



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 1: Lesson 7

Close Reading: Becoming Experts on Specific Articles of the UDHR



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can effectively engage in a discussion with my peers. (SL.5.1b)
 I can determine the main ideas of an informational text based on key details. (RI.5.2)
 I can determine the meaning of content words or phrases in an informational text. (RI.4)
 I can explain important connections between people, events, or ideas in a historical, scientific, or technical text accurately. (RI.5.3)

Supporting Learning Targets

- I can follow our class norms when I participate in a discussion.
- I can summarize articles of the UDHR (choices: 6, 14, 16, 17, 20, 23, 25, or 26).
- I can use context clues to help me determine the meaning of words.
- I can visualize what the authors of the UDHR wanted for all people.

Ongoing Assessment

- UDHR articles anchor charts
- Exit ticket

Agenda

1. Opening
 - A. Engaging the Reader and Reviewing Key Vocabulary (5 minutes)
2. Work Time
 - A. Jigsaw Protocol, Part 1: Expert Groups on Articles 6, 14, 16, 17, 20, 23, 25, 26 of the UDHR (25 minutes)
 - B. Jigsaw Protocol, Part 2: Mixed Article Groups Sharing Our Expertise (10 minutes)
 - C. Anchor Charts (15 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework

Teaching Notes

- This lesson builds directly on Lesson 6. Students continue to read closely, with increasing independence, to build and share expertise about additional articles from the UDHR.
- In advance, think through the grouping of students for this lesson. Students will become an expert on two or three articles from the UDHR by working with others who have the same articles. These initial groups might be homogeneous, with readers of similar readiness grouped together, so that you can provide additional scaffolding to those who need it or enable students of like readiness to support each other. Once students have read their own assigned articles, they will transition to share their learning with another group consisting of students from each expert group. These should be heterogeneous groups, with readers of different readiness together. The first group should be called the “article experts group,” and the second group should be called the “mixed article group.”
- Review: Jigsaw, Helping Students Read Closely, and Fist to Five (see Appendix).
- Post: Learning targets; anchor charts for each of the new articles around the room, along with the ones from the day before. Ideally these charts would stay up in the classroom until the end of the module.



Lesson Vocabulary	Materials
primary source, United Nations, endowed, entitled, distinction, origin, liberty, security	<ul style="list-style-type: none">• Our Recommended Rights anchor chart (new; teacher-created)• Universal Declaration of Human Rights (from Lesson 1)• UDHR note-catcher (from Lesson 2; students' copies)• Close Readers Do These Things anchor chart (begun in Lesson 1)• UDHR Article anchor charts (11 total; a separate chart for each of these Articles: 1, 2, 3, 6, 14, 16, 17, 20, 23, 25, 26) (11 total) (new; teacher-created)• Becoming Experts on the UDHR (Readers 1, 2, 3, and 4)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Reviewing Key Vocabulary (5 minutes)</p> <ul style="list-style-type: none">• Remind the class that when you left off yesterday, they had read closely and made charts about Articles 2 and 3 of the UDHR. Today they will continue this process in groups, becoming experts on more articles.• Briefly review the learning targets. Students should notice that the targets are nearly the same as yesterday. Check for understanding, asking for a thumbs-up or -down about whether students are clear on the targets. Address any confusion.• Orient students to the Our Recommended Rights anchor chart. Say:<ul style="list-style-type: none">* “I made this after looking at the work you did at the start of the lesson yesterday when you were talking with partners about what we thought should be included in the UDHR. Which rights from our list did we find in the UDHR articles we read yesterday?”• Ask students to quickly Turn and Talk with a partner. Then invite a few to quickly share out. Ask:<ul style="list-style-type: none">* “What words did we find that help us to understand those articles?”• Listen for students to list words like: “endowed,” “entitled,” and “distinction.” Review the definitions of these three terms quickly.	



Work Time	Meeting Students' Needs
<p>A. Jigsaw Protocol, Part 1: Expert Groups on Articles 6, 14, 16, 17, 20, 23, 25, 26 of the UDHR (25 minutes)</p> <ul style="list-style-type: none">• Gather students in their article expert groups to become experts on specific articles.• Ask students to locate their copies of the Universal Declaration of Human Rights and their UDHR note-catcher. Reorient them to the articles they drew boxes around during Lesson 6.• Show students where they can access plain-language dictionaries, like CoBuild, either in the classroom or online.• Distribute the appropriate worksheet to each group: Becoming Experts on the UDHR: Reader 1, etc. (The Reader 1 sheet is appropriate for your group of least-ready readers.)• Ask students to follow the Close Readers Do These Things anchor chart suggestions for their two articles. Tell them these instructions are on their worksheet:• Read their articles slowly at least twice.• Reread, annotate, and underline key vocabulary.• Read again to summarize: “What right is this article referring to?”• Read again to answer the specific questions.• Sketch the right kept and broken.• Give students about 20 minutes for independent reading and thinking. Unless you are working directly with a group (perhaps the Reader 1 group), circulate to support. Help students use the CoBuild dictionary if needed, but encourage the use of context clues.• After 20 minutes, ask students to compare answers with the members of their group. Give them about 5 minutes for this sharing.	<ul style="list-style-type: none">• The Jigsaw protocol lets small groups engage in an effective, time-efficient comprehension of a longer text. In advance, think through the grouping of students for this lesson. Students will become an expert on two or three articles from the UDHR by working with others who have the same articles. These initial groups might be homogeneous, with readers of similar readiness grouped together, so that you can provide additional scaffolding to those who need it or enable students of like readiness to support each other. Once students have read their own assigned articles, they will transition to share their learning with another group consisting of students from each expert group. These should be heterogeneous groups, with readers of different readiness together. The first group should be called the “article experts group,” and the second group should be called the “mixed article group.”• Allow for variability in reading pace. Not all students need to complete Article 26. Students who finish early may self-select additional articles to read.



