



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 1: Unit 1: Lesson 3**

## **Vocabulary: Human Rights**



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

- I can determine the main idea(s) of an informational text based on key details. (RI.5.2)  
 I can use a variety of strategies to read grade-appropriate words and phrases I don't know. (RL.5.4)  
 I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)  
 I can determine the meaning of content words or phrases in an informational text. (RI.5.4)

Supporting Learning Targets

- I can use context clues to help me determine the meaning of words.
- I can draw visuals to represent human rights vocabulary words.
- I can write to help me deepen my understanding about human rights.

Ongoing Assessment

- Students' annotated copies of "A Short History of the UDHR" (homework from Lesson 2)
- Students' annotated texts "Background on the UDHR"
- Vocabulary sketches (on flash cards)

Agenda

1. Opening
  - A. Reviewing Learning Targets (5 minutes)
  - B. Engaging the Reader: Background on the UDHR (10 minutes)
2. Work Time
  - A. Rereading, Using Context Clues to Determine Word Meaning, and Making Vocabulary Flash Cards (35 minutes)
3. Closing and Assessment
  - A. Routine Writing (10 minutes)
4. Homework

Teaching Notes

- For Work Time, the focus is on how to make and use flash cards. Thus, dictionary work is omitted in the interest of time. The teacher asks students if they know definitions of a few key words that are hard to figure out in context, and then provides definitions. In other lessons, it is certainly appropriate to have students use a good juvenile dictionary or CoBuild, an online student-friendly dictionary.
- Some students may benefit from instruction or review of these words: *use*, *experiment*, *draw*.
- The text "Background on the UDHR" is just one short paragraph taken from a Web site. See supporting materials for specific directions about how to locate this specific paragraph on the more comprehensive Web site. Students will need access to just the first paragraph from the section titled "The Universal Declaration of Human Rights" at this Web site.
- Review: Think-Pair-Share protocol (see Appendix).
- Post: Learning targets.



Lesson Vocabulary	Materials
draw, deepen, context, human rights, vocabulary, visual, meaningful, dignity, endowed, conscience, articulated, horrific, amid, grinding, sought, aspirations, entitled	<ul style="list-style-type: none"><li>• A Short History of the UDHR: Complete Version (from Lesson 2)</li><li>• “Background on the UDHR” (one per student)</li><li>• Introduction to the UDHR (from Lesson 1)</li><li>• Index cards</li><li>• Markers or colored pencils</li><li>• Plastic zip bags (quart size)</li><li>• Document camera or interactive white board</li></ul>

Opening	Meeting Students’ Needs
<p><b>A. Reviewing the Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that they have begun to discuss the concept of human rights.</li><li>• Say: “Human rights is a big idea. There are a lot of words and concepts we don’t know or understand associated with this concept. Today we will take a deeper look at words that will help us understand more about human rights. We will do this by practicing ways to figure out what new words mean.”</li><li>• Ask a few students to read aloud the posted learning targets one at a time. Have the class think about which words are common to all three learning targets. Circle or underline their responses.</li><li>• Say: “When words are repeated, that often indicates that they are important. Words about human rights are what today is all about.”</li><li>• Using the Think-Pair-Share protocol, have students identify the verbs in each learning target: what they will be doing with the words. Choose a few partners to share out.</li><li>• Underline or circle the words <i>draw</i>, <i>use</i>, <i>deepen</i>. Choose a student to pantomime drawing something. Repeat with <i>use</i> and <i>deepen</i>. (Since <i>use</i> and <i>deepen</i> are more abstract concepts, ask students for and write synonyms underneath or above these words.)</li></ul>	<ul style="list-style-type: none"><li>• Consider providing nonlinguistic symbols (e.g., a stick figure person for human, a magnifying glass for clues, a pencil for write) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year.</li></ul>



