



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 1: Lesson 10

Main Ideas in Informational Text: Analyzing a
Firsthand Human Rights Account for Connections to
Specific Articles of the UDHR



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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 explain important connections between people, events, or ideas in an informational text accurately. (RI.5.3)
- I can choose evidence from informational texts to support analysis, reflection, and research. (RI.5.9)

Supporting Learning Targets

- I can cite examples of where human rights were upheld or challenged in “Teaching Nepalis to Read, Plant, and Vote.”
- I can explain how specific articles of the UDHR relate to this firsthand account.

Ongoing Assessment

- Annotated text of “Teaching Nepalis to Read, Plant, and Vote” (begun in Lesson 9, completed in Lesson 10)

Agenda

1. Opening
 - A. Revisiting 11 Articles from the UDHR (5 minutes)
2. Work Time
 - A. Summarizing: “Nicknaming” 11 UDHR Articles (10 minutes)
 - B. Sorting Evidence: Relating Specific Passages in “Teaching Nepalis to Read, Plant, and Vote” to UDHR Articles (15 minutes)
 - C. Discussion: Supporting a Point of View with Text-Based Evidence (10 minutes)
 - D. Opinion Writing: What Human Right Was Upheld or Challenged? (15 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework

Teaching Notes

- In this lesson, students continue to work with the firsthand account they read yesterday, “Teaching Nepalis to Read, Plant, and Vote.” The particular focus today is on finding evidence in the text that directly relates to specific articles of the UDHR. Students physically manipulate evidence in order to begin to understand how to cite specific passages to prove an argument.
- This lesson continues to build students’ ability to cite specific evidence, which they will apply both in the End of Unit 1 Assessment and throughout Units 2 and 3 when they study Esperanza Rising.
- In advance: Prepare two envelopes for each small group: evidence strips and UDHR article strips (see supporting materials, below).
- Post: Learning targets.



Lesson Vocabulary	Materials
determine, clues, text, annotate, cite, justify, human rights, firsthand accounts	<ul style="list-style-type: none">• UDHR Article anchor charts (from Lesson 7; 11 total, created by students)• Colored markers and tape (by each of the 11 anchor charts)• UDHR note-catcher (from previous lessons)• “Teaching Nepalis to Read, Plant, and Vote” (from Lesson 9)• Envelopes (two per small group)• Evidence strips from “Teaching Nepalis to Read, Plant, and Vote” (one envelope of evidence strips per group)• UDHR article strips (for each group: one envelope of 10 articles, cut into strips, preferably on different color paper than the evidence strips)• Document camera

Opening	Meeting Students’ Needs
<p>A. Revisiting 11 Articles from the UDHR (5 minutes)</p> <ul style="list-style-type: none">• Post the UDHR Article anchor charts around the room. Place a colored marker and some tape by each chart.• Ask students to go stand in small groups by the 11 charts, so there are 2 or 3 students at any given chart. Invite them to talk with each other about this question:<ul style="list-style-type: none">* “What is this article mostly about? If you had to give it a nickname, what would you call it?”• Give students 3 to 4 minutes to talk. Invite them to add their thinking to the chart for their article.• Invite a few groups to share out to check for understanding. Then ask students to return to their seats, where they will continue “nicknaming” the articles.	<ul style="list-style-type: none">• ELL language acquisition is facilitated by interaction with native speakers of English who provide models of language.• Consider posting nonlinguistic symbols (i.e., a thumbs-up sign for upheld, an X for challenged) with key words in the learning targets to aid ELLs with comprehension.



Work Time	Meeting Students' Needs
<p>A. Summarizing: “Nicknaming” 11 UDHR Articles (10 minutes)</p> <ul style="list-style-type: none">• Briefly review the learning targets. Tell students that today they will continue talking about and reading the same text they read yesterday: “Teaching Nepalis to Read, Plant, and Vote.” Today they will practice citing examples: finding specific passages in the text to prove a point.• The main focus of today is to find specific connections between this firsthand account and the UDHR students have been studying throughout Unit 1.• Ask students to locate their UDHR note-catcher (introduced in Lesson 1 and used throughout this unit). Students should be quite familiar with the 11 articles and the note-catcher at this point. Ask them to briefly reread their notes, and then to give each article a nickname. Students may do this independently or in pairs.• As students work, circulate to listen in and support as needed. This is also a good time to distribute to each group two envelopes: evidence strips from “Teaching Nepalis to Read, Plant, and Vote” and UDHR article strips.	<ul style="list-style-type: none">• If needed and if possible, consider providing ELLs firsthand accounts in their L1 partnered with another student who speaks their L1.• As a scaffold, this longer text has been broken into sections. This models for students (and teachers) how to chunk text.• Struggling readers benefit from a clear purpose and narrowed focus. Consider numbering the paragraphs and asking struggling readers to focus in on one paragraph in each section that carries a great deal of meaning related to human rights (Paragraphs 2 or 3, Paragraph 6, etc.).