Work Time (continued)	Meeting Students' Needs
	<ul style="list-style-type: none">• Some ELLs might benefit from reading the text in their native language or seeing some key details highlighted in the text.• Use thoughtful grouping by placing ELLs with native speakers of English who will provide models of language.• Peer collaboration helps students to become experts on their topic. Some students may be given prompts to orally address their task: "Three key words in my text were ..." or "The main gist of my section was ..."
<p>B. Jigsaw Protocol, Part 2: Mixed Article Groups Sharing Our Expertise (10 minutes)</p> <ul style="list-style-type: none">• Now arrange students in their mixed article groups, with groups consisting of one Reader 1, one Reader 2, etc. Use a timer to give the groups 10 minutes to share what they learned.• Tell students that, as their peers explain each article, they should fill in the UDHR note-catcher with a summary only (about 2 minutes each). They do not have to write out the answers to other groups' questions or copy the other person's sketches.	



Work Time (continued)	Meeting Students' Needs
<p>C. Anchor Charts (10 minutes)</p> <ul style="list-style-type: none">• Point out the charts for the 11 articles around the room. Remind students that they have already summarized and sketched on the charts for Articles 1 (teacher model) and Articles 2 and 3 (in Lesson 6). Now they will do the same for the articles they read today.• Ask students to go and stand by one of the articles they became an expert on today. Be sure that approximately the same number of students is at every blank chart.• Once students are clustered by charts, ask:<ul style="list-style-type: none">* “How would you describe this article in a phrase?”* “What would it look like when the right described in this article is kept? Choose one image you all agree on and sketch it on the anchor chart.”* “List two or three words in this article that seem important.”	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Ask students to complete an exit ticket on a sticky note:<ul style="list-style-type: none">* “I used to think that human rights ... but now I know that ...”• Model if necessary.• Collect this as an ongoing assessment.	<ul style="list-style-type: none">• Providing a sentence stem already written on the sticky note allows students who have difficulty writing to participate in a timely fashion.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Show someone at home your completed UDHR note-catcher and explain the human rights you have learned about. Ask which of these rights seem familiar to your listener and which surprise him or her.• Choose one article of the UDHR that has been most interesting to you. Read it out loud. Explain that right. Show the person your sketches about what it looks like when this right is kept and broken.• Teach this person three to five new words you have learned. Make flash cards and explain this process. How do flash cards help you as a reader?	



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Supporting Materials



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Name:

.....
Date:

Reader 1: UDHR Articles 6 and 26

For each of your articles, use close reading as we have been practicing:

1. Read the article slowly twice.
2. Reread, annotate, and underline key vocabulary.
3. Read the article again to summarize the right.
4. Read the questions below, then reread the article to answer the questions.
5. Fill in the UDHR note-catcher: summarize, then sketch the right kept and broken.
6. What is “the law?”

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7. Why does everyone have the right to be “recognized before” or recognized by the law?

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8. What does the phrase “These rights may not be invoked in the case of ...” mean?

Explain how you figured this out using context clues or the word root.

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.....
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9. What is Article 26 mostly about? What words are most important for understanding this article, and why?



.....
Name:

.....
Date:

Reader 2: Articles 14, 16, and 26

For each of your articles, use close reading as we have been practicing:

1. Read the article slowly twice.
2. Reread, annotate, and underline key vocabulary.
3. Read the article again to summarize the right.
4. Read the questions below, then reread the article to answer the questions.
5. Fill in the UDHR note-catcher: summarize, then sketch the right kept and broken.

6. What is persecution?

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7. Who has the right to marry?

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8. What does it mean to “have the right to marry and to found a family”?
Explain how you figured this out using context clues or the word root.

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9. Who gets to decide who gets married? Cite phrases from the text that helped answer this.

10. What is Article 26 mostly about? What words are most important for understanding this article, and why?



Name:

Date:

Reader 3: Articles 17, 25, and 26

For each of your articles, use close reading as we have been practicing:

1. Read the article slowly twice.
2. Reread, annotate, and underline key vocabulary.
3. Read the article again to summarize the right.
4. Read the questions below, then reread the article to answer the questions.
5. Fill in the UDHR note-catcher: summarize, then sketch the right kept and broken.

6. What does the word *deprived* mean (in Article 17)?

7. What does the word *association* mean (in the context of Article 17)? Explain how you figured this out using context clues or the word root.



8. Article 25 mentions a standard of living. What does this mean, and what specific types or care are included?

9. What is Article 26 mostly about? What words are most important for understanding this article, and why?



.....
Name:

.....
Date:

Reader 3: Articles 20, 23, and 26

For each of your articles, use close reading as we have been practicing:

1. Read the article slowly twice.
2. Reread, annotate, and underline key vocabulary.
3. Read the article again to summarize the right.
4. Read the questions below, then reread the article to answer the questions.
5. Fill in the UDHR note-catcher: summarize, then sketch the right kept and broken.

6. What does *peaceful assembly* mean?

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7. What might the word *association* mean in Article 20? Explain how you figured this out using context clues or the word root.

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8. In Article 23, what does the word *just* mean? Explain how you figured this out using context clues or the word root.?

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9. What is Article 26 mostly about? What words are most important for understanding this article, and why?