Opening	Meeting Students' Needs
<p><b>B. Engaging the Reader: Background on the UDHR (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that during Lesson 2, they learned some basic information about when the UDHR was written and why. Ask them to refer to their copies of A Short History of the UDHR: Complete Version. Invite them to turn and talk with a partner about one thing they remember from what they read or talked about.</li><li>• Explain that today they are going to look at another short text about the history of the UDHR. They will work hard to figure out what it means, focusing in on important words.</li><li>• Distribute the new excerpt: “Background on the UDHR” (see supporting materials).</li><li>• Read the text aloud slowly as students follow along. Then ask students to reread the text on their own, thinking about the main idea. Ask them to turn and talk with a partner about what they understand and what words or phrases still confuse them. Invite a few students to share out, focusing on the words and phrases they don’t understand.</li><li>• Today, they will focus on some ways to learn and figure out hard vocabulary. This will help them not only as they are learning about human rights, but any time they read challenging text.</li></ul>	<ul style="list-style-type: none"><li>• Provide ELLs bilingual word-for-word translation dictionaries or online translation sources such as Google Translate to assist with comprehension. ELLs should be familiar with how to use glossaries or dictionaries. These are an accommodation provided to ELLs on NY State assessments.</li><li>• Consider partnering an ELL with a student who speaks the same home language when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their home language.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Rereading, Using Context Clues to Determine Word Meaning, and Making Vocabulary Flash Cards (35 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute several index cards to each student. Have the UDHR note-catchers from Lesson 1 close at hand, since students will need them about halfway through Work Time.</li> <li>Say: "There are a lot of really hard words in the very short piece of text I just read out loud. We are going to practice finding the meaning of new vocabulary words just from what's around them or from the meaning of what you are reading about, or the 'context.' It's important to be able to figure out words from context because it slows you down a lot as a reader if you have to stop and look up everything in a dictionary."</li> <li>Ask students to read the short excerpt "Background on the UDHR" for a third time, silently looking for new words that help them understand what human rights are or that might help them if they knew what they meant. Students should underline these words and share them with a partner.</li> <li>Reread the first sentence aloud. Ask a student to share a word he or she underlined. Listen for words and phrases that will help students understand human rights, such as: <i>human family</i> and <i>articulated</i>.</li> <li>Say: "Sometimes we are able to find the meaning of new words from the clues around the word. Sometimes you have to read the sentences before and after the one where the new word is."</li> <li>Using <i>articulated</i>, show students how to go back to the text and reread the sentence, looking for words around the new one that could help them to determine the meaning.</li> <li>Say: "First you have to figure out what part of speech the word is, because it tells us what that word is referring to. <i>Articulated</i> is a verb, a doing word. What thing was <i>articulated</i>?"</li> <li>Take suggestions from students. Listen for someone to suggest "rights" or "the UDHR." Say: <ul style="list-style-type: none"> <li>* "Yes, it has something to do with the rights and the UDHR. So, what could have happened with the rights in 1948?"</li> </ul> </li> <li>Again, take suggestions from the students and look for answers such as: "they were thought of" or "someone wrote them down." Say: "Good! You are using context clues to make logical inferences about what <i>articulated</i> means. It means 'clearly stated or said.'"</li> <li>Model and have students write that synonym above or below the word <i>articulated</i> in the paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Use vocabulary learning strategies to support all learners: prefixes, root words, suffixes, cognates, and context.</li> <li>Students who have an above-grade-level vocabulary can add a sentence with the new vocabulary word in context.</li> <li>Allowing ELLs to use a bilingual dictionary or translator may assist them in understanding some words.</li> <li>Working with two to three words at a time allows students who struggle with language to gradually increase their vocabulary.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Then have students write the word articulated on an index card and the synonym (“clearly stated”) on the back of the same index card. Tell them they have just started flash cards that they can use to study and learn new words. Tell them their brains remember words better when they have pictures to remind them of the meaning.</li> <li>• Now have students visualize the word articulated in their minds and draw a picture of their visualization on the same side as the synonym.</li> <li>• Ask:             <ul style="list-style-type: none"> <li>* “Which other words in this text would be most important to help us know more about human rights and the UDHR?”