



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 1: Unit 1: Lesson 6**

## **Close Reading: Unpacking 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 make inferences using quotes from the text. (RI.5.1)
- I can determine the meaning of content words or phrases in an informational text. (RI.5.4)
- 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 2 and 3 of the UDHR.
- 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 (found in Articles 2 and 3).

**Ongoing Assessment**

- UDHR note-catchers (for Articles 2 and 3)
- Anchor charts (for Articles 2 and 3)



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Engaging the Reader: Give One, Get One (10 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Text Structure: Reorienting to the UDHR (5 minutes)</li><li>Close Reading: Articles 2 and 3 of the UDHR (30 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Anchor Charts: Summarizing and Sketching: Articles 2 and 3 (10 minutes)</li><li>Debrief (5 minutes)</li></ol></li><li>Homework</li></ol>	<ul style="list-style-type: none"><li>From this lesson through the end of the unit, the focus is on students using their new close reading and word solving skills to more deeply understand the UDHR. You may want to have plain-language dictionaries, such as CoBuild, and a list of root words and prefixes, such as the one found at <a href="http://www.prefixsuffix.com/rootchart.php">http://www.prefixsuffix.com/rootchart.php</a>, readily accessible so that students can use them independently.</li><li>Create heterogeneous groups of four (each group should include some more-ready and less-ready readers).</li><li>In this lesson and Lesson 7, students will become “experts” on 11 specific articles from the UDHR. These articles were chosen specifically because they relate thematically to the novel <i>Esperanza Rising</i>, which students will read during Units 2 and 3.</li><li>ELLs may be unfamiliar with some words, such as comparing.</li><li>In advance: Create eleven charts, one for each of the eleven articles that are listed on the UDHR note-catcher. Post these around the classroom. Ideally these charts would stay up in the classroom until the end of the module. Also, prepare a model of an anchor chart for Article 1 of the UDHR, which you will show students during the closing of this lesson. At the top of your chart, state the article in your own words. Beneath, draw pictures of what it looks like when this article is upheld and when it is not.</li><li>Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
primary source, United Nations, introduction, preamble, entitled, distinction, origin, liberty, security	<ul style="list-style-type: none"><li>• Give One, Get One note-catcher (see example in supporting materials; students can use this supporting material or they can create a page on scrap paper)</li><li>• Chart paper for Our Recommended Rights anchor chart</li><li>• Universal Declaration of Human Rights (from Lesson 1)</li><li>• UDHR note catcher (from Lesson 1; students' copies and one for display)</li><li>• Close Readers Do These Things anchor chart (begun in Lesson 1)</li><li>• Model Article 1 anchor chart (new; teacher-created)</li><li>• Six charts, each labeled with a specific article number: three for Article 2 and three for Article 3 (add more if your class is larger than 24)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Give One, Get One (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students: “On our mid-unit assessment, you used all your new vocabulary words to explain human rights to someone else. I was very impressed with all you knew. Now we are going to dig back in to the UDHR to think about the specific rights that are included in this primary source document.”</li><li>• Tell them that they probably already have lots of thoughts about which rights should be included.</li><li>• Ask students to open their journals and divide a page into four boxes (for an example, see the <b>Give One, Get One note-catcher</b> in the supporting materials; use this if preferred). Tell them: “In the top left box, list some of the rights that should be human rights. In the top right box, briefly explain why.”</li><li>• Briefly model if needed.</li><li>• Explain to students the process of Give One, Get One:</li><li>• When instructed, stand and take your note-catcher with you.</li><li>• Circulate, talking to at least three classmates.</li><li>• With each classmate, tell one right that you put on your list, and why you included it.</li><li>• Your classmate will then share with you.</li><li>• If your lists are exactly the same, move on.</li><li>• If your partner has something different on his or her list, write it down.</li><li>• Tell students to begin. As they mill about and talk, circulate to listen in for patterns in their comments and to see whether they are able to give reasons to support their opinions.</li><li>• Invite one or two students to share with the whole class. (Collect their Give One, Get Ones and use them to create a chart called <b>Our Recommended Rights anchor chart</b> to refer to throughout the module. This does not need to occur during this lesson.)</li><li>• Point out the first learning target. Ask students how they did following the class norms during the Give One, Get One (or address any issues).</li><li>• Briefly review the remaining learning targets. Tell students that today they will be focusing on specific articles of the UDHR. Check for understanding, asking for a thumbs-up or -down about whether students are clear on the targets. Address any confusion.</li></ul>	<ul style="list-style-type: none"><li>• Providing an individual computer and headphones for students who have difficulty with a lot of sensory input lets them process at their own speed.</li><li>• Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.</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 them have more meaningful discussions and clarify points in their home language.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Text Structure: Reorienting to the UDHR (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to locate their copy of the UDHR and their UDHR note-catcher from Lesson 1 (likely in their folders).</li><li>• Remind them that during Lesson 1, they spent some time noticing how the document is structured. Ask students to quickly turn and talk with a partner about what they remember or what they notice now. Invite a few students to share out. Listen for the vocabulary they have learned, such as <i>introduction</i>, <i>preamble</i>, or <i>primary source</i>.</li><li>• Tell them that for the next few days, they will focus on some of the specific numbered articles. Ask them to find that part of the document.</li><li>• Remind students that each article, or section, identifies a right that the authors of the UDHR believed should be afforded all human beings. They've already read Article 1 several times (in Lessons 1 and 4).</li><li>• Direct them to their UDHR note-catcher for their notes and sketches about Article 1 (done during Lesson 1). Ask students to turn and talk about what Article 1 is about and about the sketches they did.</li><li>• Ask students to draw a box around Article 1. Then have them do the same (one box per article) around Articles 2, 3, 6, 14, 16, 17, 20, 23, 25, and 26.</li><li>• Tell them: "Readers often break long or hard text into smaller chunks. We are just going to focus on these 11 articles and get really smart about them. We will keep coming back to these articles in the coming weeks, as we think about how real and fictional characters respond when they face challenges."</li><li>• Tell them it will be interesting to see if any of these articles match the Recommended Rights list the class just created.</li></ul>	<ul style="list-style-type: none"><li>• While students are working to become "experts" on certain articles of the UDHR, it is recommended that they work in heterogeneous groups containing more-ready and less-ready readers.</li><li>• When possible, provide text or materials in students' home language. This can help them understand materials presented in English.</li><li>• Students needing additional supports may benefit from partially filled-in graphic organizers.</li></ul>