Work Time	Meeting Students' Needs
<p>B. Sorting Evidence: Relating Specific Passages in “Teaching Nepalis to Read, Plant, and Vote” to UDHR Articles (15 minutes)</p> <ul style="list-style-type: none"> Ask students to briefly turn and talk to a partner about what they remember from “Teaching Nepalis to Read, Plant, and Vote,” the firsthand account they read in Lesson 9. Direct students’ attention to the two envelopes on their table. Explain: <ul style="list-style-type: none"> * “Yesterday, when we read this firsthand account twice, many of you were referring to specific passages in the text to explain your thinking. That is something good readers do. Today, we are going to continue practicing that skill. Specifically, we will be thinking about how particular passages in this firsthand account relate to the articles from the UDHR that we have been studying.” Invite students to open both envelopes and orient themselves to the contents. Say: <ul style="list-style-type: none"> * “Your challenge is to sort the evidence I have given you. As a group, spread out the UDHR article strips. Then, read each evidence strip and discuss what article it goes with, and why.” Write these questions where all students can see them: <ul style="list-style-type: none"> * “What human right was being challenged?” * “What human right was being upheld?” Briefly model using the document camera, as students watch: <ul style="list-style-type: none"> * “For example, here is an evidence strip that says: ‘Back then, parents arranged to have their children married very young.’ I remember there is a UDHR article about marriage. I nicknamed it ‘right to marry.’ Here it is: Article 16. I’m going to put this strip there, because it sounds like he didn’t get to choose his own wife; his parents chose for him. I think his human rights were violated.” Tell students that they should take turns reading the evidence strips out loud. Then as a group, they should discuss which UDHR article that evidence belongs with. Emphasize that many of the evidence strips could be matched with more than one of the UDHR articles. There is not always a single right answer. Students need to provide reasons why they matched a piece of evidence with a given UDHR article. 	<ul style="list-style-type: none"> If necessary, ask students to first focus on just one person in this story: Bishnu, Dinesh, or Ratna. When ELLs are asked to produce language, consider providing a sentence frame, sentence starter, or cloze sentence to assist with the structure required. For example: “This piece of evidence is about _____. It relates to this article of the UDHR because_____.”



Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> Check that students understand the process, then release them to work. Circulate to listen in and support as needed. Do not give answers; rather, probe students to support their reasons with evidence: <ul style="list-style-type: none"> * "Why did you match that piece of evidence with that article from the UDHR?" * "Explain your thinking." * "Tell me more." When you hear students providing reasons or details, give them specific praise: <ul style="list-style-type: none"> * "I love how you're not just putting those two strips together, but that you explained why that evidence relates to that UDHR article." 	
<p>C. Discussion: Supporting a Point of View with Text-Based Evidence (10 minutes)</p> <ul style="list-style-type: none"> Tell students that now they should find a partner in their group and choose just one evidence strip they feel they really understand. Invite them to take that sentence strip and go back to the anchor chart for the UDHR article they think it relates to. Ask students to tape their piece of evidence onto the anchor chart and then write in an explanation: <ul style="list-style-type: none"> * "This piece of evidence shows that this human right was upheld/challenged because ..." 	
<p>D. Opinion Writing: What Human Right Was Upheld or Challenged? (15 minutes)</p> <ul style="list-style-type: none"> Tell students that they will now have time on their own to practice supporting their point of view with reasons and information. Remind them how thinking and talking helps them deepen their understanding of a text. Encourage them to now capture that thinking on paper. Circulate to support as needed. Collect students' completed Human Rights Challenged and Upheld recording form. 	<ul style="list-style-type: none"> Consider providing a sentence frame, sentence starter, or cloze sentence to assist with language production and the structure required. For example: "One human right that was challenged is _____, and I know this because_____."



