charges against him”).

Instruct students to complete the Articles 1–10 Jigsaw Tool. Assign each student pair one set of articles to read, and complete the corresponding section of the tool (Articles 1–3, Articles 4–6, and Articles 7–10).

- ▶ Each student pair completes one section of the Jigsaw Tool.

① If any student pairs finish their section of the tool early, instruct them to continue working on another section of the tool.

Lead a brief whole-class discussion of the Articles 1–10 Jigsaw Tool. Ask pairs who studied the same articles to make contributions to the discussion that build on and do not just repeat what other pairs have said. Instruct students to take notes on their tools, especially when the articles they did not study are discussed.

- 🗨 See Model Articles 1–10 Jigsaw Tool for sample student responses.

① Consider reminding students of the expectations established in standard SL.9-10.1.a-e as they discuss the Jigsaw Tool.

① Remind students to keep a copy of their Articles 1–10 Jigsaw Tool for reference as they work on this lesson’s homework.

Activity 6: Quick Write

15%

Instruct students to respond briefly in writing to the following prompt:

How do the Articles develop and refine the ideas expressed in the Preamble?

Instruct students to look at their annotations and tools to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.

① Display the prompt for students to see, or provide the prompt in hard copy.

Transition students to the independent Quick Write.

- ▶ Students independently answer the prompt, using evidence from the text.

- 🗨 See the High Performance Response at the beginning of this lesson.

Activity 7: Closing

5%

For homework, instruct students to use their copies of the Articles 1–10 Jigsaw Tool to complete an Argument Delineation Tool for *The Universal Declaration of Human Rights*.

- ① Because the Argument Delineation Tool requires students to articulate a central claim, consider reminding students that central claim means “authors’ or speakers’ main point about an issue in an argument.”
- ① **Differentiation Consideration:** Remind students of their work delineating arguments in 10.2.1. If students struggle, consider demonstrating how to identify the central claim and one of each of the following: a supporting claim, evidence, and reasoning. Use the Model Argument Delineation Tool in 10.2.3 Lesson 2 for sample responses.

Also, for homework, instruct students to conduct the necessary Internet searches to research and write a response to the following prompt:

Who was Eleanor Roosevelt? How is Eleanor Roosevelt’s life and work connected to *The Universal Declaration of Human Rights*?

- ① Encourage students to utilize media and print resources at school, home, and/or public libraries to facilitate their searches.

Homework

Use your copy of the Articles 1–10 Jigsaw Tool to complete an Argument Delineation Tool to delineate the argument of *The Universal Declaration of Human Rights*.

Conduct the necessary Internet searches and write a response to the following prompt:

Who was Eleanor Roosevelt? How are Eleanor Roosevelt’s life and work connected to *The Universal Declaration of Human Rights*?

Articles 1–10 Jigsaw Tool

Name:		Class:		Date:	
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Directions: Read either articles 1–3, 4–7, or 8–10 and complete the corresponding section of the tool. Summarize each article’s claim. Then write about how the article develops or refines an idea about human rights or freedom.

Articles 1–3		
Article	Summarize the article’s claim.	How does the article develop or refine an idea about human rights or freedoms?
1		
2		
3		
Article 4–7		
Article	Summarize the article’s claim.	How does the article develop or refine an idea about human rights or freedoms?
4		
5		
6		
7		

Article 8–10		
Article	Summarize the article’s claim.	How does the article develop or refine an idea about human rights or freedoms?
8		
9		
10		

Model Articles 1–10 Jigsaw Tool

Name:		Class:		Date:	
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Directions: Read either articles 1–3, 4–7, or 8–10 and complete the corresponding section of the tool. Summarize each article’s claim. Then write about how the article develops or refines an idea about human rights or freedom.

Articles 1–3		
Article	Summarize the Article’s claim.	How does the Article develop or refine an idea about human rights or freedoms?
1	People are born with dignity, rights, intelligence, and a conscience. They should treat each other well.	People are “born free and equal.” This supports the idea that people are born with rights that are “inalienable.”
2	Everyone is entitled to the rights and freedoms outlined in <i>The Universal Declaration of Human Rights</i> . People cannot lose their rights because of how they look or what they believe.	The Article provides several reasons why people might choose to violate someone’s human rights and then confirms that human rights can never be taken away. This supports the idea that rights are “inalienable.”
3	Everyone has a right to life, freedom and “security of person.”	<i>The Universal Declaration of Human Rights</i> states that people have certain rights. This article defines what specific rights people have.
Article 4–7		
Article	Summarize the Article’s claim.	How does the Article develop or refine an idea about human rights or freedoms?
4	No person should ever be a slave.	Slavery, in any form, is unacceptable. This supports the idea that people are entitled to “fundamental freedoms.”
5	No person should be subject to torture.	Torture is a clear violation of human rights, so this article supports the idea that people have “inalienable” human rights.
6	Everyone has the right to be legally recognized as a person.	In order to have recognized “human rights,” everyone must be legally recognized as a person.

7	People are entitled to equal protection under the law. People are protected against discrimination.	Recognition of human rights is the “foundation” of “freedom, justice and peace.” Ensuring equal protection under the law develops the relationship between human rights and justice.
Article 8–10		
Article	Summarize the Article’s claim.	How does the Article develop or refine an idea about human rights or freedoms?
8	People have the right to access a competent court system when their human rights are violated.	Ensuring people’s rights in the court system refines the idea that “human rights should be protected by the rule of law.”
9	People should not be arrested, detained, or exiled without a reason.	Article 9 develops the idea that people should enjoy “freedom from fear.” Protection from “arbitrary arrest, detention or exile” supports “freedom from fear.”
10	If people are accused of a crime, they have the right to a fair court hearing.	Similar to Article 8, ensuring people’s rights in the court system refines the idea that “human rights should be protected by the rule of law.”

10.2.3

Lesson 2

Introduction

In this lesson, students read and analyze paragraphs 1–2 of Eleanor Roosevelt’s speech “On the Adoption of *The Universal Declaration of Human Rights*” (from “Mr. President, fellow delegates: The long and meticulous study” to “it is perhaps better tactics to try to cooperate”) in which Roosevelt begins to develop her argument for adopting *The Universal Declaration Human Rights*. Students examine how Roosevelt crafts her argument, analyzing her supporting claims, evidence, and reasoning.

Student learning is captured in a Quick Write on the following prompt: Delineate Roosevelt’s argument and assess whether her reasoning is valid. For homework, students preview paragraphs 3–9 and briefly paraphrase each article from *The Universal Declaration Human Rights* that Roosevelt mentions. Additionally, students continue to read their Accountable Independent Reading text and prepare for a brief discussion on how they applied their chosen focus standard to the text.

Standards

Assessed Standard(s)	
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Addressed Standard(s)	
SL.9-10.1.a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
L.9-10.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

Assessment

Assessment(s)

Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- Delineate Roosevelt’s argument in paragraphs 1–2 and assess whether her reasoning is valid.

High Performance Response(s)

A High Performance Response should:

- Identify the claims Roosevelt makes in her argument (e.g., Roosevelt’s central claim is that the United Nations Assembly should adopt *The Universal Declaration of Human Rights*. One of Roosevelt’s supporting claims is that *The Universal Declaration of Human Rights* is “a good document—even a great document” (par. 1). Another one of Roosevelt’s supporting claims is that “it is perhaps better tactics” for the Soviet delegation “to try to cooperate” (par. 2) with the Assembly).
- Identify the evidence and reasoning Roosevelt uses to support her claims (e.g., *The Universal Declaration of Human Rights* was formed through “long and meticulous study and debate” and “it reflects the composite views of many men and governments” (par. 1)).
- Demonstrate whether Roosevelt’s reasoning is logical and supports her claims (e.g., Roosevelt reasons that the document cannot reflect what every single person wants, because “[n]ot every man nor every government can have what he wants in a document of this kind” (par. 1). Even if the committee “continued [their] labors over many years,” still someone would not be fully satisfied (par. 1). Thus, for what the committee was able to do with the time and effort they put into it, this is a good document “taken as a whole” that should be adopted (par. 1). This reasoning is valid, because it logically supports her claim that *The Universal Declaration of Human Rights* is “a good document—even a great document” (par. 1), which logically supports her central claim that the United Nations Assembly should adopt it).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- meticulous (adj.) – taking or showing extreme care about minute details; precise; thorough
- Soviet (adj.) – of the Soviet Union (country from 1922–1991, in Eastern Europe and Northern Asia, bordering on the Arctic and Pacific Oceans and the Baltic and Black Seas)
- delegation (n.) – a group of people who are chosen to vote or act for someone else
- convictions (n.) – fixed or firm beliefs

Vocabulary to teach (may include direct word work and/or questions)

- composite (adj.) – made up of separate parts or elements

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RI.9-10.8, SL.9-10.1.a, L.9-10.4.a • Text: “On the Adoption of <i>The Universal Declaration of Human Rights</i>” by Eleanor Roosevelt, paragraphs 1–2 (http://www.americanrhetoric.com) <p>① In order to provide initial context, the Masterful Reading includes the whole text.</p> Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Masterful Reading 4. Reading and Discussion 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 35% 4. 35% 5. 10% 6. 5%

Materials

- Copies of “On the Adoption of *The Universal Declaration of Human Rights*” for each student (with paragraphs numbered 1–16)
 - Copies of the Argument Delineation Tool for each student (refer to 10.2.1 Lesson 5)—Students will need blank copies of the tool for this lesson.
 - Student copies of the Short Response Rubric and Checklist (refer 10.2.1 Lesson 1)
- ① Consider numbering the paragraphs of “On the Adoption of *The Universal Declaration of Human Rights*” before the lesson.

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and sharing the assessed standard for this lesson: RI.9-10.8. In this lesson, students explore Roosevelt's claims, evidence, and reasoning, analyzing how Roosevelt develops and supports her argument. Students engage in evidence-based discussions and demonstrate their learning at the end of the lesson by completing a Quick Write.

- Students look at the agenda.

- ❗ In this lesson students are working with standard RI.9-10.8. Consider reminding students of their work with this standard in 10.2.1.
- ❗ Questions and activities in this unit are designed to explore the argument Roosevelt makes in her speech. It is not necessary for students to read or hear a summary of the historical context of the speech or to read the Soviet Union's proposals that Roosevelt addresses before beginning the study of the speech as outlined in this unit.

Activity 2: Homework Accountability

10%

Instruct students to take out their Argument Delineation Tool for *The Universal Declaration of Human Rights* to discuss in pairs the central and supporting claims, evidence, and reasoning they identified.

- 💬 See the Model Argument Delineation Tool for *The Universal Declaration of Human Rights* at the end of this lesson.

- ❗ Remind students to keep their Argument Delineation Tools for use on the End-of-Unit Assessment.

Instruct students to take out their responses to the 10.2.3 Lesson 1 homework prompt: Who was Eleanor Roosevelt? How are Eleanor Roosevelt's life and work connected to *The Universal Declaration of Human Rights*? Ask students to form pairs to discuss their findings.

🗨 Student responses may include the following evidence:

- Roosevelt was a passionate and knowledgeable political activist and reformer.
- President Truman appointed Roosevelt as the United States' ambassador to the United Nations (UN).
- Roosevelt was elected the chair of the UDHR drafting committee and was recognized as playing a significant leadership role throughout the drafting and adoption process.
- Roosevelt was known both for defending attacks against *The Universal Declaration of Human Rights* and for motivating supporters.
- Prior to the UN General Assembly's vote, Roosevelt gave a speech urging the Assembly to adopt *The Universal Declaration of Human Rights*.

① This research and discussion activity supports students' engagement with SL.9-10.1.a, which addresses preparing for discussions and drawing on that preparation by referring to evidence from searches on the topic.

Lead a brief whole-class discussion of student responses.

Activity 3: Masterful Reading

35%

Have students listen to a Masterful Reading of all 16 paragraphs of "On the Adoption of *The Universal Declaration of Human Rights*." Inform students that they will pause at two points during the letter (after paragraphs 2 and 9) to write down their initial questions and reactions to the letter. Ask students to listen for Roosevelt's central claim.

- ▶ Students follow along, reading silently then writing initial reactions and questions.

Lead a brief share out of students' initial reactions and questions. Discuss Roosevelt's central claim.

Activity 4: Reading and Discussion

35%

Instruct students to form small groups. Post or project the each set of questions below for students to discuss.

Instruct students to reread paragraph 1 (from "The long and meticulous study and debate" to "with a restatement of that position here") and answer the following questions before sharing out with the class.

Provide students with the following definitions: *meticulous* means “taking or showing extreme care about minute details; precise; thorough,” *Soviet* means “of the Soviet Union (country from 1922–1991, in Eastern Europe and Northern Asia, bordering on the Arctic and Pacific Oceans and the Baltic and Black Seas),” and *delegation* means “a group of people who are chosen to vote or act for someone else.”

- ▶ Students write the definitions of *meticulous*, *Soviet*, and *delegation* on their copy of the text or in a vocabulary journal.

In her opening sentence, what does Roosevelt emphasize in the way she describes the process of forming *The Universal Declaration of Human Rights* (UDHR)?

- 🗨️ Roosevelt says it was a “long and meticulous study and debate” (par. 1), which emphasizes the time, effort, and care put into forming the UDHR.

How does Roosevelt describe “the composite views” that are reflected in the UDHR? What does *composite* mean in this context?

- 🗨️ Roosevelt says “the composite views” are made up of “many men and governments” (par. 1). Composite means “made up of separate parts or elements.”
- ▶ Students write the definition of *composite* on their copy of the text or in a vocabulary journal.

① Consider drawing students’ attention to their application of standard L.9-10.4.a through the process of using context to determine meaning.

What is the impact of Roosevelt’s use of the word “composite”?

- 🗨️ By using the word “composite,” Roosevelt is drawing attention to the fact that a variety of separate, different views “contributed to [the UDHR’s] formulation” (par. 1).

How does Roosevelt’s second sentence (beginning “Not every man”) relate to her opening sentence?

- 🗨️ Roosevelt creates a contrast between her first and second sentences. Roosevelt first states that the UDHR was formed with significant time, effort, care, and it reflects many views. In Roosevelt’s second sentence, she says that even though there has been “long and meticulous study and debate,” “not every man nor every government” can be satisfied with the final document (par. 1).

What is the impact of Roosevelt’s use of “we” in the third sentence (beginning “There are of course”)?

- 🗨️ By using “we” when Roosevelt says, “we are not fully satisfied” (par. 1), Roosevelt shows that her previous statement is sincere. Roosevelt knows and agrees that not everyone can be fully satisfied.

How does Roosevelt’s fourth sentence (beginning “I have no doubt”) refine her first three sentences?

- Even though the UDHR reflects “[t]he long and meticulous study and debate” and the “composite views” put into forming it, several delegations, including the US, would remain “not fully satisfied” even if more time was put into revising the UDHR (par. 1).

What is Roosevelt’s claim in the first paragraph, and how do the first four sentences connect to that claim?

- Roosevelt claims that the UDHR is “a good document—even a great document” (par. 1). Roosevelt uses the first four sentences to give evidence and reasoning for why the UDHR is a good document.

Lead a brief whole-class discussion of student responses. Then distribute blank copies of the Argument Delineation Tool. Instruct student groups to write the central claim the class discussed during the masterful reading and then delineate Roosevelt’s argument up to this point.

- Students use the tool to delineate Roosevelt’s argument.
- See the Roosevelt Model Argument Delineation Tool for sample student responses.

Instruct students to reread paragraph 2 (from “I should like to comment briefly on the amendments” to “it is perhaps better tactics to try to cooperate”) and answer the following questions in small groups before sharing out with the class.

Provide students with the following definition: *convictions* means “fixed or firm beliefs.”

- Students write the definition of *convictions* on their copy of the text or in a vocabulary journal.

How does Roosevelt demonstrate that “the Soviet delegation has fought for their convictions” in paragraph 2?

- Roosevelt shows that the Soviet delegation continues to present their proposals that have already been rejected. Roosevelt says that the Soviet delegation’s amendments have already been “rejected after exhaustive discussion” both in committee and in the Human Rights Commission, yet the delegation is again proposing “substantially the same amendments” (par. 2).

What connections does Roosevelt draw between conviction and cooperation in paragraph 2?

- Student responses may include:
 - “[T]he United States admire those who fight for their convictions;” however, one must “bow to the will of the majority” sometimes (par. 2).
 - One does not have to “give up” his convictions to cooperate, because he can “continue sometimes to persuade” (par. 2).

- When “the majority is against” the one fighting for his conviction, “it is perhaps better tactics to try to cooperate” in order “to progress” (par. 2).

Who does Roosevelt say has learned this connection and what does Roosevelt imply through comparison?

- Roosevelt says that “the older democracies . . . have learned that sometimes [they] bow to the will of the majority” (par. 2). Roosevelt implies that the Soviets, who are not bowing to the will of the majority, have not learned this.

What is the impact of this comparison?

- Through this comparison, Roosevelt claims that “it is perhaps better tactics” for the Soviet delegation “to try to cooperate” (par. 2).

Lead a brief whole class sharing of student responses. Then instruct student groups to continue their work on the Roosevelt Argument Delineation Tool, adding to the tool what they uncovered in paragraph 2.

- ▶ Students use the tool to delineate Roosevelt’s argument.
- See the Roosevelt Model Argument Delineation Tool for sample student responses.
- ① Consider reminding students that for some claims, there may not be evidence. Students can note this on their tools and assess whether this affects the claim.
- ① Remind students to keep their Argument Delineation Tools for use on the End-of-Unit Assessment.

Activity 5: Quick Write

10%

Instruct students to respond briefly in writing to the following prompt:

Delineate Roosevelt’s argument in paragraphs 1–2 and assess whether her reasoning is valid.

Instruct students to look at their annotations and tools to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.
- ① Display the prompt for students to see, or provide the prompt in hard copy.

Transition students to the independent Quick Write.

- ▶ Students independently answer the prompt, using evidence from the text.
- See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to preview paragraphs 3–9 (from “I feel bound to say that I think” to “economic, social and cultural rights set forth in these articles”) by reading and taking notes on the articles from *The Universal Declaration of Human Rights* that Roosevelt mentions. Direct students to use their previous work with the UDHR text to briefly paraphrase each article that Roosevelt mentions.

