

10.2.3

Lesson 1

Introduction

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

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

Standards

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

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

Assessment

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

Vocabulary

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

Lesson Agenda/Overview

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

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

Materials

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

Learning Sequence

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

Activity 1: Introduction of Lesson Agenda

5%

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

- Students look at the agenda.

Activity 2: Homework Accountability

10%

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

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

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

Activity 3: Masterful Reading

15%

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

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

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

Activity 4: Reading and Discussion

30%

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

- Students listen.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Lead a brief whole-class discussion of student responses.

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

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

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

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

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

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

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

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

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

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

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

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

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

Lead a brief whole-class discussion of student responses.

Activity 5: Jigsaw Discussion

20%

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

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

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

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

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

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

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

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

Activity 6: Quick Write

15%

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

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

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

- ▶ Students listen and read the Quick Write prompt.

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

Transition students to the independent Quick Write.

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

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

Activity 7: Closing

5%

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

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

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

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

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

Homework

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

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

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

Articles 1–10 Jigsaw Tool

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

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

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

Model Articles 1–10 Jigsaw Tool

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

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

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