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Ask students to think on their own, and then share with a partner, in response to this prompt:<ul style="list-style-type: none">* “How did working with the evidence strips help you understand this firsthand account?”• Tell students that tomorrow in their end of unit assessment, they will have a chance to again practice closely reading a firsthand account and supporting their point of view with evidence. They will read a new firsthand account and relate it to an article from the UDHR.	<ul style="list-style-type: none">• Consider allowing students to draw their observations, ideas, or notes when appropriate.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Review what you know about close reading and what you have practiced. You will read closely on your own with a new firsthand human rights account during tomorrow's assessment.	



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Supporting Materials



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Instructions for teacher:

Make 6 or 7 copies of these pages (enough for one copy per small group). Cut the pieces of evidence into separate strips (one piece of evidence per strip); cut on the line breaks below. Prepare one envelope of evidence strips for each group.

Paragraph 1:

Seventy years ago, a boy named Bishnu Prasad Dhungel was not allowed to go to school. As a result, thousands of Nepalis have learned to read and write.



Paragraph 2:

It was actually against the law to start schools in the villages of Nepal, because the government believed that it was easier to control people if they didn't know how to read and write.



Paragraph 3:

Back then, parents arranged to have their children married very young. Bishnu was married when he was just nine years old, and then married again to a second wife when he was 15.



Paragraph 3:

Finally, he was so determined to get an education that he ran away to Kathmandu, walking for three entire days [to get there]. He completed one year of school, enough to get a government job.



Paragraph 4:

Bishnu's wives had 25 children between them, though ten died from diseases such as smallpox and measles and malaria (a disease of tropical countries).





Paragraph 4:

As Bishnu’s children grew, he was determined that they would go to school, so he brought a teacher from India to teach them. For doing so, Bishnu was sent to jail for three months for breaking the law.



Paragraph 4:

In 1951, when a new government came to power, education was finally allowed.



Paragraph 5:

Dinesh is Bishnu’s third son. He not only went to elementary school, he graduated from college.



Paragraph 6:

Dinesh soon noticed how few poor Nepalis, especially women and girls, knew how to read. They now had the right to go to school, but they didn’t have schools or teachers.



Paragraph 6:

They now had the right to go to school, but they didn’t have schools or teachers. This realization inspired Dinesh to follow in his father’s footsteps as a champion of education. As a result, thousands of lives were changed.



Paragraph 8:

Dinesh describes their first project: “We were working with a very poor tribal group that lived in caves on the sides of steep hills. When we first visited, they ran into the forest because they were scared of strangers. They had nothing. I couldn’t believe our brothers and sisters were living in this condition.”





Paragraphs 9 and 10:

After talking with the villagers, they decided to buy goats for the ten poorest families.... [The villagers] were eventually able to buy land and build better houses.



Paragraph 11:

Since then, the center has taught 20,000 adults and 5,000 children to read as well as helped to lift them out of poverty.



Paragraph 11:

When democracy came to Nepal in 1990, the center also taught the meaning of democracy and the importance of voting and human rights.



Paragraph 12:

Ratna was eager to help the women and children in another village, so she started her own organization, called HANDS.... Ratna’s organization built a health center.





Paragraph 12:

Ratna was eager to help the women and children in another village, so she started her own organization, called HANDS.... Ratna’s organization built a health center.



Paragraph 12:

Of course, they also learn to read and write.



Paragraph 13:

The classrooms are tiny, dark, and cold. The children need to help their parents with housework, fetching firewood, and taking care of goats or their younger brothers and sisters. Because of this, only about one out of ten children complete grade 10.



Paragraph 14:

Dinesh and Ratna have spent their lives trying to change this.

Article 1 of the UDHR:

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2 of the UDHR:

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status.

Article 16 of the UDHR:

(1) Men and women of full age, without any limitation due to race, nationality, or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage, and at its dissolution.

Article 17 of the UDHR:

- (1) Everyone has the right to own property alone as well as in association with others.
- (2) No one shall be arbitrarily deprived of his property.

Article 23 of the UDHR:

- (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work, and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.



Article 25 of the UDHR:

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing, and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age, or other lack of livelihood in circumstances beyond his control.

Article 26 of the UDHR:

(1) Everyone has the right to an education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made available, and higher education shall be equally accessible to all on the basis of merit.