Also for homework, students should continue to read their Accountable Independent Reading text through the lens of a focus standard of their choice and prepare for a 3–5 minute discussion of their text based on that standard.

- ▶ Students follow along.

Homework

Preview paragraphs 3–9 (from “I feel bound to say that I think” to “economic, social and cultural rights set forth in these articles”) and take notes on which articles from *The Universal Declaration of Human Rights* (UDHR) Roosevelt mentions. Use your previous work with the UDHR text to briefly paraphrase each article that Roosevelt mentions.

Also, continue reading your Accountable Independent Reading text through the lens of your chosen focus standard and prepare for a 3–5 minute discussion of your text based on that standard.

Model Argument Delineation Tool

Name:		Class:		Date:	
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Directions: Identify and record each of the following elements of the author’s argument in the text (or portion of text): central claim, supporting claims, evidence, and reasoning. Remember that evidence supports claims and reasoning connects evidence to a claim. Reasoning also may explain the relationship among claims or across evidence.

Text:	<i>Universal Declaration of Human Rights</i>
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Central Claim:

All people have “inherent dignity,” “inalienable rights,” (par. 1) and “fundamental freedoms” (par. 6).

Supporting Claim:

“Everyone is entitled to all the rights and freedoms set forth in this Declaration” (Article 2).

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
“Disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind” (par. 2)	This evidence is relevant because it describes a consequence of not respecting human rights.	This evidence is not sufficient because the UDHR does not provide specific examples of barbarous acts or trace why the disrespect for human rights is responsible for the barbarous acts.
Reasoning:	Explain whether the reasoning is valid:	
The UDHR says people are entitled to human rights. The UDHR also shows the consequences of when people do not respect human rights.	The reasoning is somewhat valid. While many readers probably believe that everyone is entitled to human rights if the disregard of human rights results in barbarous acts, the argument does not prove this point.	

Supporting Claim:		
“All human beings are born free and equal in . . . [human] rights” (Article 1).		
Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
The Articles outline many of the specific rights to which people are entitled. For example, the right to “life, liberty, and security of person” (Article 3), “right to a fair and public hearing” (Article 10), etc.	This evidence is relevant because it provides specific examples that illustrate the supporting claim.	The evidence is not sufficient. The UDHR does not explain why people have equal rights. It only provides examples of human rights based on opinion.
Reasoning:		Explain whether the reasoning is valid:
The UDHR claims people are born free and equal in human rights. To support this claim, the UDHR provides specific examples of these human rights.		The reasoning is not valid. The UDHR clearly explains what its writers believe, but it does not use objective facts and evidence to support the claim.

Model Argument Delineation Tool

Name:		Class:		Date:	
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Directions: Identify and record each of the following elements of the author’s argument in the text (or portion of text): central claim, supporting claims, evidence, and reasoning. Remember that evidence supports claims and reasoning connects evidence to a claim. Reasoning also may explain the relationship among claims or across evidence.

Text:	“On the Adoption of <i>The Universal Declaration of Human Rights</i> ”
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Central Claim:

The United Nations Assembly should adopt the Universal Declaration of Human Rights.

Supporting Claim:

The UDHR is “a good document—even a great document” (par. 1).

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
The UDHR was formed through “long and meticulous study and debate,” and “it reflects the composite views of many men and governments” (par. 1).	Explaining the time, effort, care, and many views that went into creating the UDHR supports why Roosevelt states it is a good document.	Yes. While short, this explanation is adequate for the purpose of the speech. She is addressing people who know the history of how the document was developed.
Reasoning:		Explain whether the reasoning is valid:
The document cannot reflect what every single person wants. Even if the committee put more time, effort, care, and viewpoints into the document, still someone would not be fully satisfied. Thus, for what the committee was able to do with the time and effort they put into it, this is a good document that should be adopted (par. 1).		Yes, it is logical to reason that there will always be someone dissatisfied with a document like this.

Supporting Claim:		
“[I]t is perhaps better tactics” for the Soviet delegation “to try to cooperate” (par. 2).		
Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
N/A	N/A	N/A
Reasoning:		Explain whether the reasoning is valid:
The Soviet delegation’s proposed amendments are “substantially the same” amendments that have already been discussed and rejected in committee and by the Human Rights Commission. Although fighting for convictions is admirable, at this point the Soviet delegation should cooperate with the majority to adopt the UDHR (par. 2).		The reasoning follows that if the Soviets have not persuaded the majority after many attempts, then at this point they should try to cooperate.

10.2.3

Lesson 3

Introduction

In this lesson, students read and analyze paragraphs 3–9 of Eleanor Roosevelt’s speech “On the Adoption of the Universal Declaration of Human Rights” (from “I feel bound to say that I think” to “economic, social and cultural rights set forth in these articles”) in which Roosevelt further develops her argument for adopting *The Universal Declaration of Human Rights* (UDHR). Through an evidence-based jigsaw discussion, students delineate and evaluate how Roosevelt supplements her claim about rejecting the Soviet delegation’s proposals without debate. Student learning is captured in a Quick Write at the end of the lesson, in response to the following prompt: How does Roosevelt use paragraphs 4–9 to develop her claim in paragraph 3?

For homework, students add to their Argument Delineation Tool, tracing Roosevelt’s claim and evidence in paragraphs 3–9. Students also read the remainder of the text (paragraphs 10–16), boxing any unfamiliar words and looking up their definitions.

Standards

Assessed Standard(s)	
RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Addressed Standard(s)	
SL.9-10.1.a-e	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

	<ul style="list-style-type: none"> c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.
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Assessment

Assessment(s)

Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- How does Roosevelt use paragraphs 4–9 to develop her claim in paragraph 3?

High Performance Response(s)

A High Performance Response should:

- Identify Roosevelt’s claim in paragraph 3 (e.g., the Soviet delegation’s amendments should be rejected, or the Soviet delegation’s amendments are likely to be rejected).
- Explain that Roosevelt uses evidence in paragraphs 4–9 to support her claim from paragraph 3 (e.g., “The first two paragraphs of the amendment to article 3 deal with the question of minorities, which committee 3 decided required further study” (par. 4); “The Soviet amendment to article 20 . . . sets up standards which would enable any state practically to deny all freedom of opinion and expression without violating the article” (par. 5); etc.).
- Explain how the evidence Roosevelt gives in paragraphs 4–9 develops her claim from paragraph 3 (e.g., Roosevelt’s evidence in this section is relevant, because each paragraph in this section directly addresses one of the Soviet delegation’s amendments or proposals. Roosevelt’s evidence is sufficient because she gives a reason to reject each amendment or proposal of the Soviet delegation, which is adequate for the purpose. For example, in paragraph 4, Roosevelt states that “committee 3 decided [the amendment] required further study,” which is adequate for explaining why it was rejected).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> liable (adj.) – subject or susceptible flagrant (adj.) – shockingly noticeable or evident subversive (adj.) – tending to or advocating secretly trying to ruin or destroy a government, political system, etc.
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> None.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.9-10.5, SL.9-10.1.a-e Text: “On the Adoption of the Universal Declaration of Human Rights” by Eleanor Roosevelt, paragraphs 3–9 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Masterful Reading Reading and Discussion Jigsaw Discussion Quick Write Closing 	<ol style="list-style-type: none"> 5% 10% 10% 10% 45% 15% 5%

Materials

- Copies of the Roosevelt Paragraphs 4–9 Jigsaw Tool for each student
- Student copies of the Short Response Rubric (refer to 10.2.1 Lesson 1)
- Student copies of the Argument Delineation Tool (refer to 10.2.1 Lesson 5)—Students may need blank copies of the tool if they have run out of space on their original tool.

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.9-10.5. In this lesson, students briefly discuss how Roosevelt begins this section of text before engaging in a jigsaw discussion to explore how Roosevelt supplements her claim in paragraph 3. Students demonstrate their learning at the end of the lesson by completing a Quick Write.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied their focus standard to their Accountable Independent Reading text. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- ▶ Students (or student pairs) discuss and share how they applied their focus standard to their AIR text from the previous lesson's homework.

Instruct students to take out their work paraphrasing each article from the UDHR that Roosevelt mentions in paragraphs 3–9. Direct students to form pairs to review and discuss each article.

💬 Student responses may include:

- Roosevelt mentions Article 3 in paragraph 4. Article 3 is a broad article addressing the rights to life, liberty, and security.
- Roosevelt mentions Article 20 in paragraph 5. Article 20 deals with the right to freedom of expression and association and not being forced to be a part of any particular association.

- Roosevelt mentions Article 22 in paragraph 6. Article 22 states that “economic, social and cultural rights” are necessary for each person to fully develop his personality.
- Roosevelt mentions Article 2 in paragraph 6. Article 2 states that everyone is entitled to the rights in the UDHR regardless of their personal attributes.
- Roosevelt mentions Article 30 in paragraph 8. Article 30 is the last article in the UDHR, emphasizing that no “state, group or person” can use the UDHR as a way to destroy other’s rights.
- Roosevelt mentions Article 23 in paragraph 9. Article 23 deals with labor rights and the right to economic security through work and social protection.

Activity 3: Masterful Reading

10%

Have students listen to a Masterful Reading of paragraphs 3–9 of “On the Adoption of the *Universal Declaration of Human Rights*” (from “I feel bound to say that I think” to “economic, social and cultural rights set forth in these articles”). Ask students to follow along and listen for Roosevelt’s claim.

- ▶ Students follow along, reading silently.

Activity 4: Reading and Discussion

10%

Read aloud paragraph 3 (from “I feel bound to say that I think” to “that they will be rejected without debate”). Post or project the following questions for students to answer in pairs before sharing out with the class.

In what does Roosevelt have confidence?

- 🗨️ Roosevelt is confident that the Assembly will reject the Soviet delegation’s proposals “without debate” (par. 3).

- ① **Differentiation Consideration:** If students struggle, explain to students that the verb *will* indicates the future tense. *Will* is used in three different ways: first, to express something that happens with regularity, as in “As usual, my boss will be late to work today”; second, to express the strong probability that something is about to happen in reference to the present time, as in “I hear footsteps in the hall, so that will be dad at the door”; and third, to give a command, as in “You will finish your dinner before you get dessert.”

How does Roosevelt use “will” in paragraph 3, and how does this influence the meaning of the sentence?

- 🗨️ Student responses may include:

- Since the amendments are “substantially the same” as ones that have already been rejected, Roosevelt uses “will” to emphasize her confidence and express the strong probability that the Soviet delegation’s proposals “will be rejected” (par. 3).
- Since the U.S. delegation “give[s] [the UDHR] [its] full support” (par. 1) and Roosevelt states “it is perhaps better tactics to try to cooperate” (par. 2), Roosevelt uses “will” to give an order to the Assembly, expressing that they should reject the Soviet delegation’s proposals so that they can adopt the UDHR.

What is Roosevelt’s claim in paragraph 3, and how does it develop the central claim of the speech?

🗨 Student responses may include:

- By using “will,” Roosevelt’s claim in paragraph 3 is that the Assembly is very likely to reject the Soviet delegation’s proposals: “I am confident that they will be rejected without debate” (par. 3). By stating this claim, Roosevelt is removing reasons for not adopting the UDHR. Roosevelt uses this claim to support her central claim that the Assembly should adopt the UDHR.
- By using “will,” Roosevelt’s claim in paragraph 3 is that the Assembly should reject the Soviet delegation’s proposals: “I am confident that they will be rejected without debate” (par. 3). Roosevelt is emphasizing what the Assembly needs to do in order to adopt the UDHR, and through this statement is supporting her central claim that the Assembly should adopt the UDHR.

Activity 5: Jigsaw Discussion

45%

Transition students to the jigsaw discussion and distribute copies of the Roosevelt Paragraphs 4–9 Jigsaw Tool to each student. Create groups of three students each; these are the “home” groups. Instruct student groups to decide among themselves which group member will be responsible for which two paragraphs in paragraphs 4–9 (from “The first two paragraphs of the amendment to article 3” to “economic, social, and cultural rights set forth in these articles”).

Direct students to leave their home groups to form “expert” groups, so that groups are now based on the pair of paragraphs students are responsible for (e.g., all students responsible for paragraphs 4 and 5 come together to form a group).

Instruct expert groups to read and analyze their paragraphs, identifying the idea of the Soviet delegation’s amendment or proposal, and Roosevelt’s reason(s) the amendment or proposal should be rejected. Remind students to take notes on their Jigsaw Tool during small group discussions.

- ① Consider reminding students that this is an opportunity to apply standard SL.9-10.1.a-e by participating effectively in a collaborative discussion, building on others’ ideas, and expressing their own ideas clearly and persuasively.

Provide students with the following definitions: *liable* means “subject or susceptible,” *flagrant* means “shockingly noticeable or evident,” and *subversive* means “tending to or advocating secretly trying to ruin or destroy a government, political system, etc.”

- ▶ Students write the definitions of *liable*, *flagrant*, and *subversive* on their copy of the text or in a vocabulary journal.

① Explain to the group that is analyzing paragraph 8 that the last Soviet proposal was an additional article after Article 30. This context is integral to understanding Roosevelt’s meaning in paragraph 8.

- ▶ In their expert groups, students read and analyze their particular paragraphs. Students begin to fill in their Roosevelt Paragraphs 4–9 Jigsaw Tool to prepare for a small group discussion when they return to their home groups.

🗨 See the Model Roosevelt Paragraphs 4–9 Jigsaw Tool for sample student responses.

When expert groups complete their analysis of their paragraphs, instruct students to return to their home group in which each member has explored two different paragraphs. Each student should present the analysis from the expert group to his or her home group members for discussion.

Post or project the following questions for students to answer in their home groups before sharing out with the class.

Is Roosevelt’s evidence in paragraphs 4–9 relevant to her claim in paragraph 3? Explain.

- 🗨 Roosevelt’s evidence in this section is relevant because each paragraph in this section directly addresses one of the Soviet delegation’s amendments or proposals.

① Consider reminding students that *relevant* means “relating to a subject in an appropriate way.”

Is Roosevelt’s evidence in this section sufficient to support her claim in paragraph 3? Why or why not?

- 🗨 Student responses may include:
 - Roosevelt’s evidence is sufficient because she gives a reason to reject each amendment or proposal of the Soviet delegation, which is adequate for the purpose. For example, in paragraph 4, Roosevelt states that “committee 3 decided [the amendment] required further study,” which is adequate for explaining why it was rejected.
 - Roosevelt’s evidence is not sufficient. Even though she addresses each point in the Soviet delegation’s proposal, she does not fully explain all of her reasons. For example, in paragraph 5, Roosevelt does not explain how the Soviet amendment “sets up standards which would enable any state practically to deny all freedom of opinion and expression without violating the article”; she only states that the amendment does set up these standards.

- ① Consider reminding students that *sufficient* means “adequate for the purpose; enough.” Sufficient evidence thoroughly reinforces the claims in an argument (central and/or supporting claims). One piece of powerful evidence may be sufficient to support a claim, or several pieces of evidence may be collectively sufficient to support a claim.

Lead a whole-class discussion of student responses.

Activity 6: Quick Write

10%

Instruct students to respond briefly in writing to the following prompt:

How does Roosevelt use paragraphs 4–9 to develop her claim in paragraph 3?

Instruct students to use their Roosevelt Paragraphs 4–9 Jigsaw Tool and annotations to find evidence. Ask students to use this lesson’s vocabulary whenever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.

- ① Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- ▶ Students independently answer the prompt, using evidence from the text.
- ☞ See the High Performance Response at the beginning of this lesson.

Activity 7: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to add to their Argument Delineation Tool, tracing Roosevelt’s claim and evidence in paragraphs 3–9.

- ① Consider reminding students that for some claims, there may not be reasoning. Students can note this on their tools and assess whether this affects the claim.

Also for homework, instruct students to read the remainder of Roosevelt’s speech “On the Adoption of the Universal Declaration of Human Rights” paragraphs 10–16 (from “In giving our approval to the Declaration today” to “join our effort in good faith to live up to this high standard”). Direct students to box any unfamiliar words and look up their definitions. Instruct them to choose the definition that makes the most sense in the context and write a brief definition above or near the word in the text.

- ▶ Students follow along.

Homework

Add to your Argument Delineation Tool, tracing Roosevelt’s claim and evidence in paragraphs 3–9.

Read the remainder of Roosevelt’s speech “On the Adoption of the Universal Declaration of Human Rights,” paragraphs 10–16 (from “In giving our approval to the Declaration today” to “join our effort in good faith to live up to this high standard”). Box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in the context and write a brief definition above or near the word in the text.

Roosevelt Paragraphs 4–9 Jigsaw Tool

Name:		Class:		Date:	
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Directions: Read your pair of paragraphs. Identify and record the Soviet delegation's amendment or proposal from each paragraph. Identify and record the article from the UDHR that is related to the Soviet delegation's amendment or proposal. Identify and record Roosevelt's reasons for rejecting the Soviet delegation's amendment or proposal.

Text	Soviet delegation's amendment or proposal	Related Article in UDHR	Roosevelt's reasons for rejection
Paragraph 4			
Paragraph 5			
Paragraph 6			
Paragraph 7			
Paragraph 8			
Paragraph 9			

Model Roosevelt Paragraphs 4–9 Jigsaw Tool

Name:		Class:		Date:	
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Directions: Read your pair of paragraphs. Identify and record the Soviet delegation’s amendment or proposal from each paragraph. Identify and record the article from the UDHR that is related to the Soviet delegation’s amendment or proposal. Identify and record Roosevelt’s reasons for rejecting the Soviet delegation’s amendment or proposal.

