



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 1: Lesson 11

End of Unit 1 Assessment: On-Demand Analysis of a Human Rights Account



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can explain what a text says using quotes from the text. (RI.5.1)</p> <p>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</p> <p>I can explain important connections between people, events, or ideas in an informational text accurately. (RI.5.3)</p> <p>I can choose evidence from informational texts to support analysis, reflection, and research. (RI.5.9)</p> <p>I can choose evidence from literary or informational texts to support analysis, reflection and research. (W.5.9)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can cite examples of where human rights were upheld or challenged in “From Kosovo to the United States.” I can explain how specific articles of the UDHR relate to this firsthand account. 	<ul style="list-style-type: none"> End of Unit 1 Assessment: On-Demand Analysis of a Human Rights Account

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Reader (5 minutes) Work Time <ol style="list-style-type: none"> End of Unit 1 Assessment: On-Demand Analysis of a Human Rights Account (45 minutes) Closing and Assessment <ol style="list-style-type: none"> Debrief (10 minutes) Homework 	<ul style="list-style-type: none"> “From Kosovo to the United States” is a challenging text. Consider having ELLs or struggling readers read only through Section 1 (Paragraph 15), ending with “They gave us blankets and even diapers for my two little cousins.” Post: Learning targets.



Lesson Vocabulary	Materials
support, provide, conclusions, implications, facts, human rights, evidence, violations, analysis, quotes	<ul style="list-style-type: none">• End of Unit Assessment Text: “From Kosovo to the United States” (one per student)• End of Unit 1 Assessment: On-Demand Analysis of a Human Rights Account (one per student)• End of Unit 1 Assessment: On-Demand Analysis of a Human Rights Account (Answers for Teacher Reference)• NY State Grade 4-5 Expository Writing Evaluation Rubric• Extended-Response (4-Point) Holistic Rubric (For Teacher Reference for scoring assessment)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Tell students: “For the past two weeks, we have been studying human rights. We learned new vocabulary words and practiced close reading of the UDHR and firsthand accounts of human rights stories from around the world. Now we are going to put all of that new knowledge to use by writing an essay about human rights.”• Read the learning targets, circling or underlining the words cite, and explain. Review each word individually, making sure students understand what each one means. Write synonyms or draw symbols if necessary to help students recall the meaning of those words.	<ul style="list-style-type: none">• Reviewing academic vocabulary assists all students developing academic language.• ELL language acquisition is facilitated by interaction with native speakers of English who provide models of language.



Work Time	Meeting Students' Needs
<p>A. End of Unit 1 Assessment: On-Demand Analysis of a Human Rights Account (45 minutes)</p> <ul style="list-style-type: none">Remind students that they have been building background knowledge about human rights and about how real people still face human rights challenges and work to uphold human rights for themselves and others. Remind them that they have also been practicing reading and analyzing text. Today is an opportunity for them to show what they know. Encourage them.Distribute End of Unit Assessment Text: “From Kosovo to the United States” and the End of Unit 1 Assessment: On-Demand Analysis of a Human Rights Account.Read the instructions aloud and make sure students understand the criteria for success.Do NOT preview the text with students. Point out that there is some basic background information about Kosovo at the top of the page. Encourage them to use their background knowledge to figure out other unfamiliar words from context and also not to worry too much about all the names of foreign places.Remind them of the resources they may use: the UDHR, their UDHR note-catcher, their vocabulary flash cards, and their notes/journals.	<ul style="list-style-type: none">ELLs may use bilingual dictionaries and translators.ELLs may be provided extended time to complete the writing task. They are given extended time on NY state exams.
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none">Ask students to form a circle as a class. Go around the circle, with each student filling in the blanks to this sentence when it is their turn: * “I used to think human rights were _____. Now I know human rights are _____.”Allow every student to share out loud.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">None	



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Supporting Materials



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Basic background:

- Kosovo is a region in southeastern Europe.
- Ethnic Albanians are the largest group of people in Kosovo. The word *ethnic* means “of similar race and culture.”
- NATO is the **N**orth **A**tlantic **T**reaty **O**rganization. NATO soldiers are often sent to countries to help.

Hello! My name is Isau Ajeti. I was born in Shtime, Kosovo, September 1988. I am an ethnic Albanian. When I was two years old, my family moved to Germany. My two sisters, Serxhane and Arjeta, were born here. Seven years later, we returned to Shtime and built a beautiful two-story house.