</li> </ul> </li> <li>• Call on a few students to share their thoughts aloud. Students likely will mention the following; if not, probe. As they name these words, help them think aloud about the meaning of each one using context. As you and they arrive at a definition, list it on an <b>interactive white board or document camera</b>:             <ul style="list-style-type: none"> <li>– <i>horrific</i> = terrible</li> <li>– <i>amid</i> = with or in</li> <li>– <i>grinding</i> = really bad or intense</li> <li>– <i>sought</i> (past tense of the verb “to seek”) = looked, wanted to</li> <li>– <i>aspirations</i> = positive wishes for the future; positive goals (since it is in a list with hopes)</li> <li>– <i>entitled</i> = deserves</li> </ul> </li> <li>• Then tell students that they are going to make flash cards for a few important words from Article 1 of the UDHR.</li> <li>• Ask students to look at their copy of the <b>Introduction to the UDHR</b>.</li> <li>• Focus first on the word <i>dignity</i>. Point out to students that some words are hard to figure out from context. Sometimes you just need to be told the definition, or look it up in a dictionary.</li> <li>• Have students write the word on one side of an index card. Ask students to think, then talk with a partner, about the word. Does one person in the pair remember or have written down what <i>dignity</i> means from Lesson 1?</li> <li>• Ask a volunteer to share out a synonym if some students are struggling. Listen for responses like: “respect” or “worth.” If no students can come up with a synonym, provide the class with the definition that you provided in Lesson 1: “the state of being valued and worthy of respect.”</li> </ul>	<ul style="list-style-type: none"> <li>• Increased interactions with vocabulary in context increase the rate of vocabulary acquisition for ELLs.</li> <li>• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Have students turn the card over and write the synonym. Next to their synonym, have students draw a picture to represent that word.</li><li>• Place students in triads to do the same with their remaining words from Article 1, including:<ul style="list-style-type: none"><li>– <i>endowed</i> = given</li><li>– <i>conscience</i> = an inner sense of right and wrong</li></ul></li><li>• If there is time, ask students to make flash cards for the rest of the words you have listed on the board. Circulate among the groups, noting if you need to call the class back together to help with any particularly difficult words.</li><li>• For each word, choose a student who has done the task correctly to replicate her or his card on the board. Explain to students that they will be adding to their set almost daily as they study human rights.</li><li>• Ask students to talk about words they figured out from context versus the words they needed you to help them define. Ask:<ul style="list-style-type: none"><li>* “How does a reader know when he is stuck and can’t get a word from context?”</li></ul></li><li>• Ask students to store their flash cards in a <b>baggie</b>. Ask them to finish (for homework) the drawings on any cards they did not complete during class.</li><li>• Collect or ask students to put away their UDHR note-catchers and A Short History of the UDHR for further use.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Routine Writing: (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Read aloud the learning targets. Ask students to rank themselves, using the Fist to Five strategy, on the first target:<ul style="list-style-type: none"><li>* “I can use context clues to help me determine the meaning of words.”</li></ul></li><li>• Ask students to write on their “Background on the UDHR” text:<ul style="list-style-type: none"><li>* “The first time I read this, I thought ... But now I know ...”</li></ul></li><li>• After about 6 minutes of writing, have students share what they wrote with a partner.</li><li>• Collect students’ writing to check in on their growing understanding and to identify any misconceptions that may need to be addressed in future lessons.</li></ul>	<ul style="list-style-type: none"><li>• Consider allowing struggling students to draw their observations, ideas, or notes when appropriate.</li><li>• For students who need additional support, consider offering a sentence frame, sentence starter, or cloze sentence to assist with language production and provide the structure required.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Finish your vocabulary flash cards.</li></ul>	





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## Supporting Materials



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Rights for all members of the human family were first articulated in 1948 in the United Nations' Universal Declaration of Human Rights (UDHR). Following the horrific experiences of the Holocaust and World War II, and amid the grinding poverty of much of the world's population, many people sought to create a document that would capture the hopes, aspirations, and protections to which every person in the world was entitled and ensure that the future of humankind would be different.

Excerpted from "Human Rights: Here & Now," edited by Nancy Flowers. Courtesy of the Human Rights Resource Center. Copyright © 1998.  
<http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-1/whatare.htm>

**Directions to find the material online:**

1. Click on the link to "Part 1 – What Are Human Rights?"
2. Scroll down that page to search for the heading "The Universal Declaration of Human Rights."
3. The excerpt that students need is Paragraph 1 of the section with the heading "The Universal Declaration of Human Rights." Begin with the phrase "Rights for all members of the human family ..." and end with "... ensure that the future of humankind would be different."