Text	Soviet delegation’s amendment or proposal	Related Article in UDHR	Roosevelt’s reasons for rejection
Paragraph 4	Adds issue of “minorities.”	Article 3: broad, simple article, which states, “Everyone has the right to life, liberty and security of person.”	Committee 3 already dealt with this issue and decided that it “required further study,” so it is being referred to the Economic and Social Council on Human Rights.
Paragraph 5	Modifies existing article to include the adjectives “democratic” and the idea of “fascism.”	Article 20: deals with the right to freedom of expression and association. “Everyone has the right to peaceful assembly and association” and “No one may be compelled to belong to an association.”	This modification would actually restrict freedom of expression by qualifying what counts as freedom of expression. Adding the particular modifiers of “democratic” and “fascism” is dangerous, because—as the Assembly knows from experience—states can easily interpret these terms differently and abuse them.
Paragraph 6	Adds “specific reference to ‘discrimination’.”	Article 22: states that everyone deserves “economic, social and cultural rights indispensable for his dignity and the free development of his personality.” Article 2: states that everyone is entitled to the rights in the UDHR regardless of their personal attributes.	Committee 3 already determined that “the question of discrimination is comprehensively covered in Article 2,” so it does not need to be added again. In fact, adding it in Article 22 would weaken the comprehensiveness intended in Article 2. Also, the Soviet proposal to Article 22 adds “State obligation,” which would change the character of the UDHR.

Text	Soviet delegation's amendment or proposal	Related Article in UDHR	Roosevelt's reasons for rejection
Paragraph 7	The Soviets proposed delaying voting on the UDHR until the next session.	Related to the UDHR as a whole.	Roosevelt states that the Soviets have already presented an identical proposal, and it was already soundly rejected in Committee 3.
Paragraph 8	Added new article after Article 30.	Article 30: the last article in the UDHR emphasizing that no "State, group or person" can use the UDHR as a way to destroy other's rights.	The new article would erase the effect of Article 30. Article 30 is necessary as is, because it provides limits for the broad nature of the UDHR. These limits are based on morality, public order, and general welfare.
Paragraph 9	The Soviet proposal includes "an obligation on governments to assure the enjoyment of these rights by direct governmental action."	Article 23: deals with labor rights and the right to economic security through work and social protection.	Although Article 23 does not include an obligation for governments to protect economic and social rights, and Article 23 does not directly reference the articles that follow, the "umbrella" nature of Article 23 still supports "basic principles of economic, social, and cultural rights."

10.2.3**Lesson 4****Introduction**

In this lesson, students read and analyze paragraphs 10–16 of Eleanor Roosevelt’s speech “On the Adoption of the Universal Declaration of Human Rights” (from “In giving our approval to the Declaration today” to “to live up to this high standard”) in which Roosevelt calls on the Assembly to adopt *The Universal Declaration of Human Rights* (UDHR). Students explore how Roosevelt appeals to her audience and uses rhetoric to persuade the Assembly. The learning in this lesson is captured in a Quick Write on the following prompt: How does Roosevelt use rhetoric in paragraphs 10–16 to advance the purpose of her speech?

For homework, students add to their Argument Delineation Tool, tracing Roosevelt’s claims and reasoning in paragraphs 10–16. Additionally, students conduct a brief search into Malala Yousafzai and write a few sentences about her life to prepare for the following lesson’s text.

Standards

Assessed Standard(s)	
RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Addressed Standard(s)	
L.9-10.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students answer the following prompt, citing textual evidence to support analysis and inferences drawn from the text. <ul style="list-style-type: none">How does Roosevelt use rhetoric in paragraphs 10–16 to advance the purpose of her speech?

High Performance Response(s)

A High Performance Response should:

- Determine the purpose of Roosevelt’s speech (e.g., Roosevelt’s purpose is to persuade the United Nations Assembly to adopt the UDHR).
- Identify examples of rhetoric from paragraphs 10–16 (e.g., repetition, parallel structure, and contrast in “It is not a treaty; it is not an international agreement. It is not and does not purport to be a statement of law or legal obligation. It is a Declaration of basic principles of human rights and freedoms” (par. 10); imagery in “stand today at the threshold of a great event” (par. 11); etc.).
- Explain how the examples of rhetoric advance Roosevelt’s purpose (e.g., by clarifying exactly what the UDHR is and repeatedly emphasizing what the UDHR is not, Roosevelt calms any fears or reservations members of the Assembly may have in adopting it, and so advances her purpose to persuade the Assembly to adopt the UDHR).

Vocabulary**Vocabulary to provide directly (will not include extended instruction)**

- purport (v.) – profess or claim, often falsely
- threshold (n.) – the entrance to a house or building; any place or point of entering or beginning
- proclamation (n.) – the act of saying something in a public, official, or definite way
- flagrant (adj.) – shockingly noticeable or evident
- impetus (n.) – a force that causes something (such as a process or activity) to be done or become more active
- fruition (n.) – attainment of anything desired; realization; accomplishment
- covenant (n.) – an agreement, usually formal, between two or more persons to do or not do something specified

Vocabulary to teach (may include direct word work and/or questions)

- None.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.9-10.6, L.9-10.5.a Text: “On the Adoption of the <i>Universal Declaration of Human Rights</i>” by Eleanor Roosevelt, paragraphs 10–16 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Masterful Reading Reading and Discussion Quick Write Closing 	<ol style="list-style-type: none"> 5% 15% 10% 50% 15% 5%

Materials

- Student copies of the Argument Delineation Tool (refer to 10.2.1 Lesson 5)—Students may need blank copies of the tool if they have run out of space on their original tool.
- Copies of the Rhetorical Impact Tracking Tool for each student (refer to 10.2.1 Lesson 4) —Students will need blank copies of the tool for this lesson.
- Student copies of the Short Response Rubric and Checklist (refer to 10.2.1 Lesson 1)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.9-10.6. In this lesson, students discuss how Roosevelt calls on the Assembly to adopt the UDHR, exploring the rhetoric she uses to advance her purpose. Students engage in evidence-based discussion and demonstrate their learning at the end of the lesson by completing a Quick Write.

- ▶ Students follow along.

Activity 2: Homework Accountability

15%

Instruct students to take out their Argument Delineation Tools to discuss in pairs how they traced Roosevelt's claim and evidence in paragraphs 3–9.

- 🗨 See the Model Argument Delineation Tool at the end of this lesson for sample student responses.

Instruct student pairs to share and discuss the vocabulary words they identified and defined in the previous lesson's homework.

- 🗨 Students may identify the following words: *purport*, *threshold*, *proclamation*, *flagrant*, *impetus*, *fruition*, and *covenant*.

① Definitions are provided in the Vocabulary box in this lesson.

Activity 3: Masterful Reading

10%

Have students listen to a Masterful Reading of paragraphs 10–16 of “On the Adoption of the *Universal Declaration of Human Rights*.” Ask students to follow along and listen for how Roosevelt appeals to the Assembly.

- ▶ Students follow along, reading silently.

Activity 4: Reading and Discussion

50%

Instruct students to form small groups. Post or project each set of questions below for students to discuss.

Instruct student groups to reread paragraphs 10–11 (from “In giving our approval to the Declaration today” to “at different times in other countries”) and answer the following questions before sharing out with the class.

Recalling the work you did delineating Roosevelt’s argument, what is the purpose of her speech?

- Roosevelt’s central claim is that the Assembly should adopt the UDHR, and she develops the central claim using these supporting claims: “this is a good document—even a great document” (par. 1), “it is perhaps better tactics” for the Soviet delegation “to try to cooperate” (par. 2), and the Assembly should, or is very likely to, reject the Soviet proposals (par. 3). So, Roosevelt’s purpose is to persuade the Assembly to adopt the UDHR.

How does Roosevelt unfold her explanation of the “basic character of the document” in paragraph 10?

- Roosevelt first explains what the UDHR is not, using three short sentences to give examples of what it is not: “It is not a treaty; it is not an international agreement. It is not and does not purport to be a statement of law or of legal obligation” (par. 10). Then, Roosevelt gives a long sentence explaining what the UDHR is: “It is a Declaration of basic principles of human rights and freedoms, to be stamped with the approval of the General Assembly by formal vote of its members, and to serve as a common standard of achievement for all peoples of all nations” (par. 10).

What rhetorical devices does Roosevelt use in paragraph 10, and what is their cumulative impact?

- Roosevelt uses parallel structure (“it is not” and “it is”), repetition, and contrast to explain clearly “the basic character of the document” (par. 10). By repeatedly emphasizing what the UDHR is not, Roosevelt calms any fears or reservations members of the Assembly may have in adopting it.

What does Roosevelt express with her specific word choice in the phrase “stamped with the approval” in paragraph 10?

- Student responses may include:
 - By using the verb “stamped,” Roosevelt expresses that nothing else needs to be done to the UDHR except to adopt it.
 - Roosevelt’s use of “stamped” emphasizes that adopting the UDHR should be an easy task.

How does Roosevelt use figurative language in the first sentence of paragraph 11 to contribute to the overall tone of the speech?

- Student responses may include:
 - Using the figurative language of “[w]e stand today at the threshold” (par. 11), Roosevelt creates an image of the Assembly standing at “the entrance to a house or building or any place or point of entering or beginning.”
 - By saying “[w]e stand today at the threshold” (par. 11), Roosevelt compares adopting the UDHR to crossing a threshold.

- Through this figurative language, Roosevelt emphasizes that the Assembly is at an important moment right now when they will choose whether or not to make this “great event” happen (par. 11). This creates a sense of excitement, contributing to her inspirational tone.
- ① This question and the Differentiation Consideration below both support students’ engagement with L.9-10.5.a, which requires students to demonstrate an understanding of figurative language, interpreting figures of speech and their role in the text.
- ① **Differentiation Consideration:** If students struggle with figurative language, consider asking the following scaffolding questions:

How does Roosevelt use the combination of the words “stand” and “threshold” to create an image?

- 💬 The word threshold means “the entrance to a house or building or any place or point of entering or beginning.” By saying the Assembly “stand[s] today at the threshold,” Roosevelt creates the image of the Assembly standing in front of an entrance or point of beginning.

What comparison does Roosevelt make by creating this image?

- 💬 Roosevelt compares adopting the UDHR to crossing a threshold.

How does Roosevelt use historical references in paragraph 11, and what is the rhetorical impact?

- 💬 Student responses may include:
 - Roosevelt draws a connection between the UDHR and other historically important documents related to declaring rights: “Magna Carta,” “Declaration of the Rights of Man,” and “the Bill of Rights” (par. 11).
 - By comparing the UDHR to these documents, Roosevelt emphasizes the importance of the UDHR, and through this is using ethos (an appeal to her audience’s shared values of the historical documents) to persuade the Assembly to adopt the UDHR.

Lead a brief whole-class discussion of student responses and instruct students to use their Rhetorical Impact Tracking Tool to record the rhetoric discussed.

- ① Remind students of the work they did with rhetoric in 10.2 Units 1 and 2. If necessary, review the definitions and examples of rhetorical devices on the Rhetorical Impact Tracking Tools from 10.2.1.

Instruct student groups to reread paragraphs 12–16 (from “At a time when there are so many issues” to “join our effort in good faith to live up to this high standard”) and answer the following questions in before sharing out with the class.

What specific word choices develop the ways Roosevelt appeals to the Assembly in paragraph 12?

💬 Student responses may include:

- Roosevelt uses the words “fact” and “testimony” (par. 12) to introduce evidence, which develops logos (an appeal to the Assembly’s logic).
- Roosevelt repeats the words “common” and “agreement” to emphasize that the UDHR expresses that the Assembly has a shared “aspiration” (par. 12) and uses this to appeal to her audience’s shared ethics.
- Roosevelt uses the phrase “flagrant violation” and references the “Nazi[s] and Fascist[s]” and “world war” (par. 12). By using emotional words and references to the last war, Roosevelt uses pathos, appealing to her audience’s emotional experience of the war.

① **Differentiation Consideration:** If students struggle, consider asking the following questions:

How does Roosevelt use the words “fact” and “testimony” to appeal to the Assembly?

💬 Roosevelt introduces forms of evidence to appeal to the Assembly’s logic.

What words does Roosevelt repeat in paragraph 12, and how do the words work together to appeal to the Assembly?

💬 Roosevelt repeats the words “common” and “agreement” to emphasize that the UDHR expresses that the Assembly has a shared “aspiration,” and uses this to appeal to her audience’s shared ethics.

What is the rhetorical impact of Roosevelt’s word choice and cultural references to “flagrant violation[s],” “Nazi and Fascist countries,” and “the last world war”?

💬 By reminding the Assembly of the war and using emotional words to describe the war, Roosevelt appeals to her audience’s emotions.

How does the “spiritual fact” in paragraph 14 connect to the quotation from Gladstone Murray?

💬 Murray says “that the light we have is imperfect does not matter so long as we are always trying to improve it . . . we are equal in sharing the moral freedom” (par. 13). Roosevelt connects to this in paragraph 14 by saying it is a “spiritual fact that man must have freedom in which to develop his full stature.”

How does Roosevelt use this connection to appeal to her audience?

💬 By linking the ability of man to “develop his full stature” to both “moral freedom” and “spiritual fact” (par. 14), Roosevelt uses ethos, an appeal to her audience’s shared beliefs about the morality of freedom.

What is the rhetorical impact of repeating the word *common* again in paragraph 14?

- Roosevelt emphasizes to her audience that they are all together trying to “raise the level of human dignity” (par. 14) by adopting the UDHR, which appeals to the Assembly members’ shared ethics.

How does Roosevelt advance her purpose when she speaks about “the unfinished task which lies before us” in paragraph 15?

- Reminding the Assembly of what needs to happen after the Assembly adopts the UDHR emphasizes the importance of adopting the UDHR in the first place.

What is the rhetorical impact of Roosevelt’s concluding paragraph?

- Students responses may include:
 - By repeating Marshall’s opening words to them “as Members of the United Nations” (par. 16), Roosevelt uses ethos, appealing to the values the members of the Assembly share by being part of the United Nations.
 - Roosevelt ends her speech by quoting Marshall’s call to “approve [the Declaration] by an overwhelming majority” and “join our effort in good faith to live up to this high standard” (par. 16). This call to action inspires the Assembly by using pathos, appealing to their emotions.

Lead a brief whole-class discussion of student responses and instruct students to use their Rhetorical Impact Tracking Tool to record the rhetoric discussed.

Activity 5: Quick Write**15%**

Instruct students to respond briefly in writing to the following prompt:

How does Roosevelt use rhetoric in paragraphs 10–16 to advance the purpose of her speech?

Instruct students to look at their tools and annotations to find evidence. Ask students to use this lesson’s vocabulary whenever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.

① Display the prompt for students to see, or provide the prompt in hard copy.

Transition students to the independent Quick Write.

- ▶ Students independently answer the prompt, using evidence from the text.

- See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, students add to their Argument Delineation Tool, tracing Roosevelt’s claims and reasoning in paragraphs 10–16 (from “In giving our approval to the Declaration today” to “to live up to this high standard”).

Also for homework, instruct students to find biographical information about Malala Yousafzai, and write a few sentences about her life to prepare for the following lesson’s text.

- ① Encourage students to utilize media and print resources at school, home, and/or public libraries to facilitate their searches.

- Students follow along.

Homework

Add to your Argument Delineation Tool, tracing Roosevelt’s claims and reasoning in paragraphs 10–16.

Use the Internet or library sources to find biographical information on Malala Yousafzai, and write a few sentences about her life to prepare for the following lesson’s text.

Model Argument Delineation Tool

Name:		Class:		Date:	
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Directions: Identify and record each of the following elements of the author's argument in the text (or portion of text): central claim, supporting claims, evidence, and reasoning. Remember that evidence supports claims and reasoning connects evidence to a claim. Reasoning also may explain the relationship among claims or across evidence.

Text:	"On the Adoption of the <i>Universal Declaration of Human Rights</i> "
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Central Claim:

The United Nations Assembly should adopt the Universal Declaration of Human Rights.

Supporting Claim:

The Assembly is very likely to reject the Soviet delegation's proposals (par. 3).

OR

The Assembly should reject the Soviet delegation's proposals (par. 3).

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
<p>"The first two paragraphs of the amendment to article 3 deal with the question of minorities, which committee 3 decided required further study" (par. 4)</p> <p>"The Soviet amendment to article 20 . . . sets up standards which would enable any state practically to deny all freedom of opinion and expression without violating the article." (par. 5)</p> <p>"the question of discrimination is comprehensively covered in article 2 of the Declaration, so that its restatement elsewhere is completely unnecessary and also has the effect of weakening the comprehensive principles stated in article 2" (par. 6).</p>	<p>Roosevelt's evidence in this section is relevant because each paragraph in this section directly addresses one of the Soviet delegation's amendments or proposals.</p>	<p>Roosevelt's evidence is sufficient because she gives a reason to reject each amendment or proposal of the Soviet delegation, which is adequate for the purpose. For example, in paragraph 4, Roosevelt states that "committee 3 decided [the amendment] required further study," which is adequate for explaining why it was rejected.</p> <p>OR</p> <p>Roosevelt's evidence is not sufficient. Even though she addresses each point in the Soviet delegation's proposal, she does not fully explain all of</p>

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
<p>“An identical text was rejected in committee 3 by a vote of 6 in favor and 26 against.” (par. 7)</p> <p>The Soviet proposal to add an article after Article 30 would erase the effect of Article 30, but “[t]he basic principle of equality and of nondiscrimination as to public employment . . . cannot be accepted without limitation.” (par. 8)</p> <p>“[T]he principle has not been affected by the fact that this article no longer contains a reference to the articles which follow it.” (par. 9)</p>		<p>her reasons. For example, in paragraph 5, Roosevelt does not explain how the Soviet amendment “sets up standards which would enable any state practically to deny all freedom of opinion and expression without violating the article”; she only states that the amendment does set up these standards.</p>
Reasoning:		Explain whether the reasoning is valid:
N/A		N/A

Model Rhetorical Impact Tracking Tool

Name:		Class:		Date:	
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Directions: In column 1, identify and record the author's use of a rhetorical device. If the device is new to you, record a definition in column 1 as well. In column 2, record the example of the rhetorical device from the text. (Include a paragraph or page reference.) In column 3, record the impact of the rhetorical device on the author's point of view or purpose.