My uncle and aunt lived in the house next to ours. They have three daughters—Remzie, Majlinda, and Nazlia—all younger than I am.

I never went to school in Kosovo. I was too young at first, and then later, it was too dangerous. My country was at war.

One day in April 1999, we looked outside and saw houses on fire. “Go! Go!” someone ran down the street shouting, “The enemy is coming!”

Right away our two families fled from Shtime. For two hours, we journeyed toward Vojnovc, a country town. Like us, hundreds of people filled the roads, trying to escape.

In Vojnovc, a family let us stay with them. More than 35 people crowded together in their small house. We shared whatever food there was.

After two weeks, we headed toward Ferijaj, my mother’s hometown. War planes flew overhead. There was shooting on the ground. Six hours later, we reached Ferijaj. All our relatives, except one, were gone.

Ferijaj has a train station. We wanted to take a train to leave Kosovo. But with so many people, all the doors of the train were blocked. Someone opened a window. My father put me in first; then I pulled in the other five children, beginning with my five-month-old cousin. Finally, the four grown-ups crawled through the small space.

It was very hot on the train. We were packed like sardines. We could hardly breathe. Hungry, tired, and dirty, children were crying.

Riding for three hours, we got to the border of Macedonia, but the Serbian police stopped us. “You cannot get off the train,” they said. “Go back.”

We did.

The next day, we tried again. This time the border was opened to us. But the Serbian soldiers commanded, “Stay right on the railroad tracks. If you go to the right or left, we will kill you.”

So, we walked, two by two inside the tracks, right into Macedonia.

What a difference it was for us there! NATO soldiers welcomed us and fed us. They gave us blankets and even diapers for my two little cousins.

Camp workers brought us to a small tent. It was very low—the grown-ups could not stand up straight in it. It rained outside. My father and my uncle took off their jackets and put them under us. We were cold because we didn’t have enough blankets, but at least we were together.

Each morning we waited in line for food, sometimes until 1:00 p.m. The camp was dirty. We missed the bathrooms we had in our new homes in Shtime.

My father was in charge of both families. In one of the tents was a big board. Every night we checked it for his name and our camp number. It would tell us when and where we would be sent.

Finally, my mother’s mother and another uncle left for Germany. We wanted to go with them, but we were separated. After five weeks in Macedonia, the rest of us flew to New Jersey, in the United States.

American soldiers brought us to Fort Dix, where our Christian sponsors were waiting. Soon, a lady named Debbie and an Armenian man named Steve arrived. They brought flowers for my mother and my aunt. They were so nice. It didn’t matter to them that we were Muslims.

Our sponsors found us two apartments next to each other. They helped us get groceries, clothes, furniture, medicine, and jobs.

In June, a newspaper reported our story. A retired teacher read it and offered to teach English to me and my two older cousins, to prepare us for school. All summer we sat outdoors and learned the alphabet, numbers, colors, and telling time. We love our very first American teacher.



In fall, we started school. At first everything was strange,
but our teacher and classmates were wonderful, helping
us learn English quickly.

Now, America is our new home.

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Blanche Gosselin, the retired English teacher in this story,  
transcribed Isau Ajeti’s account.

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\_\_\_\_\_  
**Name:**

\_\_\_\_\_  
**Date:**

Read “From Kosovo to the United States,” the firsthand account of Isau Ajeti. Ask clarifying questions and annotate the text as needed. Then respond to a series of questions about the text, what human rights challenges Isau faced, how he responded, and what human rights were upheld.

What are human rights, and how do real people respond when their rights are challenged?  
Read “From Kosovo to the United States,” the firsthand account of Isau Ajeti.

**Part 1:** Read the questions below, and then return to the text to find specific evidence for your answers.

1. Why did Isau Ajeti leave Kosovo in 1999?
  - A. To get a better education in America
  - B. To be with his family at Fort Dix
  - C. Because Kosovo was at war
  - D. Because his family liked living in Germany
2. How did Isau Ajeti **most likely** feel on the journey toward Vojnovc?
  - A. Hungry
  - B. Confused
  - C. Frightened
  - D. Lonely
3. Which evidence from the text supports the answer you gave to Question 2?
  - A. Isau Ajeti escaped from Shtime because the enemy was coming.
  - B. Isau Ajeti ate whatever food they had and could share.
  - C. Isau Ajeti was staying with 35 people.
  - D. Isau Ajeti was with his family in a small space.





