

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. 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

____/16

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. 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.	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)

<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>			