Text: "On the Adoption of the *Universal Declaration of Human Rights*"

RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
Repetition, parallel structure, contrast	"It is not a treaty; it is not an international agreement. It is not and does not purport to be a statement of law or legal obligation. It is a Declaration of basic principles of human rights and freedoms" (par. 10)	By clarifying exactly what the UDHR is and repeatedly emphasizing what the UDHR is not, Roosevelt calms any fears or reservations members of the Assembly may have in adopting it, thereby advancing her purpose to persuade the Assembly to adopt the UDHR.
Descriptive language	"to be stamped with the approval" (par. 10)	By using the verb "stamped," Roosevelt expresses that nothing else needs to be done to the UDHR except to adopt it. Roosevelt's use of "stamped" emphasizes that adopting the UDHR should be an easy task.
Imagery	"stand[s] today at the threshold of a great event" (par. 11)	Roosevelt creates the image of being in the moment right before making a decision to begin something or enter new territory, establishing a sense of excitement and inspirational tone, which supports her purpose to persuade the Assembly to adopt the UDHR.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
Historical references, ethos	"Magna Carta," "Declaration of the Rights of Man," "Bill of Rights" (par. 11)	Roosevelt draws a connection between the UDHR and these historically significant documents related to declaring rights. By comparing the UDHR to these documents, Roosevelt emphasizes the importance of the UDHR, and through this is using ethos (an appeal to her audience's shared values of the historical documents) to persuade the Assembly to adopt the UDHR.
Logos (appeal to logic)	"fact that 58 states have found such a large measure of agreement" and "[t]his must be taken as testimony of our common aspiration" (par. 12)	Roosevelt uses fact and testimony to appeal to the Assembly's logic in order to persuade them to adopt the UDHR.
Repetition and ethos (appeal to ethics)	repeats the words "common" and "agreement" (par. 12)	Roosevelt emphasizes that the UDHR expresses the Assembly's shared "aspiration," and through this appeals to her audience's ethics and advancing her purpose of persuading the Assembly to adopt the UDHR.
Pathos (appeal to emotion)	"flagrant violation" and references the "Nazi[s] and Fascist[s]" and "world war" (par. 12)	By using emotional words and references to the last war, Roosevelt uses pathos, appealing to her audience's emotional experience of the war in order to persuade them to adopt the UDHR.
Ethos (appeal to ethics)	Quotation from Gladstone Murray: "sharing the moral freedom" (par. 13) and statement that it is a "spiritual fact that man must have freedom in which to develop his full stature." (par. 14)	By linking the ability of man to "develop his full stature" to both "moral freedom" and "spiritual fact," Roosevelt uses ethos, an appeal to her audience's shared beliefs about the morality of freedom.
Ethos (appeal to ethics) and pathos (appeal to emotion)	Quotation of Secretary Marshall beginning "Let this third regular session . . ." (par. 16)	By echoing the opening statement at the end and reminding the Assembly members why they are there "as Members of the United Nations," Roosevelt uses ethos, appealing to the

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
		<p>ethics the members of the Assembly share by being part of the United Nations.</p> <p>Roosevelt ends her speech by repeating Marshall's call to "approve [the Declaration] by an overwhelming majority" and "join our effort in good faith to live up to this high standard." This call to action inspires the Assembly by using pathos, appealing to their emotions.</p>

10.2.3

Lesson 5

Introduction

In this lesson, students listen to Malala Yousafzai’s “Address to the United Nations Youth Assembly.” After listening to the sixteen-year-old Pakistani girl deliver her speech, students read paragraphs 1–6 of the transcript (from “In the name of God, the Most Beneficent” to “My dreams are the same”). In small groups, students analyze how Yousafzai uses rhetoric to advance her purpose. Students participate in a whole-class discussion and then work in pairs to analyze a paragraph independently. Finally, students annotate the text they have read before completing a Quick Write on the following prompt: How does Yousafzai use rhetoric in paragraphs 1–6 to advance her purpose? For homework, students read paragraphs 7–20 of the transcript of Yousafzai’s speech (from “Dear sisters and brothers, I am not against anyone” to “Education is the only solution. Education First”) and use the Rhetorical Impact Tracking Tool to record the impact of her use of rhetoric.

Standards

Assessed Standard(s)	
RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Addressed Standard(s)	
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>
L.9-10.4.a	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>

Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> How does Yousafzai use rhetoric in paragraphs 1–6 to advance her purpose?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify a purpose advanced in Yousafzai’s speech (e.g., to speak “so that those without a voice can be heard” (par. 5) etc.). Identify an example of rhetoric (e.g., use of repetition when she uses “the same” in the final two sentences of paragraph 6; appeal to pathos when she describes the Taliban attack in paragraph 6; the use of parallel structure in paragraph 6: “Weakness, fear and hopelessness died. Strength, power and courage was born”; etc.). Explain how rhetoric advances the purpose (e.g., Yousafzai’s description of the shooting is an appeal to ethos that establishes her credentials as someone willing to risk her life in order to promote education; her use of the shooting is also an appeal to pathos because it creates sympathy for her as a young girl who is being shot by extremists).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> Taliban (n.) – a fundamentalist Islamic militia [originating] in Afghanistan
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> None.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> Standards: RI.9-10.6, W.9-10.9.b, L.9-10.4.a Text: “Address to the United Nations Youth Assembly” by Malala Yousafzai, July 12, 2013 (http://secure.aworldatschool.org), “Malala Yousafzai Addresses United Nations Youth Assembly” video (http://webtv.un.org/watch/malala-yousafzai-addresses-united-nations-youth-assembly/2542094251001/) 	

Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 40%
4. Reading and Discussion	4. 30%
5. Quick Write	5. 10%
6. Closing	6. 5%

Materials

- Copies of the Rhetorical Impact Tracking Tool for each student (refer to 10.2.1 Lesson 4)—Students will need blank copies of the tool for this lesson.
- Copies of Malala Yousafzai’s “Address to the United Nations Youth Assembly” for each student (with paragraphs numbered 1–20)
- Copies of the Argument Delineation Tool for each student (refer to 10.2.1 Lesson 5)—Students will need blank copies of the tool for this lesson’s homework.

① Consider numbering the paragraphs of the transcript of Yousafzai’s “Address to the United Nations Youth Assembly” before the lesson.

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and assessed standard for this lesson: RI.9-10.6. In this lesson, students explore how Malala Yousafzai advances her purpose in the first half of her speech through the use of rhetoric. Students watch Yousafzai delivering her speech to the United Nations Youth Assembly on July

12, 2013. Students engage in evidence-based discussions as well as complete a brief writing assignment to close the lesson.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to work in pairs to share their additions to the Argument Delineation Tool for Eleanor Roosevelt's "On the Adoption of *The Universal Declaration of Human Rights*."

- See the Model Argument Delineation Tool at the end of this lesson for sample student responses.

- ① Remind students to maintain their Argument Delineation Tools for use on the End-of-Unit Assessment.

Instruct students to Turn-and-Talk in pairs about their sentences on the biographical information they found on Malala Yousafzai.

- Student responses may include:
 - Malala Yousafzai is a Pakistani student and activist for education.
 - Prior to the shooting, when she was 11–12, Yousafzai had also kept a radio blog for the BBC describing the conditions under the *Taliban* and her efforts to attend school and promote education for girls.
 - A member of the *Taliban* who wanted to stop Malala Yousafzai's activism shot her in the head.
 - Malala Yousafzai gained international acclaim for her courage and her forgiveness in the aftermath of the shooting.

Activity 3: Masterful Reading

40%

Have students listen to a Masterful Reading of Malala Yousafzai's "Address to the United Nations Youth Assembly," delivered on July 12, 2013. Ask students to listen and record their initial thoughts and reactions about the speech.

- ▶ Students follow along, reading silently.
- ① If possible for the Masterful Reading, consider showing students the online video of Yousafzai delivering her speech (<http://webtv.un.org/watch/malala-yousafzai-addresses-united-nations->

[youth-assembly/2542094251001/](#)). The video not only provides context for the speech but also allows students to hear Yousafzai's own voice as well as the audience's reactions.

Instruct students to work in pairs to share their initial thoughts and reactions about the speech.

Activity 4: Reading and Discussion

30%

Instruct students to form pairs. Post or project each set of questions below for students to discuss.

Instruct students to stop to annotate the speech and take notes on the Rhetorical Impact Tracking Tool throughout the discussion, in preparation for the Quick Write assessment. Remind students that annotating helps them keep track of evidence they use later in the End-of-Unit and Performance Assessments, which focus on the development of central ideas.

① This focused annotation supports students' engagement with W.9-10.9.b, which addresses the use of textual evidence in writing.

Instruct student pairs to read paragraphs 1–6, from the greeting, “In the name of God, the Most Beneficent the Most Merciful,” to “My dreams are the same,” and annotate the text for examples of rhetoric and answer the following questions and before sharing out with the class.

What is the rhetorical impact of the thanks Yousafzai gives before beginning her speech?

☞ Student responses may include:

- The thanks are an appeal to ethos because it shows that Yousafzai shares similar values to those listening: “[T]hank you to every person who has prayed for my fast recovery and a new life . . . I have received thousands of good wish cards and gifts from all over the world” (par. 2).
- The thanks are an appeal to pathos because they include emotional phrases like “I cannot believe how much love people have shown me” and “Thank you to the children whose innocent words encouraged me” (par. 2).
- The repetition of “thank you” emphasizes that she has a lot of support and gratitude, making her appeal to ethos stronger.
- The thanks given to important people (Mr. Ban Ki-moon, the UN Secretary-General and Mr. Gordon Brown, the UN Special Envoy) show that Yousafzai is connected to powerful people, giving her words more weight.

① If necessary, remind students to consult their Rhetorical Impact Tracking Tools from 10.2.1, 10.2.2, and 10.2.3 for possible rhetorical devices and definitions.

In paragraph 5, what are Malala Yousafzai's stated purposes for addressing the United Nations Youth Assembly?

Student responses may include:

- Yousafzai says she is speaking not for herself, but for “all girls and boys” (par. 5).
- She says she is speaking “so that those without a voice can be heard” (par. 5).
- She expands the voiceless from “all girls and boys” to all “those who have fought for their rights” (par. 5).

What facts does Yousafzai provide about her experience in paragraph 6?

Student responses may include:

- She was shot on October 9, 2012.
- She was shot “on the left side of [her] forehead” (par. 6).
- The *Taliban* shot her.
- The *Taliban* also shot her friends.

Provide students with the following definition: the *Taliban* is “a Muslim fundamentalist group that originated in Afghanistan but is active in other countries as well.”

- ▶ Students write the definition of *Taliban* on their copy of the text or in a vocabulary journal.

According to paragraph 6, what did the *Taliban* hope to achieve by shooting Yousafzai?

Student responses may include:

- The *Taliban* wanted to “silence” the children (par. 6).
- The *Taliban* wanted to change the “aims” and “ambitions” of children (par. 6).

Based on your response to the last question, what can you infer about Yousafzai’s actions before the shooting?

Student responses may include:

- Yousafzai was one of “the hundreds of Human rights activists and social workers who are not only speaking for human rights, but who are struggling to achieve their goals of education, peace, and equality” (par. 4).
- Yousafzai was already working to “raise up [her] voice” (par. 5).
- Yousafzai had “ambitions . . . hopes . . . [and] dreams” that the *Taliban* did not support (par. 6).

What did the *Taliban*’s shooting actually accomplish?

Student responses may include:

- More people joined Yousafzai’s cause; she says “thousands of voices” came “out of that silence” (par. 6).

- The *Taliban* failed to change the “aims” and “ambitions” of Yousafzai and her coworkers. Yousafzai says she is “the same Malala” with the same “ambitions,” “hopes,” and “dreams” (par. 6).
- Instead of causing Yousafzai and her coworkers to become silent and afraid, the *Taliban*’s shooting made them more determined. Yousafzai says, “Weakness, fear and hopelessness died. Strength power and courage was born” (par. 6).

① **Differentiation Consideration:** Consider encouraging students to make inferences by asking the following question:

What inference can listeners make about Yousafzai’s actions from the fact that the *Taliban* hoped to “silence” her and change her “aims” and “ambitions”?

💬 Student responses may include:

- Yousafzai must have been speaking out against the *Taliban*.
- Yousafzai’s “aims” and “ambitions” must have been against the *Taliban*’s wishes.

What rhetorical devices does Yousafzai use in paragraph 6? What is the impact of these rhetorical devices?

💬 Student responses may include:

- Yousafzai’s appeal to ethos by showing her “[s]trength, power and courage” (par. 6) in the face of violence encourages her listeners to trust her as someone who knows first-hand what it is like to struggle to get an education despite grave threats.
- Yousafzai uses parallel structures when she states, “Weakness, fear, and hopelessness died. Strength, power and courage was born” (par. 6). The parallel structure emphasizes that for each hope the *Taliban* had, Yousafzai denied them their victory and emerged stronger.
- Yousafzai uses repetition by using the word *same* four times in the last two sentences: “I am the same Malala. My ambitions are the same. My hopes are the same. My dreams are the same” (par. 6). The repetition emphasizes Yousafzai’s determination.

① **Differentiation Consideration:** If students struggle with this question, remind them to consult their Rhetorical Impact Tracking Tools for possible devices and definitions. If students continue to struggle, consider posing the following questions:

In paragraph 6 Malala Yousafzai states, “Weakness, fear, and hopelessness died. Strength, power and courage was born.” In what ways are these statements similar?

💬 The statements are grammatically similar. Each begins with three qualities and ends with a verb having to do with a state of being (life/death).

In what ways are the statements different?

- ☞ The statements express opposing ideas. The first statement is about three negative qualities, while the second is about three positive qualities. The first statement says the qualities died, while the second statement says the qualities were born.

What word does Malala Yousafzai repeat in the last two sentences of paragraph 6? What is the impact of this repetition?

- ☞ She repeats the word *same*, which emphasizes that despite the *Taliban's* efforts to change Yousafzai, she remains unchanged.

Lead a brief whole-class discussion of student responses. Then instruct students to use their Rhetorical Impact Tracking Tool to track and analyze Yousafzai's use of rhetoric in paragraphs 1–6.

Activity 5: Quick Write**10%**

Instruct students to respond briefly in writing to the following prompt:

How does Yousafzai use rhetoric in paragraphs 1–6 to advance her purpose?

Instruct students to look at their annotations and the Rhetorical Impact Tracking Tool to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses and to practice using specific language and domain-specific vocabulary. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ① Display the prompt for students to see, or provide the prompt in hard copy.
 - ▶ Students independently answer the prompt using evidence from the text.
- ☞ See the High Performance Response at the beginning of this lesson.

Activity 6: Closing**5%**

Display and distribute the homework assignment. For homework, instruct students to use an Argument Delineation Tool to trace Yousafzai's argument in paragraphs 1–6 of the speech (from "In the name of God, the Most Beneficent" to "My dreams are the same").

Also for homework, instruct students to read paragraphs 7–20 of the transcript of Yousafzai's speech (from "The wise saying, 'The pen is mightier than sword'" to "Education is the only solution. Education First") and use the Rhetorical Impact Tracking Tool to record the impact of her use of rhetoric.

- ▶ Students follow along.

Homework

Use an Argument Delineation Tool to trace Yousafzai’s argument in paragraphs 1–6 of her speech, (from “In the name of God, the Most Beneficent the Most Merciful” to “My dreams are the same”).

Also, read paragraphs 7–20 of the transcript of Yousafzai’s speech (from “The wise saying, ‘The pen is mightier than sword’” to “Education is the only solution. Education First”) and use the Rhetorical Impact Tracking Tool to record the impact of her use of rhetoric.

Model Argument Delineation Tool

Name:		Class:		Date:	
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Directions: Identify and record the central claim from the text or excerpt (paragraph or section). Identify and record each claim that supports the central claim. Identify and record each piece of evidence that supports the supporting claims. Identify and record the reasoning that explains the relationships among claims and across evidence.

Text:	"On the Adoption of <i>The Universal Declaration of Human Rights</i> " (paragraphs 10–16)
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Central Claim: The United Nations Assembly should adopt the Universal Declaration of Human Rights "as a standard for conduct for all" (par. 16).

Supporting Claim:

The UDHR serves as "a common standard of achievement" (par. 10).

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
The document "is not a treaty; it is not an international agreement" (par. 10).	Signing the document will not impose new legal obligations on member nations.	The evidence is sufficient because it reviews the legal status of the document and its implications of countries signing the document.
Reasoning:		Explain whether the reasoning is valid:
Since the document does not have legal obligations, no country should feel uncomfortable signing it as a signal of agreement with its principles.		<p>The reasoning is valid because since the document is not legally binding, signing it is less significant than signing a legal document.</p> <p>OR</p> <p>The reasoning is not valid because member countries will still want the document to reflect their own beliefs and principles.</p>

Supporting Claim:		
The UDHR may be considered “the international Magna Carta of all men everywhere” (par. 11).		
Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
None	N/A	N/A
Reasoning:		Explain whether the reasoning is valid:
By describing the UDHR as the “international Magna Carta” (par. 11) and comparing it to other important documents associated with promoting human rights, Roosevelt suggests that this document is part of a long history of improving human rights.		The reasoning is not necessarily valid since Roosevelt does not explain in detail how the UDHR is similar in content or in import to the documents she names.
Supporting Claim:		
The UDHR represents “[m]an’s desire for peace” (par. 12).		
Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
58 states have found a “large measure of agreement” regarding human rights (par 12).	The 58 states to which Roosevelt refers are all members of the UN, and each will sign the document if it is adopted by the UN.	The evidence is sufficient; most listeners would recognize how much effort was needed to get 58 states to agree to a single document.
The document must reflect the UN’s “aspiration . . . to lift men everywhere to a higher standard of life” (par. 12).	Roosevelt directly refers to a document member nations have already signed.	The evidence is sufficient because signing the Charter was a necessary part of joining the UN.
Realizing that “the flagrant violation of human rights by Nazi and Fascist countries sowed the seeds of the last world war” (par. 12) makes it important for the UN to make a statement about human rights.	The listeners had just experienced the horrors of World War II and would be eager to avoid a similar situation.	World War II is a significant historical event that was in recent memory for Roosevelt’s listeners, so this evidence would have been sufficient for her listeners.