4. How does Isau's ride on the train compare to the camp in Macedonia?
  - A. Both were cold and lonely
  - B. Both were cold and crowded
  - C. Both were hot and dirty
  - D. Both were crowded and dirty
  
5. What event directly led to Isau beginning to learn English?
  - A. He started going to school in the United States
  - B. There was a story about him in a newspaper
  - C. His arrival in the United States with his family
  - D. The sponsors found them apartments



In your essay be sure to:

- Name and describe specific examples of human rights challenges that Isau and his family faced.
- Connect those challenges to specific article(s) of the UDHR.
- Use evidence from the article to explain how Isau and his family responded to the human rights challenges they experienced.
- Use complete sentences.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



**End of Unit Assessment Text:**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Read “From Kosovo to the United States,” the firsthand account of Isau Ajeti. Ask clarifying questions and annotate the text as needed. Then respond to a series of questions about the text, what human rights challenges Isau faced, how he responded, and what human rights were upheld.

What are human rights, and how do real people respond when their rights are challenged?

Read “From Kosovo to the United States,” the firsthand account of Isau Ajeti.

**Part 1:** Read the questions below, and then return to the text to find specific evidence for your answers.

1. Why did Isau Ajeti leave Kosovo in 1999?
  - A. To get a better education in America
  - B. To be with his family at Fort Dix
  - C. **Because Kosovo was at war**
  - D. Because his family liked living in Germany
2. How did Isau Ajeti **most likely** feel on the journey toward Vojnovc?
  - A. Hungry
  - B. Confused
  - C. **Frightened**
  - D. Lonely
3. Which evidence from the text supports the answer you gave to Question 2?
  - A. **Isau Ajeti escaped from Shtime because the enemy was coming.**
  - B. Isau Ajeti ate whatever food they had and could share.
  - C. Isau Ajeti was staying with 35 people.
  - D. Isau Ajeti was with his family in a small space.



4. How does Isau's ride on the train compare to the camp in Macedonia?
  - A. Both were cold and lonely
  - B. Both were cold and crowded
  - C. Both were hot and dirty
  - D. **Both were crowded and dirty**
  
5. What event directly led to Isau beginning to learn English?
  - A. He started going to school in the United States
  - B. **There was a story about him in a newspaper**
  - C. His arrival in the United States with his family
  - D. The sponsors found them apartments



**Part 2:** Essay: What specific human rights challenges did Isau and his family face? How did they respond to those challenges? Use specific details from both the article “From Kosovo to the United States” and the Universal Declaration of Human Rights in your answer.

In your essay be sure to:

Name and describe specific examples of human rights challenges that Isau and his family faced.

- Connect those challenges to specific article(s) of the UDHR.
- Use evidence from the article to explain how Isau and his family responded to the human rights challenges they experienced.
- Use complete sentences.

**Sample Student Response (Scoring a Level 4):**

Isau and his family faced many human rights challenges in their lives. They were brave, never gave up hope, and were grateful. Eventually their human rights were upheld like the authors of the Universal Declaration of Human Rights wanted.

The first challenge that the family faced was the war in their country. Article 3 of the Universal Declaration of Human Rights says, “Everyone has the right to life, liberty, and security of person.” That means that all people have a right to be alive and be safe. The article says that Isau’s country was at war and that they had to run away when the enemy was coming. This meant they were not safe and that they could die. Isau and his family traveled a long time. Even though they saw soldiers, they were brave to walk on the railroad tracks. Then they were safe again in Macedonia.

The second human rights challenge that happened to Isau was described in Article 26 of the UDHR, which says everyone has a right to an education. It is shown that this was a human rights challenge when Isau said it was “too dangerous” to go school in his country of Kosovo. Going to school was something Isau and his family really hoped for. The evidence for that is he says, “We love our first American teacher.”

Finally, Isau’s family suffered from the human rights challenge of not having employment. This is a right described in Article 23. They had to live in a dirty camp, and they were cold because they did not even have enough blankets. Then they left the camp and came to America. The article showed they responded to this challenge by being grateful when it said, “They were so nice. It didn’t matter to them that we were Muslims.” This quote shows that Isau thought people might not like them, but they did. The authors of the Universal Declaration of Human Rights would be both upset and glad about Isau’s story. They would be upset that their human rights were not upheld in Kosovo and Macedonia. The family stayed brave, never gave up hope, and was grateful. Eventually their human rights were upheld.

