

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)
<p>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.</p> <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>