Reasoning:		Explain whether the reasoning is valid:
If 58 states have agreed to the contents of the document, it must contain principles that are universally recognized.		The reasoning is valid because it reflects the work of many participants and reflects joint effort.
The document merely supports what members have already agreed to in the Charter.		The reasoning is valid; member could easily review the language of the two documents.
Signing the document will help avoid another experience like World War II.		This reasoning is not valid; Roosevelt does not clearly establish a link between abusing human rights and World War II and some member nations might have identified other factors as more significant contributing causes.
Supporting Claim:		
“This Declaration is based upon the spiritual fact that man must have freedom” (par. 14).		
Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
Gladstone Murray says “we are equal in sharing the moral freedom that distinguishes us as men” (par. 13).	Murray was a recognized statesman at the time.	<p>The evidence is sufficient because Murray’s status would have lent support to Roosevelt’s position.</p> <p>OR</p> <p>The evidence is not sufficient because Murray’s words might have been taken out of context.</p> <p>“Spiritual facts” are not evidence because they cannot be proven.</p>

<p>“The Declaration is based upon the spiritual fact that man must have freedom” (par. 14).</p>	<p>If freedom is a necessary element for man to develop his full stature, then the UDHR works to ensure that everyone has the necessary freedom.</p>	
<p>Reasoning:</p>		<p>Explain whether the reasoning is valid:</p>
<p>Roosevelt appeals to authority (the words of a respected statesman) and facts.</p>		<p>The reasoning is not valid because it is not clear in what context Gladstone was speaking and spiritual facts cannot be proven.</p>
<p>Supporting Claim:</p>		
<p>Secretary of UN, Marshall, called on General Assembly to approve the UDHR.</p>		
<p>Evidence:</p>	<p>Explain how the evidence is relevant:</p>	<p>Explain whether the evidence is sufficient:</p>
<p>Language from Marshall’s opening statement.</p>	<p>Marshall is secretary of the UN.</p>	<p>Marshall’s position and clear statement is sufficient evidence.</p>
<p>Reasoning:</p>		<p>Explain whether the reasoning is valid:</p>
<p>Roosevelt uses an appeal to reason by citing the words of the secretary of the UN.</p>		<p>This reasoning is valid; Marshall has a position of authority and respect within the organization Roosevelt is addressing.</p>

Model Rhetorical Impact Tracking Tool

Name:		Class:		Date:	
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Directions: In column 1, identify and record the author's use of a rhetorical device. If the device is new to you, record a definition in column 1 as well. In column 2, record the example of the rhetorical device from the text. (Include a paragraph or page reference.) In column 3, record the impact of the rhetorical device on the author's point of view or purpose.

Text: "Address to the United Nations Youth Assembly"

RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
Appeal to Ethos	"Today, it is an honour . . . Thank you to my elders whose prayers strengthened me." (par. 1–3)	<p>Making it clear that it is an honor to speak to the assembly presents Malala Yousafzai as a humble person and generates goodwill. It establishes her credibility as a likeable person whose message listeners might want to hear. Similarly, thanking so many people presents Yousafzai as someone who is grateful and again establishes her as a sympathetic speaker.</p> <p>The opening phrases of thanks show that Yousafzai shares similar values to those listening: "Thank you to every person who has prayed for my fast recovery and a new life. . . I have received thousands of good wish cards and gifts from all over</p>

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
	“Dear Friends, on the 9 th of October, 2012, the Taliban shot me on the left side of my forehead.” (par. 6)	the world” (par. 3). A simple account of a horrifying act establishes Yousafzai as an eyewitness to the conditions in Pakistan about which she speaks.
Appeal to Pathos	“I cannot believe how much love people have shown me . . . Thank you to the children whose innocent words encouraged me. Thank you to my elders whose prayers strengthened me.” (par. 2) “Dear Friends, on the 9 th of October, 2012, the Taliban shot me on the left side of my forehead.” (par. 6)	Referring to the expressions of love and encouragement and to the prayers of her elders encourages listeners to feel sympathy and empathy toward Malala Yousafzai. Depicting a child being shot by <i>terrorists</i> creates a feeling of disgust toward the <i>terrorists</i> and sympathy for the victim (who is Yousafzai, the speaker).
Parallel Structure	“The terrorists thought that they would change our aims and stop our ambitions but nothing changed in my life except this: Weakness, fear, and hopelessness died. Strength, power and courage was born.” (par. 6)	The parallel structure shows how each of the <i>terrorists’</i> goals failed and contrasts the results of the <i>terrorist</i> attack with its aims.
Repetition	“But first of all, thank you to God . . . and thank you to every person . . . Thank you to all of them. Thank you to the children . . . Thank you to my elders . . . I would like to thank my nurses, doctors and all of the staff of the hospitals.” (par. 1–3)	The repetition of “thank you” emphasizes that she has a lot of support and gratitude, making her appeal to ethos stronger. The thanks given to important people (Mr. Ban Ki-moon the Secretary-General and UN Special Envoy Mr. Gordon Brown) show that Yousafzai is connected to powerful people, giving

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
	"I am the same Malala. My ambitions are the same. My hopes are the same. My dreams are the same." (par. 6)	her words more weight. The repetition of the word <i>same</i> demonstrates Yousafzai's strength of character and defines the ways in which she remains unchanged.

10.2.3

Lesson 6

Introduction

In this lesson, students read paragraphs 7–20 of the transcript of Malala Yousafzai’s “Address to the United Nation Youth Assembly” (from “Dear sisters and brothers, I am not against anyone” to “Education is the only solution. Education First”), paying special attention to how Yousafzai develops and refines ideas she introduced in the first half of the speech. Students first work in pairs to answer a series of questions in Close Reading and Discussion. After a brief share-out, they form new pairs to conduct a silent discussion focusing on how Yousafzai uses paragraphs 10–20 of the speech to develop and refine ideas from paragraphs 1–9.

Students demonstrate their learning in a Quick Write at the end of the lesson on the following prompt: Select a passage from paragraphs 10–20. How does this passage develop and refine a claim from the text as a whole? For homework, students prepare for the End-of-Unit Assessment by reviewing the texts they read in 10.2.3 (“The Universal Declaration of Human Rights,” Eleanor Roosevelt’s “On the Adoption of *The Universal Declaration of Human Rights*,” and Malala Yousafzai’s “Address to the United Nations Youth Assembly”) as well as related notes and annotations to identify a claim that is common to all three texts from the unit. Students use an Argument Delineation Tool to delineate the claims in the authors’ arguments and prepare to evaluate those claims.

Standards

Assessed Standard(s)	
RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Addressed Standard(s)	
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>

L.9-10.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
L.9-10.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Assessment

Assessment(s)

Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- Select a passage from paragraphs 10–20. How does this passage develop and refine a claim from the text as a whole?

High Performance Response(s)

A High Performance Response should:

- Identify an idea that is important to the text as a whole (e.g., education is an important human right, educating women is necessary to promote justice, etc.).
- Identify a passage in the selected excerpt that develops and refines the idea (e.g., paragraph 12 illustrates many of the problems that result from a lack of education: “[C]hildren are victims of child labour...Young girls have to do domestic child labour and are forced to get married at [an] early age.”).
- Identify evidence of where and how Yousafzai introduced and developed the idea earlier in the speech (e.g., paragraph 5 introduces the “right to be educated” as a basic right, similar to the rights “to live in peace,” “to be treated with dignity,” and “to equality of opportunity.” After describing how the Taliban shot her for promoting education, Yousafzai says, “I am here to speak up for the right of education of every child. I want education for the sons and the daughters of all the extremists, especially the Taliban” (par. 7)).
- Explain how the selected passage develops and refines the idea (e.g., paragraph 12 develops the need for education by demonstrating what happens when this basic human right is denied; Yousafzai’s examples emphasize how denying girls an education harms them and prevents them from enjoying other basic human rights).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- terrorist (n.) – a person, usually a member of a group, who uses or advocates the use of violence and threats to intimidate or coerce, especially for political purposes
- Talib (n.) – in the context of this text: a member of the Taliban (Note that this word can also be transcribed as *taleb*; the literal translation of the word is *student* but when capitalized in English it generally refers to a member of the Taliban.)
- compulsory (adj.) – required

Vocabulary to teach (may include direct word work and/or questions)

- compassion (n.) – a feeling of deep sympathy and sorrow for another who is stricken by misfortune, accompanied by a strong desire to alleviate the suffering
- legacy (n.) – anything handed down from the past, as from an ancestor or predecessor
- conservative (adj.) – not liking or accepting changes or new ideas
- flourish (v.) – to be successful; prosper
- wage (v.) – to carry on (a battle, war, conflict, argument, etc.)

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.9-10.5, W.9-10.9.b, L.9-10.4.a, L.9-10.5.a Text: “Address to the United Nations Youth Assembly” by Malala Yousafzai, July 12, 2013 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Jigsaw Reading and Discussion 4. Silent Discussion 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 15% 3. 40% 4. 20% 5. 15% 6. 5%

Materials

- Copies of the Developing Claims Tool for each student
- Student copies of the Short Response Rubric and Checklist (refer to 10.2.1 Lesson 1)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and sharing the assessed standard for this lesson: RI.9-10.5. In this lesson, students work in pairs to analyze the second half of the speech. Students then hold silent discussions in pairs about how Yousafzai uses the second half of her speech to develop and refine one particular idea she introduces earlier in the speech. After a brief whole-class discussion, students complete a Quick Write to close the lesson.

- Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to form pairs to share their Argument Delineation Tools and trace an argument Yousafzai makes in the first half of her speech.

- 💬 See the Model Argument Delineation Tool at the end of this lesson for possible student responses.
- ① Remind students to keep their tools throughout the unit so that they can use them for the End-of-Unit Assessment.

Instruct students to form new pairs to share their Rhetorical Impact Tracking Tools and discuss how Yousafzai used rhetoric in the second half of her speech to advance her purpose.

- ☞ See the Model Rhetorical Impact Tracking Tool for Yousafzai at the end of this lesson for possible student responses.

Activity 3: Jigsaw Reading and Discussion

40%

- ① If necessary to support comprehension and fluency, consider using a Masterful Reading of the focus excerpt for the lesson before beginning discussion.

Instruct students to form pairs. Post or project each set of questions below for students to discuss.

Explain to students that they are going to participate in a Jigsaw discussion. Assign students to analyze one of the following three sections in their pairs: paragraphs 7–9, paragraphs 10–13, or paragraphs 14–20. Ensure that the three sections of the excerpt are evenly distributed throughout the class. In other words, several pairs should read and analyze each section.

Instruct student pairs to annotate their texts as they read and discuss their questions. Remind students that annotating helps them keep track of evidence they use in the End-of-Unit Assessment, which focuses on the delineation of arguments.

- ① This focused annotation supports students' engagement with W.9-10.9.b, which addresses the use of textual evidence in writing.

Instruct student pairs to read paragraphs 7–9 (from “Dear sisters and brothers, I am not against anyone” to “we realised the importance of pens and books when we saw the guns”) and answer the following questions before sharing out with a jigsaw group.

Provide students with the following definition: *Talibs* (sometimes spelled *Talebs*) are “individual members of the group.” Although the word in Arabic and Farsi means *student*, when used in English it refers to members of the Taliban.

- ▶ Students write the definition of *Talib* on their copy of the text or in a vocabulary journal.

In paragraph 7, what reason does Yousafzai give for speaking? How does this connect to the events described in paragraph 6?

- ☞ Yousafzai says she is speaking “for the right of education of every child” (par. 7). It is this stance that the Taliban sought to “silence” by shooting her (par. 6).

What is Yousafzai’s response to the Taliban?

- ☞ Student responses may include:
 - She is not “against” them (par. 7).

- She does not want “personal revenge” (par. 7).
- She wants “education for the sons and daughters of all the extremists especially the Taliban” (par. 7).
- She does “not even hate the Talib who shot [her]” and she would not shoot him, “even if there is a gun in [her] hand and he stands in front of [her]” (par. 8).

Provide students with the following definition: *terrorist* means “a person, usually a member of a group, who uses or advocates the use of violence and threats to intimidate or coerce, especially for political purposes.”

- ▶ Students write the definition of *terrorist* on their copy of the text or in a vocabulary journal.

Based on Yousafzai’s description of her feelings toward the Taliban, what can you infer about the meaning of the word *compassion*?

- 💬 Yousafzai says that her response is an example of compassion, so *compassion* must mean a feeling of goodwill or sympathy toward someone.
- ① Consider providing students with the following definition: *compassion* means “a feeling of sympathy and sorrow for another, accompanied by the desire to alleviate suffering.”
- ① Consider drawing students’ attention to their application of standard L.9-10.4.a through the process of using context to determine meaning.

How does Yousafzai explain her feelings of compassion?

- 💬 Yousafzai says she learned compassion from “Muhammad—the prophet of mercy, Jesus Christ, and Lord Buddha” (par. 8).

How does the word *inherited* help you understand the meaning of the word *legacy* in the fourth sentence of paragraph 8, “This is the legacy of change that I have inherited from Martin Luther King, Nelson Mandela and Muhammad Ali Jinnah”?

- 💬 Inheriting something means receiving something from someone who lived earlier; a *legacy* must mean something that is received from someone who lived earlier.
- ① Consider providing students with the following definition: *legacy* means “anything handed down from the past, as from an ancestor or predecessor.”
- ① Consider drawing students’ attention to their application of standard L.9-10.4.a through the process of using context to determine meaning.

In his “Letter from Birmingham Jail,” Martin Luther King, Jr. states, “Nonviolent direct action seeks to create such a crisis and foster such a tension that a community which has constantly refused to

negotiate is forced to confront the issue” (King, paragraph 9). In what way is King’s definition of nonviolent direct action related to Yousafzai’s work?

- Yousafzai has used nonviolent direct action to force her local community, under the control of the Taliban, and the global community, who are observing what is happening in Pakistan, to confront the issue of education for girls under Taliban rule.

① Consider reminding students of their work with King’s “Letter from Birmingham Jail” in 10.2.1 in order to emphasize how Yousafzai’s reference to King strengthens her position as an advocate of non-violent change.

In what ways is Yousafzai’s refusal to accept the Taliban’s rules about the education of girls related to Martin Luther King, Jr.’s stance on “just and unjust laws” (King, paragraphs 12–18) as described in his “Letter from Birmingham Jail”?

- Martin Luther King, Jr. explained why it is necessary to disobey unjust laws. The Taliban’s laws about the education of girls are unjust, so Yousafzai feels morally obligated to disobey these laws.

What claim does Yousafzai present in paragraph 9?

- She claims that the need for education (“pens and books”) became obvious in the midst of the violence (when they “saw the guns”).

What rhetorical evidence does Yousafzai use to support this claim?

- Student responses may include:
 - She uses “pens and books” and “guns” to represent ideas.
 - She uses contrast (light/darkness; voice/silence) to emphasize the difference between the value of education (“pens and books”) and the evil of war (“guns”).
 - She uses parallelism to emphasize that “pens and books” are good, like light and voice, while guns are evil, like darkness and silence.

① **Differentiation Consideration:** If students have difficulty answering this question, consider asking the following question:

What does Yousafzai mean when she refers to “pens and books” and “guns” in paragraph 9?

- She means “education” and “war.”
-

Instruct student pairs to read paragraphs 10–13 (from “The wise say, ‘The pen is mightier than [the] sword’” to “to be independent to fight for themselves”) and answer the following questions before sharing out with a jigsaw group.

Of what are the extremist *Talibs* afraid, according to Yousafzai’s statements in paragraph 10?

☞ Student responses may include:

- They are afraid education will give power to women: “The extremists are afraid of books and pens...The power of the voice of women frightens them” (par. 10).
- They are afraid education will bring change and promote equality, “Because they were and they are afraid of change, afraid of the equality that we will bring into our society” (par. 10).

In paragraph 11, why does the boy in Yousafzai’s school say the Taliban is afraid of education?

☞ The boy says the Taliban is afraid of education because they are uneducated themselves: “A Talib doesn’t know what is written inside this book” (par. 11).

① Remind students that when the word *Talib* appears with a capital *T* it refers to a member of the *Taliban*, a Muslim fundamentalist group.

According to Yousafzai, what do members of the Taliban believe will be God’s response to girls who go to school?

☞ According to Yousafzai, the Taliban believe God will “send girls to the hell just because of going to school” (par. 11).

How does Yousafzai end the previous paragraph (paragraph 10)?

☞ Yousafzai said that the Taliban “were and they are afraid of change, afraid of the equality that we will bring into our society” (par. 10).

Based on your responses to the last two questions, what does Yousafzai mean when she says that the *Talibs* “think that God is a tiny, little conservative being” (paragraph 11)?

☞ She means that the Taliban think that God does not want any change and will punish girls for trying to change society.

① Consider providing students with the following definition: *conservative* means “not liking or accepting changes or new ideas.”

① Some students may associate the word *conservative* with American politics; explain that without a capital letter the word does not refer to a political group but rather to the meaning given here.

How does this statement build on additional information from paragraph 7?

- 💬 This statement suggests that the Taliban shot Yousafzai because she did not share their *conservative* views; she was a girl who was speaking up “for the right of education of every child” (par. 7) and the Taliban did not want her to be speaking up; they wanted to “silence” her (par. 6) and stop her work.

What is the relationship between the specific conditions Yousafzai describes in paragraph 12 and the larger problems she mentions in the same paragraph?

- 💬 Student responses may include:
 - The specific conditions are examples of the larger problems Yousafzai names.
 - Yousafzai illustrates problems of poverty by saying, “innocent and poor children are victims of child labour” and “young girls have to do domestic child labour” (par. 12).
 - Yousafzai demonstrates problems of ignorance by saying, “terrorism, wars and conflicts stop children to go to their schools” and “[m]any schools have been destroyed in Nigeria” (par. 12).
 - Yousafzai shows the consequences of injustice by saying that it is not fair that girls are “forced to get married at [an] early age” (par. 12).

