

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

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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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.

<b>Text:</b>	<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).

<b>Evidence:</b>	<b>Explain how the evidence is relevant:</b>	<b>Explain whether the evidence is sufficient:</b>
“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.
<b>Reasoning:</b>	<b>Explain whether the reasoning is valid:</b>	
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

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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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.

<b>Text:</b>	“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).

<b>Evidence:</b>	<b>Explain how the evidence is relevant:</b>	<b>Explain whether the evidence is sufficient:</b>
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.
<b>Reasoning:</b>		<b>Explain whether the reasoning is valid:</b>
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.