**New York State Grade 4-5 Expository Writing Evaluation Rubric**

| CRITERIA                                                                                                                                                                           | CCLS                | SCORE                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                    |                     | 4<br>Essays at this level:                                                                                                                                                                                                                                                                                              | 3<br>Essays at this level:                                                                                                                                                                                                                                          | 2<br>Essays at this level:                                                                                                                                                                                                                                                            | 1<br>Essays at this level:                                                                                                                                                                                                                                                                                                                  | 0<br>Essays at this level:                                                                                                                                                                                                       |
| <b>CONTENT AND ANALYSIS:</b> the extent to which the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts                 | W.2<br>R.1–9        | —clearly introduce a topic in a manner that follows logically from the task and purpose<br><br>—demonstrate insightful comprehension and analysis of the text(s)                                                                                                                                                        | —clearly introduce a topic in a manner that follows from the task and purpose<br><br>—demonstrate grade-appropriate comprehension and analysis of the text(s)                                                                                                       | —introduce a topic in a manner that follows generally from the task and purpose<br><br>—demonstrate a literal comprehension of the text(s)                                                                                                                                            | —introduce a topic in a manner that does not logically follow from the task and purpose<br><br>—demonstrate little understanding of the text(s)                                                                                                                                                                                             | —demonstrate a lack of comprehension of the text(s) or task                                                                                                                                                                      |
| <b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided texts to support analysis and reflection                                             | W.2<br>W.9<br>R.1–9 | —develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)<br><br>—sustain the use of varied, relevant evidence                                                                                                                 | —develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)<br><br>—sustain the use of relevant evidence, with some lack of variety                                                                | —partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant<br><br>—use relevant evidence inconsistently                                                                                                                         | —demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant                                                                                                                                                                                                  | —provide no evidence or provide evidence that is completely irrelevant                                                                                                                                                           |
| <b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language      | W.2<br>L.3<br>L.6   | —exhibit clear, purposeful organization<br><br>—skillfully link ideas using grade-appropriate words and phrases<br><br>—use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary<br><br>—provide a concluding statement that follows clearly from the topic and information presented | —exhibit clear organization<br><br>—link ideas using grade-appropriate words and phrases<br><br>—use grade-appropriate precise language and domain-specific vocabulary<br><br>—provide a concluding statement that follows from the topic and information presented | —exhibit some attempt at organization<br><br>—inconsistently link ideas using words and phrases<br><br>—inconsistently use appropriate language and domain-specific vocabulary<br><br>—provide a concluding statement that follows generally from the topic and information presented | —exhibit little attempt at organization, or attempts to organize are irrelevant to the task<br><br>—lack the use of linking words and phrases<br><br>—use language that is imprecise or inappropriate for the text(s) and task<br><br>—provide a concluding statement that is illogical or unrelated to the topic and information presented | —exhibit no evidence of organization<br><br>—exhibit no use of linking words and phrases<br><br>—use language that is predominantly incoherent or copied directly from the text(s)<br><br>—do not provide a concluding statement |
| <b>CONTROL OF CONVENTIONS:</b> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling | W.2<br>L.1<br>L.2   | —demonstrate grade-appropriate command of conventions, with few errors                                                                                                                                                                                                                                                  | —demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension                                                                                                                                                      | —demonstrate emerging command of conventions, with some errors that may hinder comprehension                                                                                                                                                                                          | —demonstrate a lack of command of conventions, with frequent errors that hinder comprehension                                                                                                                                                                                                                                               | —are minimal, making assessment of conventions unreliable                                                                                                                                                                        |

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

Grade 5 Common Core English Language Arts Test Guide



Within the Common Core, writing does not take place in a vacuum. To be college and career ready, one must be able to write for a purpose using information from textual sources. Extended-response questions on the 2013 Common Core English Language Arts Tests will ask students to analyze texts and address meaningful questions using strategic, textual details. Scores for extended responses will be based on four overarching criteria:

- **Content and Analysis**—the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts
- **Command of Evidence**—the extent to which the essay presents evidence from the provided texts to support analysis and reflection
- **Coherence, Organization, and Style**—the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language
- **Control of Conventions**—the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

These four characteristics combined make up the focus of the 4-point, extended-response tasks, **Writing from Sources**. Whether in response to an individual text or a paired selection, a student will be asked to synthesize, evaluate, and evidence their thinking in a coherent and legible manner. Please note the new holistic 4-point rubric for Expository Writing in Grade 4– 5 on page 10.