① **Differentiation Consideration:** If students have difficulty answering this question, consider posing the following questions:

In paragraph 12, what specific connections does Yousafzai establish between education and the lives of women and children?

- 💬 Student responses may include:
 - Without education “innocent and poor children are victims of child labour” and “[y]oung girls have to do domestic child labour” (par. 12).
 - Because girls have no education they are “being forced to get married” at an early age (par. 12).

What larger problems does she suggest result from a lack of education in this paragraph?

- 💬 Yousafzai suggests that “[p]overty, ignorance, injustice, racism and the deprivation of basic rights” result from a lack of education (par. 12).

How does paragraph 12 develop ideas that Yousafzai introduces in paragraph 5?

- 💬 Student responses may include:
 - In paragraph 5, Yousafzai explains that she is speaking for the voiceless: “I raise up my voice...so that those without a voice can be heard.” In paragraph 12, Yousafzai illustrates

who some of the voiceless are: children who cannot go to school because of “terrorism, wars, and conflicts”; “victims of child labour”; young girls who do “domestic child labor” and “are forced to get married at [an] early age.”

- In paragraph 5, Yousafzai lists the rights for which she and others are fighting: “to live in peace...to be treated with dignity...to equality of opportunity...to be educated.” In paragraph 12, Yousafzai shows the results of these rights being violated: children without schools and without opportunities.

Instruct student pairs to read paragraphs 14–20 (from “Dear sisters and brothers, now it’s time to speak up.” to “Education is the only solution. Education First”) and answer the following questions before sharing out with a jigsaw group.

What is Yousafzai’s stated purpose in paragraph 14?

- In paragraph 14 Yousafzai calls on world leaders to promote peace deals that “protect women’s and children’s rights” and to “ensure free compulsory education all over the world for every child.”

Explain that when Yousafzai refers to “free compulsory education” she means that governments should make it a law that all children be required to attend school for a set period of time.

Provide students with the following definition: *compulsory* means “required by law.”

- ▶ Students write the definition of *compulsory* on their copy of the text or in a vocabulary journal.

How does Yousafzai’s statement that “[w]e cannot all succeed when half of us are held back” clarify the meaning of the word *flourish* in the second sentence of paragraph 14?

- “We cannot all succeed” clarifies that the word *flourish* means “succeed” (par. 14). If women have “freedom and equality” they will not be “held back,” so they will *flourish* (“succeed”).
- ① Consider drawing students’ attention to their work with L.9-10.4.a as they use context clues to determine the meaning of a word.
 - ▶ Students write the definition of *flourish* on their copy of the text or in a vocabulary journal.
- ① Consider providing students with the following definition: *flourish* means “to be successful; prosper.”

How does Yousafzai’s metaphor in paragraph 16 advance the purpose of her speech?

- The metaphor of “knowledge” as a weapon, and “unity and togetherness” as a shield advances Yousafzai’s purpose of encouraging people to struggle to ensure that education is available to all children.

What is the connection between the metaphor Yousafzai uses in paragraph 16 and the ideas she expresses in paragraph 15?

- In paragraph 15 Yousafzai stated that she and others would “bring change,” meaning “peace and education for everyone” through their voices and that their words will “change the world.” Here she is promoting the use of language and ideas to create change; she continues this idea in paragraph 16, saying that the words can be used as “weapons” to create change, but they are weapons that do not create violence.
- ① Consider drawing students’ attention to their application of standard L.9-10.5.a through the process of determining meaning and impact of figurative language.

How does Yousafzai’s choice of words in paragraph 18 develop ideas she presented in paragraphs 15 and 16?

- She continues the metaphor of conflict by encouraging listeners to “wage a global struggle” and refers to “books and pens” as “our most powerful weapons” (par. 15).
- ① Some students may notice Yousafzai’s use of rhetoric here: Yousafzai uses the language of war to promote peaceful change. Consider encouraging students to refer to their Rhetorical Impact Tracking Tool to identify this use of figurative language.

How does the imagery of conflict support an understanding of the word *wage* in the first sentence of paragraph 18: “So let us wage a global struggle against illiteracy”?

- Because Yousafzai is encouraging her listeners to participate in a “global struggle,” (par. 18) the word *wage* must mean to participate in a struggle or battle.
- ① Consider providing students with the following definition: *wage* means “to carry on (a battle, war, conflict, argument, etc.).”
- ▶ Students write the definition of *wage* on their copy of the text or in a vocabulary journal.

When pairs have completed their analysis of their section, direct them to split up and form a group with two other students, each of whom have analyzed a different section. In other words, students form groups of three to share their responses to their section of text.

Activity 4: Silent Discussion

20%

Instruct students to review the greetings and paragraphs 1–9 (from “In the name of God, the Most Beneficent, the Most Merciful” to “we realised the importance of pens and books when we saw the guns”) along with any notes and annotations related to the first half of the speech. Instruct student pairs from the previous activity to join with another pair, forming small groups of four.

Post or project the following questions for students to answer in their small groups. Remind students to annotate their texts as they discuss the question.

What claims does Yousafzai introduce and develop in paragraphs 1–9 of “Address to the United Nations Youth Assembly”?

☞ Student responses may include:

- Those without a voice need to be heard: “I speak – not for myself, but for all girls and boys. I raise up my voice—not so that I can shout, but so that those without a voice can be heard” (par. 5).
- The Taliban do not deter Malala Yousafzai: “The terrorists thought that they would change my aims and stop my ambitions but nothing changed in my life except this: Weakness, fear and hopelessness died. Strength, power, and courage was born. I am the same Malala” (par. 6).
- Nonviolence is at the heart of the world’s great traditions: “This is the compassion that I have learnt from Muhammed—the prophet of mercy...my soul is telling me, be peaceful and love everyone” (par. 8).
- Education is important: “We realised the importance of pens and books when we saw the guns” (par. 9).
- Yousafzai’s work is part of a larger effort by “hundreds of Human rights activists and social workers who are...struggling to achieve their goals of education, peace and equality” (par. 4).

Lead a brief whole-class discussion of student responses.

Distribute a copy of the Developing Claims Tool to each student. Explain to students that they are now going to participate in a Silent Discussion by following the instructions below:

Instruct students to choose one claim that Yousafzai develops in the first half of the speech and record this claim on the Developing Claims Tool. Then students provide evidence to show where Yousafzai introduces and/or develops the claim in paragraphs 1–9.

Instruct students to exchange tools with another student silently. After reading the claim and evidence the first student identified, the second student should silently reread the second half of the speech,

looking for evidence of how Yousafzai develops and refines this claim. Instruct students to record their notes on the tool and then return it to the original student, who reviews the evidence and records his or her final thoughts about the topic.

- See the Model Developing Claims Tool for possible student responses.

Lead a brief share-out of the Silent Discussion.

Activity 5: Quick Write

15%

Instruct students to respond briefly in writing to the following prompt:

Select a passage from paragraphs 10–20. How does this passage develop and refine a claim from the text as a whole?

Instruct students to look at their annotations and Developing Claims Tool to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses and to practice using specific language and domain-specific vocabulary. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ① Display the prompt for students to see, or provide the prompt in hard copy.

- ▶ Students independently answer the prompt using evidence from the text.

- See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to prepare for the End-of-Unit Assessment by reviewing the three texts they read in this unit, along with their notes, annotations, Rhetorical Devices Tracking Tools, and Argument Delineation Tools. Identify a common central claim between all three texts.

- ▶ Students follow along.

Homework

Review the three texts you read in this unit, along with your notes, annotations, Rhetorical Devices Tracking Tools, and Argument Delineation Tools. Identify a common claim between all three texts.

Model Argument Delineation Tool

Name:		Class:		Date:	
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Directions: Identify and record each of the following elements of the author's argument in the text (or portion of text): central claim, supporting claims, evidence, and reasoning. Remember that evidence supports claims and reasoning connects evidence to a claim. Reasoning also may explain the relationship among claims or across evidence.

Text:	"Address to the United Nations Youth Assembly"
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Central Claim: Yousafzai's work is part of a larger effort to achieve human rights.

Supporting Claim:

Many other people are also currently working to promote human rights, including the right to an education.

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
"There are hundreds of human rights activists and social workers who are not only speaking for human rights, but who are struggling to achieve their goals of education, peace and equality." (par. 4)	By mentioning that "hundreds of human rights activists and social workers" are seeking "to achieve their goals of education, peace and equality" Yousafzai makes it clear she is not just a single individual but part of a larger community.	This is compelling evidence, but would be better if she had named a specific organization. "Hundreds of human rights activists and social workers" is a little vague.

Reasoning:	Explain whether the reasoning is valid:
Yousafzai uses logical reasoning: she cites facts that support her assertion that many other people are working for the same cause as she is, supporting the idea that she is part of a larger movement.	This reasoning is valid; noting that hundreds of other people are working for the same cause proves that Yousafzai is part of a larger effort.

Model Rhetorical Impact Tracking Tool

Name:		Class:		Date:	
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Directions: In column 1, identify and record the author's use of a rhetorical device. If the device is new to you, record a definition in column 1 as well. In column 2, record the example of the rhetorical device from the text. (Include a paragraph or page reference.) In column 3, record the impact of the rhetorical device on the author's point of view or purpose.

Text: "Address to the United Nations Youth Assembly"

RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
Appeal to Ethos	<p>Yousafzai cites famous leaders and thinkers in paragraph 8: "that I have learnt from Muhammad—the prophet of mercy, Jesus Christ and Lord Buddha...from Martin Luther King, Nelson Mandela and Muhammad Ali Jinnah...from Gandhi Jee, Bacha Khan and Mother Teresa" (par. 8)</p> <p>"The wise saying, 'The pen is mightier than sword' was true." (par. 10)</p> <p>"I remember that there was a boy in our school who" (par. 11)</p>	<p>Including important figures from around the world and from history emphasizes the shared values Yousafzai is promoting.</p> <p>By quoting a well-known saying, Yousafzai appeals to a shared belief system.</p> <p>By telling the story of the boy in her school, Yousafzai establishes her credibility as an eyewitness to the events she describes.</p>

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
Contrast	"We realise the importance of light when we see darkness. We realise the importance of our voice when we are silenced. In the same way, when we were in Swat, the north of Pakistan, we realised the importance of pens and books when we saw the guns." (par. 9)	Yousafzai first contrasts light and dark, then contrasts voicing ideas and silence, and finally contrasts the power of the pen and the power of guns. All three contrasting images present something good as the opposite of something bad.
Appeal to Pathos	"In many parts of the world . . . forced to get married at early age." (par. 12)	Yousafzai's words (<i>suffering, innocent, poor children, and victims</i>) and examples demonstrate the bad effects of war on children in the areas she names and motivates listeners to support her cause.
Appeal to Reason	"And that is why...And that is why...That is why" (par. 10) "The terrorists are misusing the name of Islam and Pashtun society...rather it is their duty and responsibility." (par. 11) "And if we want to achieve our goal, then let us empower ourselves" (par. 16)	Stating "that is why" establishes a series of cause-and-effect relationships that supports Yousafzai's appeal to reason. Yousafzai states a claim and supports the claim with specific reasons when she says, "The terrorists are misusing the name of Islam and Pashtun society" (par. 11) and then goes on to explain why this claim is true. Using the if/then construction establishes a relationship between the desired ends ("to achieve our goal") and the necessary means "empower ourselves" (par. 16).
Appeal to Conscience	"In many parts of the world...forced to get married at early age." (par. 12)	Yousafzai's description creates a sense of moral urgency.
Repetition	"The power of education frightens them...The power of the voice of women frightens them." (par. 10)	Repeating the phrase "frightens them" reinforces Yousafzai's point that the Taliban fighters are fearful men and makes them appear less powerful.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
	<p>“And that is why...And that is why...That is why” (par. 10)</p> <p>“So today, we call upon...We call upon...We call upon...We call upon...We call upon...We call upon...We call upon...” (par. 14)</p> <p>“we must not forget that...We must not forget that...We must not forget that” (par. 17)</p> <p>“One child, one teacher, one pen, and one book can change the world.” (par. 19)</p> <p>“Education is the only solution. Education First.” (par. 20)</p>	<p>Repeating “that is why” emphasizes the series of cause-and-effect relationships that supports Yousafzai’s appeal to reason.</p> <p>Repeating the phrase “We call upon” reinforces the idea that Yousafzai wants many people to work together.</p> <p>Repetition reminds listeners of important issues Yousafzai wants the audience to remember.</p> <p>Repeating the word <i>one</i> makes it clear that each individual can make a difference.</p> <p>Repeating <i>education</i> in the final two sentences of the speech reinforces that promoting education is the goal of Malala Yousafzai’s speech.</p>
Parallel Structure	<p>“We realize the importance of light when we see darkness. We realize the importance of our voice when we are silenced. In the same way, when we were in Swat, the north of Pakistan, we realized the importance of pens and books when we saw the guns.” (par. 9)</p> <p>“We call upon the world leaders to change their strategic policies...We call upon all governments to ensure free compulsory education...We call upon the developed nations to support the expansion of</p>	<p>Yousafzai uses parallel structure to show that when she compares books to guns, it is similar to comparing light to darkness and voice to silence; it is a contrast between good and evil.</p> <p>Using parallel structure, Yousafzai asks different groups (from largest to smallest) to meet different challenges.</p>

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
	educational opportunities...We call upon all communities to be tolerant...We call upon our sisters around the world to be brave" (par. 14)	
Word Choices	"So let us a global struggle against illiteracy...and let us pick up our books and pens. They are our most powerful weapons." (par. 18)	The verb <i>wage</i> is usually associated with war, so Yousafzai's choice of words helps advance the idea that she is encouraging people in a difficult conflict. Politicians frequently speak of the "war on terror" and Yousafzai is suggesting that promoting education is an important part of this war.
Metaphor	<p>"let us empower ourselves with the weapon of knowledge and let us shield ourselves with unity and togetherness" (par. 16)</p> <p>"So let us wage a global struggle against illiteracy . . . and let us pick up our books and pens. They are our most powerful weapons." (par. 18)</p>	<p>By comparing knowledge to a weapon, Yousafzai suggests that knowledge can be dangerous; by comparing unity and togetherness to a shield, she suggests that these qualities are protective.</p> <p>This paragraph continues the metaphor Yousafzai used in paragraph 16. She compares promoting education to waging a war through her choice of words and continues the metaphor by comparing books and pens to powerful weapons. This metaphor advances Yousafzai's purpose by presenting education as strong force.</p>
Synecdoche / Using Objects to Represent Ideas	"So let us wage a global struggle against illiteracy . . . and let us pick up our books and pens. They are our most powerful weapons." (par. 19)	In this passage, "books and pens" represents "education" (par. 19).

Developing Claims Tool

Name:		Class:		Date:	
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Directions: Form pairs. One student identifies a claim Yousafzai introduces in the first half of her speech (paragraphs 1–9). This same student records the claim, the paragraph reference, the actual quote for the claim, and an analysis of how Yousafzai introduces the claim. The second student then reads the first student’s work and identifies where Yousafzai develops the claim in the second half of the speech (paragraphs 10–20). The second student records the paragraph reference, the actual quote, and an analysis of how Yousafzai develops the claim.

Student 1 – Claim Yousafzai introduces in the **first half** of her speech:

Evidence from Par. 1–9	Yousafzai’s Words:	How Yousafzai introduces and develops this claim in the first half of the speech:

Student 2 – How Yousafzai develops and refines the claim in the second half of her speech:		
Evidence from Par. 10–20	Yousafzai’s Words:	How Yousafzai develops this claim in the second half of the speech:

Model Developing Claims Tool

Name:		Class:		Date:	
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Directions: Form pairs. One student identifies a claim Yousafzai introduces in the first half of her speech (paragraphs 1–9). This same student records the claim, the paragraph reference, the actual quote for the claim, and an analysis of how Yousafzai introduces the claim. The second student then reads the first student’s work and identifies where Yousafzai develops the claim in the second half of the speech (paragraphs 10–20). The second student records the paragraph reference, the actual quote, and an analysis of how Yousafzai develops the claim.

Student 1 – Claim Yousafzai introduces in the **first half** of her speech:

☞ Student responses may include:

- Those without a voice need to be heard. (A)
- The Taliban cannot deter Malala Yousafzai. (B)
- Nonviolence is at the heart of the world’s great traditions. (C)
- Education is an important human right. (D)

Evidence from Par. 1–9	Yousafzai’s Words:	How Yousafzai introduces and develops this claim in the first half of the speech:
(A) Par 4–5	“I speak—not for myself, but for all girls and boys. I raise up my voice—not so that I can shout, but so that those without a voice can be heard.”	These lines make it clear that Yousafzai does not see herself as a unique victim but as a representative of a group of victims whose concerns need attention.
Par. 6	“They thought that the bullets would silence us...out of that silence came thousands of voices.”	Yousafzai contrasts having a voice with being silent and affirms that she will not be silent and neither will those whom terrorists try to scare into being silent.
Par. 7	“I am here to speak up for the right of education of every child.”	Yousafzai recognizes that she can represent all of the children who have a right to education.
(B) Par. 6	“The terrorists thought that they would change our aims and stop our ambitions but nothing changed in my life except this: Weakness, fear and hopelessness died. Strength, power and courage	Here Yousafzai illustrates how committed she is to her convictions and how useless violence is against someone whose beliefs are so strong.

Evidence from Par. 1–9	Yousafzai's Words:	How Yousafzai introduces and develops this claim in the first half of the speech:
	was born. I am the same Malala”	
Par. 9	“Dear sisters and brothers, we realise the importance of light when we see darkness...when we saw the guns.”	This paragraph develops the idea that the Taliban’s efforts to deprive Yousafzai of her education only made it more clear to her how much she wanted that education.
(C) Intro	“In the name of God, the Most Beneficent, the Most Merciful.”	By invoking the merciful aspects of God at the beginning of her speech Yousafzai reminds listeners of her religion’s tradition of recognizing mercy and peace (not violence) as important qualities.
Par. 7	“I am not against anyone...especially the Taliban.”	This paragraph demonstrates what nonviolence “looks like.” Despite what the Taliban did to her, Yousafzai still wishes them well.
Par. 8	“This is the compassion that I have learnt from Muhammed—the prophet of mercy. . . . my soul is telling me, be peaceful and love everyone.”	Yousafzai draws strength from many world traditions and from history; everyone she mentions is admirable and someone most people would want to associate with (in contrast to the Taliban).
(D) Par. 5	“Their right to be educated.”	Yousafzai includes this as a basic human right.
Par. 7	“I am here to speak up for the right of education of every child. I want education for the sons and daughters of all the extremists, especially the Taliban.”	Yousafzai emphasizes that all children—especially those of people who are against education—deserve to be educated.
Par. 9	“we realised the importance of pens and books when we saw the guns”	Yousafzai appreciates the value of education, especially when violence threatened to take it away

Student 2 – How Yousafzai develops and refines the idea in the second half of her speech:		
Evidence from Par. 10–20	Yousafzai’s Words	How Yousafzai develops this claim in the second half of the speech:
(A) Par. 14	“So today, we call upon...we call upon...we want...we are all together . . . They are our most powerful weapons.”	In the second half of the speech Yousafzai uses the pronouns <i>we</i> and <i>our</i> to reflect that she is not just speaking for herself anymore. Most of the first half of the speech used the pronouns <i>I</i> and <i>my</i> .
Par. 12	“Women and children are suffering in many parts of the world in many ways.”	Yousafzai expands her concerns from her own personal experience to those of her schoolmates and fellow Pakistanis to people around the world. In the first half of the speech, Yousafzai told how she had suffered personally, but now she expands her speech to describe the suffering of others.
Par. 13	“There was a time when women social activists asked men to stand up for their rights...I am focusing on women to be independent to fight for themselves.”	Yousafzai doesn’t want to depend on men to speak up for the rights of men and children; she is willing to speak up, too, and encourages other women to speak up. In the very beginning of her speech, Yousafzai announced her intention to speak “for all girls and boys” and “so that those without a voice can be heard” (par. 5). Here she is demonstrating how a woman can effectively fight for rights.
Par. 17	“We must not forget that millions of people are suffering...We must not forget that our sisters and brothers are waiting for a bright peaceful future.”	Yousafzai reminds listeners of the many people for whom she is speaking. She does the same thing in paragraph 5: “So here I stand...one girl among many. I speak—not for myself, but for all girls and boys. I raise up my voice—not so that I can shout, but so that those without a voice can be heard,” and again in paragraph 7, when she says, “I am here to speak up for the right of education of every child.”
Par. 19	“One child, one teacher, one pen and one book can change the world.”	Yousafzai is an example of how one child can change the world because she is speaking for many. This echoes her statement in paragraph 5, “So here I stand...one girl among many.”
(B) Par. 11	“The terrorists are misusing the name of Islam...rather it is their duty and responsibility.”	Yousafzai does not let the Taliban’s interpretation of her beliefs change her own understanding of her religion’s principles. She began her speech “[i]n the name of God, the Most Beneficent, the Most Merciful,” which reminds listeners that Yousafzai’s

		beliefs have not necessarily been changed by the terrorists' attempts to impose their beliefs on her.
Par. 15	"No one can stop us."	Yousafzai is not discouraged and she is not afraid, even after what happened to her. She describes the events of October 9, 2012, in paragraph 6, but even the terrorists' attack on her personally cannot stop her from seeking her education. She also describes the work of the many other people seeking to establish human rights in paragraph 4, when she talks about "every woman, every boy and every girl who have raised their voice for human rights," and when she mentions the "hundreds of human rights activists and social workers" and the "[t]housands of people" who "have been killed by the terrorists" and the "millions" who "have been injured."
(C) Par. 10	"The wise saying, 'The pen is mightier than sword' was true."	Yousafzai uses a well-known expression that conveys the idea that ideas are more effective than weapons and warfare. She says something similar in paragraph 9 when she states, "we realised the importance of pens and books when we saw the guns."
Par. 11	"The terrorists are misusing the name of Islam...rather it is their duty and responsibility."	Yousafzai explains that Islam is part of the tradition of nonviolence she describes in paragraph 8. She even begins her address, "In the name of God, the Most Beneficent the Most Merciful," emphasizing the nonviolent aspects of God.
Par. 18–19	"So let us wage a global struggle...one book can change the world."	Yousafzai emphasizes the effectiveness of education and language as a tool for change as opposed to violence. She made the same point in paragraph 9 when she said, "we realised the importance of pens and books when we saw the guns."
(D) Par. 10	"The wise saying, 'The pen is mightier than sword' was true."	This paragraph reminds listeners of how important it is for people to have an education so that they can express themselves. The Taliban is afraid of letting people have this power, so they destroy schools and prevent education.
Par. 11	"I remember that there was a boy... 'A Talib doesn't know what is written inside this book.'"	This quote suggests that if the Taliban were more educated they might not be so fearful and eager to prevent others from gaining knowledge. It explains why Yousafzai said she wanted "education for the sons and the daughters of all the extremists, especially

		the Taliban” (par. 7).
Par. 12	“In many parts of the world, especially Pakistan and Afghanistan, terrorism, wars and conflicts stop children to go to their schools.”	This paragraph illustrates the negative effects of violence. Paragraph 6 dramatically illustrates how terrorists try to prevent children from going to school. Education must be something very important if so many people try to prevent it.
Par. 14	“We call upon all governments to ensure free compulsory education for every child all over the world...We call upon the developed nations to support the expansion of educational opportunities for girls in the developing world.”	Yousafzai’s direct requests emphasize that education is an important human right. In paragraph 5, she says she is speaking for those who have “fought for their rights” and then lists four specific rights. The last one she names is the “right to be educated.”
Par. 15–20	“we want schools and education...Education First.”	<p>The conclusion of Yousafzai’s speech restates the need for education for all children and makes it clear that education is one of the most important tools for ensuring human dignity. She names the right to education as a basic human right in paragraph 5.</p> <p>In paragraph 7 Yousafzai says she is speaking “for the right of education of every child” and goes on to say that she wants “education for the sons and the daughters of all the extremists especially the Taliban.” It is clear that Yousafzai values education in these lines.</p>

10.2.3

Lesson 7

Introduction

In this final lesson of the unit, students complete the End-of-Unit Assessment, which evaluates students' cumulative understanding of three texts: *The Universal Declaration of Human Rights*, Eleanor Roosevelt's speech, "On the Adoption of *The Universal Declaration of Human Rights*," and Malala Yousafzai's "Address to the United Nations Youth Assembly." After sharing ideas about how each text uses claims, evidence, and reasoning to support a common claim, students independently complete a multi-paragraph response to the following prompt: Delineate the argument in each of the unit texts and analyze how the authors develop a common claim. Some students who would benefit from an additional challenge may also respond to an extension of the prompt: Assess whether the reasoning in each text is valid and the evidence is relevant and sufficient.

In their responses, students delineate the argument of each text in this unit. They then identify a claim common to all three texts and analyze how the authors develop the common claim. Students responding to the extension also assess whether the reasoning is valid and the evidence is relevant and sufficient. For homework, students begin preparing for the module's Performance Assessment by rereading Martin Luther King, Jr.'s "Letter from Birmingham Jail" and Julia Alvarez's "Genetics of Justice," using a Performance Assessment Synthesis Tool to record observations about the authors' use of structure, rhetoric, and word choice.

Standards

Assessed Standard(s)	
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
W.9-10.2.a-f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

	<ul style="list-style-type: none"> b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Addressed Standard(s)	
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
SL.9-10.1.a-e	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g.,

	<p>informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>
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Assessment

Assessment(s)
<p>End-of-Unit Assessment: Student learning is assessed via a multi-paragraph essay at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the texts.</p> <ul style="list-style-type: none"> Delineate the argument in each of the unit texts and analyze how the authors develop a common central claim. <p>i Differentiation Consideration: Consider offering the following optional extension question to deepen students' understanding, particularly for students who would benefit from more challenging work:</p> <p>Assess whether the reasoning in each text is valid and the evidence is relevant and sufficient.</p> <p>i Student responses are evaluated using the 10.2.3 End-of-Unit Text Analysis Rubric.</p>

High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Delineate the argument in each of the three unit texts. Analyze how the authors develop a common claim. <p>A High Performance Response to the extension prompt should:</p> <ul style="list-style-type: none"> Assess the validity of the reasoning in each text. Evaluate whether each text provides relevant and sufficient evidence. <p>A High Performance Response may include the following evidence in support of a multi-paragraph</p>

High Performance Response(s)

analysis. The texts are diverse and the prompt is complex, so High Performance Responses may vary widely:

- *The Universal Declaration of Human Rights* (UDHR) proclaims “all members of the human family” have “inherent dignity” and “inalienable rights,” and suggests that promoting these rights also promotes “freedom, justice, and peace in the world” (UDHR, par. 1). The UDHR goes on to name some of those rights and supports this position first by stating as fact that these rights exist and that they are inalienable. The document continues by reminding readers of the “barbarous acts” (UDHR, par. 2) that occur when human rights are disregarded, and of the rebellions that take place against “tyranny and oppression” (UDHR, par. 3). In addition, the document states that the Charter of the United Nations, which governments have already signed, reaffirms “fundamental human rights” (UDHR, par. 5) and pledges to achieve “the promotion of universal respect for and observance of human rights and fundamental freedoms” (UDHR, par. 6).
- Eleanor Roosevelt argues forcefully that the members of the United Nations should reject the Soviet Union’s proposed amendments to the UDHR and should instead adopt the document as it stands. She claims adopting the UDHR supports “[m]an’s desire for peace” that “lies behind this Declaration” (Roosevelt, par. 12). She first supports her position by reminding the member nations of how much time and energy members have already invested in this document, pointing to the “long and meticulous study and debate” (Roosevelt, par. 1) that contributed to the document, and suggesting that the Soviets are creating “somewhat of an imposition” (Roosevelt, par. 3) on the Assembly by offering its proposals. Next, she gives a point-by-point explanation of why each of the Soviet proposals is unnecessary or inappropriate. She continues, reminding her listeners that they have already agreed to promote human rights, the focus of the UDHR, when they signed the United Nations Charter, and that doing so is necessary to avoid “the flagrant violation of human rights” that was evident in the Nazi and Fascist countries that “sowed the seeds” of World War II (Roosevelt, par. 12). Finally, Roosevelt cites other world leaders to support her position.
- Malala Yousafzai also promotes human rights; in particular, she promotes the education of children, especially girls. Yousafzai claims that promoting education is part of the work of “hundreds of Human rights activists and social workers . . . who are struggling to achieve their goals of education, peace, and equality” (Yousafzai, par. 4). While addressing the United Nations Youth Assembly, Yousafzai lists education as one of the basic rights that activists are fighting for. She places her work, and that of others seeking to promote education, in the larger context of religious, historic, and global efforts to promote human rights and dignity, claiming that she has learned “compassion” from “Muhammad—the prophet of mercy, Jesus Christ, and Lord Buddha”; that she has learned the importance of change from “Martin Luther King, Nelson Mandela, and Muhammad Ali Jinnah”; that she has learned “the philosophy of non-violence” from “Gandhi Jee, Bacha Khan, and Mother Teresa”; and that she has learned forgiveness from her parents (Yousafzai, par. 8). She

High Performance Response(s)

also gives concrete descriptions of what happens when people, especially girls, are denied an education, explaining that they forced to “do domestic child labour and are forced to get married at early age” (Yousafzai, par. 12). Perhaps Yousafzai’s most powerful testimony, however, is her own experience of having been shot by the Taliban, who sought to silence her efforts to speak up for education. Yousafzai is clear in her determination, however, and affirms that nothing about her has changed, saying, “I am the same Malala. My ambitions are the same. My hopes are the same. My dreams are the same” (Yousafzai, par. 6). She ends her speech by asking that her listeners “wage a global struggle against illiteracy, poverty, and terrorism” (Yousafzai, par. 19) and that they remember, “Education is the only solution. Education First” (Yousafzai, par. 20).

- Together, the documents work to demonstrate that human rights provide an ethical and moral framework for creating a more peaceful world. All three documents cite evidence to demonstrate what happens when human rights are ignored. The *Universal Declaration of Human Rights* speaks of “barbarous acts” (UDHR, par. 2) and “rebellions” (UDHR, par. 3) when human rights are denied. Eleanor Roosevelt says that, “the flagrant violation of human rights . . . sowed the seeds of the last world war” (Roosevelt, par. 12). Malala Yousafzai reminds her listeners that “the pen is mightier than sword” (Yousafzai, par. 10) and that by providing education to all children, nations will be able to promote the equality and provide a “bright peaceful future” for “the millions of people” who are “suffering from poverty, injustice, and ignorance” (Yousafzai, par. 17).

A High Performance Response to the extension prompt may include the following evidence in support of an additional multi-paragraph analysis. Again, the diversity of the texts and the complexity of the prompt may result in widely varying responses.

- All three texts are powerful; both the UDHR and Eleanor Roosevelt use facts to support their arguments, stating that “the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights” (UDHR, par. 5) and that “58 states have found . . . a large measure of agreement” about human rights (Roosevelt, par. 12). Both documents also use examples (past rebellions against “tyranny and oppression” (UDHR, par. 3) and the more recent experience of World War II (Roosevelt, par. 12)) to support their claims. Overall, this evidence is sufficient because the texts include multiple pieces of evidence, and relevant because the evidence relates directly to the claims. Malala Yousafzai draws on the powerful example of her own personal experience when she states, “Dear Friends, on the 9th of October 2012, the Taliban shot me on the left side of my forehead” (Yousafzai, par. 6), and other recent events to support her claims. Both Roosevelt and Yousafzai present other authorities (Roosevelt cites Gladstone Murray and Marshall, while Yousafzai cites a list of respected figures from history and religion, as well as the teachings of Islam) as additional evidence that their positions should be supported. All three documents use relevant and sufficient evidence, as well as clear reasoning, to communicate their ideas effectively.

OR

High Performance Response(s)

- While many readers may share the beliefs stated in the three unit texts, each text relies to some extent on evidence that is insufficient and/or irrelevant. The UDHR offers as evidence the “fact” that rights are inalienable (*UDHR*, par. 1), but this is difficult to prove. Similarly, Roosevelt states that it is “a spiritual fact that man must have freedom” (Roosevelt, par. 14). This is more of a shared assumption than an actual fact. It is unlikely to persuade someone who does not share this assumption and is impossible to prove. Yousafzai ends her speech with the phrase, “Education is the only solution. Education first” (Yousafzai, par. 20). While education is clearly important to Yousafzai and is probably a goal many people share, some might suggest other solutions to the global problems Yousafzai describes. This is an assumption that Yousafzai makes but does not actually prove. Neither the UDHR nor Roosevelt’s speech provides proof that the violence they describe was provoked solely by a lack of human rights. Yousafzai relies on the power of her own testimony and on anecdotal evidence, but, though moving, it is not sufficient or relevant evidence that clearly supports her position. The three documents are very moving, but each text would be more effective with more relevant or sufficient evidence and stronger reasoning.

Vocabulary**Vocabulary to provide directly (will not include extended instruction)**

- None.*

Vocabulary to teach (may include direct word work and/or questions)

- None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text(s), students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.9-10.8, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2, SL.9-10.1.a-e Texts: <i>The Universal Declaration of Human Rights</i>, “On the Adoption of <i>The Universal Declaration of Human Rights</i>” by Eleanor Roosevelt, “Address to the United Nations Youth Assembly” by Malala Yousafzai 	

Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. End-of-Unit Assessment	3. 70%
4. Closing	4. 10%

Materials

- Chart paper (if doing the optional activity in Homework Accountability)
- Copies of the 10.2.3 End-of-Unit Assessment for each student
- Copies of the 10.2.3 End-of-Unit Text Analysis Rubric for each student
- Student copies of the Argument Delineation Tools (refer to 10.2.1 Lesson 5)
- Student copies of the 10.2 Common Core Learning Standards Tool (refer to 10.2.1 Lesson 1)
- Copies of the Performance Assessment Synthesis Tool for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standards for this lesson: RI.9-10.8, W.9-10.2.a-f, L.9-10.1, and L.9-10.2. In this lesson, students engage in evidence-based discussion to review the arguments of each of the unit texts, considering how each text uses claims, evidence, and reasoning to develop its argument. Students use the remainder of the lesson to write a multi-paragraph response to the End-of-Unit Assessment prompt: Delineate the argument in each of the unit texts and analyze how the authors develop a common claim. Some students may respond to the additional response extension: Assess whether the reasoning in each text is valid and the evidence is relevant and sufficient.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to form small groups and share the common claim they identified across all three unit texts. Instruct students to highlight their Argument Delineation Tools from each text to identify supporting claims, evidence, and reasoning they will use in their essay.

- ① As students build on their own and others' ideas in collaborative discussions on grade 9 topics and texts, they are working with SL.9-10.1.a-e.

☞ Student responses may vary, but should focus on promoting human rights.

- ① **Differentiation Consideration:** If students struggle to synthesize the three texts from this unit, consider completing the following activity. Because the additional scaffolding provided in this activity serves as a significant preparation for the End-of-Unit Assessment, allot more time to Homework Accountability and less time to the actual Assessment.

Direct students to form small groups. Provide each group with a piece of chart paper and each group member with a different colored marker. (Each student's work will be assessed via his or her marker color.) Then ask each group to create an Argument Delineation Tool for Unit 3 Texts on the chart paper. Students write the common claim at the top of the paper and delineate the supporting claims, reasoning, and evidence from each text. Ask students to post their chart paper around the room and conduct a gallery walk to see the ideas of other groups before writing their essays. Consider the additional scaffolding of leaving the chart papers displayed for students to consult as they write the End-of-Unit Assessment.

- ▶ Students work on Argument Delineation Tools in small groups and review the work of other groups.

☞ See the Model Argument Delineation Tool for Unit 3 Texts for possible responses.

Activity 3: End-of-Unit Assessment

70%

Instruct students to write a multi-paragraph response to the following prompt:

Delineate the argument in each of the unit texts and analyze how the authors develop a common central claim.

- ① **Differentiation Consideration:** Consider offering the following optional extension question to deepen students' understanding, particularly for students who would benefit from more challenging work:

Assess whether the reasoning in each text is valid and the evidence is relevant and sufficient.

① Display the prompt(s) for students to see or provide the prompt(s) in hard copy.

Explain to students that because it is a formal writing task, the End-of-Unit Assessment should include an introductory statement, well-organized ideas supported by relevant and sufficient textual evidence, and a concluding statement or section. Remind students to use this unit's vocabulary, as well as proper grammar, capitalization, punctuation, and spelling to achieve a formal style and objective tone.

- ▶ Students listen.

Distribute and review the 10.2.3 End-of-Unit Text Analysis Rubric. Remind students to revisit the rubric once they are finished with the assessment to ensure they have fulfilled all the criteria. Also, remind students to use this unit's vocabulary wherever possible.

- ▶ Students review the 10.2.3 End-of-Unit Text Analysis Rubric.

Transition students to independent writing time. Give students the remaining class period to write.

- ▶ Students independently answer the prompt using evidence from the text.

☞ See the High Performance Response at the beginning of this lesson.

Activity 4: Closing

10%

Distribute or instruct students to take out their copy of the 10.2 Common Core Learning Standards Tool. Inform students that in the Performance Assessment they will work with a new standard: RI.9-10.9. Ask students to individually read the standard on their tools and assess their familiarity with and mastery of the standard.

- ▶ Students read and assess their understanding of standard RI.9-10.9.

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

☞ Student responses regarding RI.9-10.9 should include the following:

- Analyze U.S. documents that are important in history and literature
- Analyze how the U.S. documents address similar themes and ideas

① Consider providing the following definition to students: *seminal* means “highly original and influencing the development of future events.”

Display and distribute the homework assignment. For homework, instruct students to prepare for the Performance Assessment by considering the following prompt:

Identify a purpose common to King’s “Letter from Birmingham Jail,” Alvarez’s “A Genetics of Justice,” and one of the texts from Unit 3. Discuss how each of these texts uses at least one of the following to advance that purpose: structure, rhetoric, or impact of specific word choices.

Instruct students to reread Martin Luther King, Jr.’s “Letter from Birmingham Jail” and Julia Alvarez’s “A Genetics of Justice,” as well as any relevant notes, annotations, and Rhetorical Impact Tracking Tools, paying particular attention to the authors’ use of structure, rhetoric, or word choice to further their purposes. Remind students to review their notes, annotations, and the tools they have developed throughout the unit before completing the Performance Assessment Synthesis Tool.

① This use of focused annotation supports students’ engagement with W.9-10.9.b, which addresses the use of textual evidence in writing.

- ▶ Students follow along.

Homework

Prepare for the Performance Assessment by rereading Martin Luther King, Jr.’s “Letter from Birmingham Jail” and Julia Alvarez’s “A Genetics of Justice,” paying particular attention to the authors’ use of structure, rhetoric, or word choice to further their purposes. Review your notes, annotations, and the tools you have developed throughout the module. Record your observations on the Performance Assessment Synthesis Tool.

Model Argument Delineation Tool

Name:		Class:		Date:	
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Directions: Identify and record the central claim from the text or excerpt (paragraph or section). Identify and record each claim that supports the central claim. Identify and record each piece of evidence that supports the supporting claims. Identify and record the reasoning that explains the relationships among claims and across evidence.

Text:	<i>The Universal Declaration of Human Rights, “On the Adoption of The Universal Declaration of Human Rights, “Address to the United Nations Youth Assembly”</i>
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Central Claim: Promoting human rights creates a more peaceful and just world.

Supporting Claim from *The Universal Declaration of Human Rights*

All people have “inherent dignity” and “inalienable rights” that must be ensured to promote peace (UDHR, par. 1).

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
<p>The document argues that human rights should be supported because they are “inalienable” (UDHR, par. 1).</p> <p>When human rights are ignored, “barbarous acts” (UDHR, par. 2) occur and people rebel “against tyranny and oppression” (UDHR, par. 3).</p> <p>The Charter of the United Nations, which governments have already signed, reaffirms “fundamental human rights” (UDHR, par. 5) and pledges to achieve “the promotion of universal respect for and observance of human rights and fundamental freedoms” (UDHR, par. 6).</p>	<p>It is difficult to give evidence to support or dispute this claim.</p> <p>The UDHR relies on references to historical events to support the idea that human rights are essential to world peace.</p> <p>The document is to be adopted by the United Nations (UN) member countries; so if they are members of the UN, they already have said they agree, in principle, to the contents of the UDHR.</p>	<p>Common sense is/is not sufficient. (Student responses may vary.)</p> <p>The document uses two vague references to historical events; this is not sufficient evidence because it is not specific.</p> <p>This is sufficient evidence; each of the member nations must have had a representative who signed the original charter and so they have already pledged to support human rights.</p>

Reasoning (Extension):	Explain whether the reasoning is valid:
<p>The document appeals to both logic and emotion by recalling historical events (the American Declaration of Independence is recalled through the use of the phrase “inalienable rights,” the references to rebellion refer to events around the world, and the reference to “barbarous acts” could remind people of World War II.</p> <p>The events are actual episodes from history, but they are not specified; the use of descriptive language (e.g., “inalienable,” “barbarous,” “compelled,” “tyranny,” and “oppression”) appeals to emotions.</p> <p>The document also uses logic by citing the fact that the member nations have already pledged to support human rights.</p>	<p>The reasoning is not valid because it is not specific, and the document does not prove the link between oppression and the events it refers to.</p> <p>The reasoning is valid because the document refers to well-known historical events and relies on commonsense understandings of the causes of those events.</p> <p>This is valid evidence; signatures are proof of agreement.</p> <p>OR</p> <p>This is not valid evidence; the members may have agreed in principle, but not necessarily in the specifics named in the UDHR.</p>

Supporting Claim from Eleanor Roosevelt’s “On the Adoption of *The Universal Declaration of Human Rights*”

The United Nations should adopt *The Universal Declaration of Human Rights* without the Soviet proposals to prevent the “flagrant violation of human rights” (Roosevelt, par. 12).

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
<p>The members have engaged in “long and meticulous study and debate” to create a good document (Roosevelt, par. 1).</p>	<p>The members are being asked to spend additional time considering the Soviet proposals, which is a “burden” (Roosevelt, par. 1) and “imposition” (Roosevelt, par. 3), so it is useful to recall how much time they have already devoted to this topic.</p>	<p>This is sufficient because the members are all aware of how much time they have already spent on this issue.</p>

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
<p>The members have already heard the Soviet proposals and the proposals have been “rejected after exhaustive discussion” (Roosevelt, par. 2).</p> <p>Member states have already signed the UN Charter, which states as its goal that the members seek “to lift men everywhere to a higher standard of life and to a greater enjoyment of freedom” (Roosevelt, par. 12).</p> <p>Signing the UDHR will help prevent “the flagrant violation of human rights by Nazi and Fascist countries” that “sowed the seeds” of World War II (Roosevelt, par. 12).</p> <p>Gladstone Murray and Secretary Marshall express thoughts that suggest member nations would be wise to adopt the UDHR.</p>	<p>The items under discussion are not original and have already been discussed by the Human Rights Commission.</p> <p>All of the members of Roosevelt’s audience are UN members, so they are aware of the UN Charter.</p> <p>Roosevelt is speaking shortly after the end of World War II, when memories of World War II are very fresh, and people are eager to avoid similar horrors.</p> <p>Gladstone Murray and Secretary Marshall are well-respected political leaders whose opinions are valued by the members of the UN.</p>	<p>The evidence is sufficient because a respected commission of the UN has already considered very similar proposals.</p> <p>This is sufficient evidence because it quotes the language of a document the member nations have already signed.</p> <p>This is sufficient because it recalls the horror of an event that is very recent for the listeners.</p> <p>OR</p> <p>This is not sufficient because Roosevelt does not prove either that the “flagrant violation of human rights” actually contributed to World War II or that delaying signing of the UDHR will lead to a similar violation of human rights.</p> <p>This evidence is sufficient because the experts Roosevelt names have valuable experience and insight.</p> <p>OR</p> <p>This evidence is not sufficient because Murray and Marshall are not talking about this particular issue.</p>

Reasoning (Extension):	Explain whether the reasoning is valid:
<p>As in the UDHR itself, Roosevelt uses a combination of logical reasoning, referring to actual events, and emotion, using the word “flagrant” to convey both judgment and emotion (Roosevelt, par. 12). She also appeals to authority, citing recognized political leaders.</p>	<p>Reminding listeners that the countries have already agreed to the principles of the UDHR is valid because it holds member nations to previous agreements.</p> <p>Citing the amount of time representatives have already spent on the document is valid because eventually the UN must make a decision and move on. It is valid to encourage people to avoid wasting time listening to arguments they have already heard.</p> <p>Recent history is also valid, since none of the member nations would want to repeat the experiences of World War II.</p> <p>The reasoning is not valid because she does not prove that violating human rights contributed to World War II; she states it as fact, but does not provide an explanation.</p> <p>Citing Murray and Marshall is an example of valid reasoning because they are experienced statesmen whose expertise is valuable.</p> <p>OR</p> <p>Citing Murray and Marshall is not an example of valid reasoning because they do not know the specific details of the document Roosevelt is promoting, and she used their words out of context.</p>

Supporting Claim from Malala Yousafzai's "Address to the United Nations Youth Assembly"

All children, including girls, should be educated to achieve the goals of "education, peace, and equality" (Yousafzai, par. 4).

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
<p>Education is a basic human right.</p> <p>Yousafzai focuses on "women's rights and girls' education because they are suffering the most" (Yousafzai, par. 13). Without education, girls and women are forced to work in poor conditions or to marry too young (Yousafzai, par. 12).</p> <p>Member nations of the UN should change "their strategic policies in favor of peace and prosperity" so that children everywhere can get an education (Yousafzai, par. 14).</p> <p>"Islam says that it is not only each child's right to get education, rather it is their duty and responsibility" (Yousafzai, par. 11).</p>	<p>Yousafzai is addressing the UN, which promotes human rights.</p> <p>Education provides opportunities to live with dignity, a basic human right.</p> <p>This is relevant because Yousafzai is speaking at the UN. When people are educated, they can use words rather than weapons to promote change.</p> <p>The evidence is relevant because Yousafzai is not only speaking to the Youth Assembly, but she is hoping her critics, members of an Islamic fundamentalist group, will hear her and consider her words.</p>	<p>This evidence is sufficient because she quotes the same religion that her critics claim to be following.</p> <p>This evidence is sufficient because she provides several examples of what can happen to women without an education.</p> <p>This evidence is not sufficient because many people with educations use violence to promote change.</p> <p>This evidence is sufficient because she quotes the same religion that her critics claim to be following.</p> <p>OR</p> <p>This evidence is not sufficient because she does not cite evidence, such as the teachings of a particular imam or a quote from the Qur'an, to support her statement.</p>

Reasoning (Extension):	Explain whether the reasoning is valid:
<p>Yousafzai is using an appeal to authority by citing the teachings of an important world religion – one to which both she and her critics belong. Yousafzai makes some appeals to logic, relying on facts, examples, and anecdotes to demonstrate how her supporting claims bolster her central claim. She also uses many appeals to emotion, describing the Taliban attack on her and her friends, and providing examples of the difficult circumstances faced by many people around the world.</p>	<p>Yousafzai’s references to various religious and historical figures are valid because she is speaking to a broad audience with different backgrounds. Her references to Islam are valid because the religious teachings to which she refers guide her critics. Her facts and anecdotes are valid because they are based in fact.</p>

10.2.3 End-of-Unit Assessment

Text-Based Response

Your Task: Based on your reading of “The Universal Declaration of Human Rights,” Eleanor Roosevelt’s “On the Adoption of *The Universal Declaration of Human Rights*,” and Malala Yousafzai’s “Address to the United Nations Youth Assembly,” as well as your notes, annotations, and various tracking tools, write a well-developed, multi-paragraph response to the following prompt:

Delineate the argument in each of the unit texts and analyze how the authors develop a common central claim.

- ① **Differentiation Consideration:** Consider offering the following optional extension question to deepen students’ understanding, particularly for students who would benefit from more challenging work:

Assess whether the reasoning in each text is valid and the evidence is relevant and sufficient.

Your response will be assessed using the 10.2.3 End-of-Unit Text Analysis Rubric.

Guidelines

Be sure to:

- Closely read the prompt
- Organize your ideas and evidence
- Develop a claim that responds directly to all parts of the prompt
- Cite strong and thorough textual evidence to support your analysis
- Follow the conventions of standard written English

CCSS: RL.9-10.8, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2

Commentary on the Task:

This task measures RI.9-10.8 because it demands that students:

- Delineate and evaluate arguments in three different texts, assessing whether the reasoning in each text is valid and the evidence is relevant and sufficient.

This task measures W.9-10.2.a-f because it demands that students:

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Introduce a topic; organize complex ideas, concepts, and information to make important

connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

This task measures W.9-10.9.b because it demands that students:

- Draw evidence from informational texts to support analysis, reflection, and research.

This task measures L.9-10.1 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

This task measures L.9-10.2 because it demands that students:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

10.2.3 End-of-Unit Text Analysis Rubric

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Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Content and Analysis The extent to which the response delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient. CCSS.ELA-Literacy.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Skillfully delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.	Partially delineate and evaluate the argument and specific claims in a text; partially assess whether the reasoning is valid and the evidence is relevant and sufficient.	Inaccurately delineate or evaluate the argument and specific claims in a text and/or inaccurately or ineffectively assess whether the reasoning is valid and whether the evidence is relevant and sufficient.
Command of Evidence and Reasoning The extent to which the response examines and conveys complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-Literacy.W.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Develop the response and support analysis with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2.b)	Develop the response and support analysis with relevant and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2.b)	Partially develop the response and partially support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic. (W.9-10.2.b)	Do not develop the response or support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic. (W.9-10.2.b)
The extent to which the response draws evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.				

<p>The extent to which responses apply grade 9-10 Reading standards to literary nonfiction.</p> <p>CCSS.ELA-Literacy.W.9.b</p> <p>Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>				
<p>Coherence, Organization, and Style</p> <p>The extent to which the response introduces a topic, organizes complex ideas, concepts, and information to make important connections and distinctions.</p> <p>CCSS.ELA-Literacy.W.9-10.2</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.W.9-10.2.a</p> <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>The extent to which the response uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>CCSS.ELA-Literacy.W.9-10.2.c</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>The extent to which the response includes and uses precise language and domain specific vocabulary to manage the complexity of the topic.</p>	<p>Skillfully introduce a topic; effectively organizes complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Skillfully use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Skillfully and accurately use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline. (W.9-10.2.e)</p> <p>Skillfully provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Accurately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Introduce a topic; inconsistently organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Inconsistently use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Inconsistently use domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Use inconsistent style and tone with some attention to formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that partially follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Ineffectively introduce a topic; ineffectively organize complex ideas, concepts and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Effectively use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Ineffectively or inappropriately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. (W.9-10.2.e)</p> <p>Ineffectively provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>

<p>CCSS.ELA-Literacy.W.9-10.2.d</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>The extent to which the response properly uses formal style and objective tone as well as adheres to the writing conventions of the discipline.</p> <p>CCSS.ELA-Literacy.W.9-10.2.e</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>The extent to which the response provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>CCSS.ELA-Literacy.W.9-10.2.f</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>				
<p>Control of Conventions</p> <p>The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CCSS.ELA-Literacy.L.9-10.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.9-10.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Demonstrate consistent control of conventions with essentially no errors, even with sophisticated language.</p>	<p>Demonstrate basic control of conventions with occasional errors that do not hinder comprehension.</p>	<p>Demonstrate partial control of conventions with some errors that hinder comprehension.</p>	<p>Demonstrate little control of conventions with frequent errors that make comprehension difficult.</p>

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

10.2.3 End-of-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my writing...	✓
Content and Analysis	Delineate and evaluate the argument and specific claims in a text? (RI.9-10.8)	<input type="checkbox"/>
	Assess whether the reasoning is valid and the evidence is relevant and sufficient? (RI.9-10.8)	<input type="checkbox"/>
Command of Evidence and Reasoning	Develop the response and support analysis with well-chosen, relevant, and sufficient evidence? (W.9-10.2.b, W.9-10.9.b)	<input type="checkbox"/>
Coherence, Organization, and Style	Introduce a topic? (W.9-10.2.a)	<input type="checkbox"/>
	Organize complex ideas, concepts, and information to make important connections and distinctions? (W.9-10.2.a)	<input type="checkbox"/>
	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts? (W.9-10.2.c)	<input type="checkbox"/>
	Establish and maintain a formal style and objective tone, using precise language and domain-specific vocabulary? (W.9-10.2.d,e)	<input type="checkbox"/>
	Provide a concluding statement or section related to the explanation or analysis? (W.9-10.2.f)	<input type="checkbox"/>
Control of Conventions	Demonstrate control of the conventions with infrequent errors? (L.9-10.1, L.9-10.2)	<input type="checkbox"/>

Performance Assessment Synthesis Tool

Name:		Class:		Date:	
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Directions: Review your notes, annotations, and tools to identify and record a purpose for each text. Use your notes, annotations, and tools to identify structures, rhetorical devices, and word choices that advance the purpose you identified for each text.

Text and Purpose	Structure	Rhetoric	Word Choices
Text: Martin Luther King, Jr. "Letter from Birmingham Jail" Purpose:			
Text: Julia Alvarez's "A Genetics of Justice" Purpose:			

Text and Purpose	Structure	Rhetoric	Word Choices
Text: <i>The Universal Declaration of Human Rights</i> Purpose:			
Text: Eleanor Roosevelt's "On the Adoption of <i>The Universal Declaration of Human Rights</i> " Purpose:			

Text and Purpose	Structure	Rhetoric	Word Choices
<p>Text:</p> <p>Malala Yousafzai's "Address to the United Nations Youth Assembly"</p> <p>Purpose:</p>			