Work Time	Meeting Students' Needs
<p><b>B. Close Reading: Articles 2 and 3 of the UDHR (30 minutes)</b></p> <ul style="list-style-type: none"> <li>Place students in groups of four. Students should remain in their group for the remainder of this class and the next class.</li> <li>Read Article 2 aloud twice, with students following along (this promotes fluency). Do not explain the text.</li> <li>Have students think silently, and then turn and tell a partner, which right(s) they think the article is referring to. Have students write their thought(s) next to Article 2 on their copy of the UDHR.</li> <li>Display the UDHR note-catcher. Ask students to share what they remember about how they used this when reading Article 1. Listen for comments about reading multiple times, trying to figure out the main idea, asking clarifying questions, and sketching. Direct them to the Close Readers Do These Things anchor chart (begun in Lesson 1).</li> <li>Ask students to reread just the first sentence of Article 2, focusing on words or phrases that might help them determine what right or promise it is referring to. Have students underline no more than two or three words and share them with a partner. Ask a few students to share whole group; have their classmates give a thumbs-up if they chose the same word(s).</li> <li>Invite a student who underlined entitled or without distinction to explain why he or she chose those.</li> <li>Probe, coaching students to explain how they used context clues or morphemes to figure out the word meaning. For example: <ul style="list-style-type: none"> <li>* “How did you figure out <i>entitled</i>?”</li> </ul> </li> <li>Listen for students to point out that since the sentence said “everyone” and “rights,” they figured out that entitled probably meant “deserved.”</li> <li>Tell students that for today, they will just focus on this first sentence of Article 2. Ask students to complete their UDHR note-catcher for Article 2. Ask them to reread the first sentence. Ask: <ul style="list-style-type: none"> <li>* “What right is this article referring to?”</li> <li>* “What specific words help you know that?”</li> </ul> </li> <li>Listen for students to list words such as <i>race</i>, <i>color</i>, <i>sex</i>, etc.</li> <li>Ask several text-dependent questions about Article 2, beginning with more basic questions and gradually increasing the difficulty: <ul style="list-style-type: none"> <li>* “What features of human beings does Article 2 list?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>For ELLs, consider providing extra time for tasks and answering questions in class discussions. They often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>* “What is ‘property’?”</li> <li>* “Based on the fact that there is a list of human qualities here, what do you think ‘without distinction of any kind’ means?”</li> <li>* “The word ‘origin’ here means ‘where someone comes from.’ What does <i>national</i> or <i>social</i> origin mean?”</li> <li>• Call on students to give a brief paraphrase or summary of Article 2. Have them write it in the second column of the UDHR note-catcher.</li> <li>• Remind students how they made pictures in their mind to help them understand Article 1 and when they completed the vocabulary tableaux. Ask students to do the same with Article 2:               <ul style="list-style-type: none"> <li>* “What does Article 2 look like?”</li> </ul> </li> <li>• Give students time to think, talk, and draw. Remind them that it does not matter how good their sketch is; the drawing will help them remember the main meaning.</li> <li>• Repeat the process for the fourth column of the note-catcher:               <ul style="list-style-type: none"> <li>* “What does it look like when Article 2 is not being upheld?”</li> </ul> </li> <li>• Tell students that for now, they will move on to Article 3. Say: “We just did another close read. Notice how much time we spent on just one sentence!”</li> <li>• Direct students’ attention to the Close Readers Do These Things anchor chart. Have them briefly turn and talk about how they are doing. Ask whether anyone wants to add things to the chart:               <ul style="list-style-type: none"> <li>* “What else do readers do when they are reading closely?”</li> </ul> </li> <li>• Direct students to Article 3. Repeat the close reading process:               <ol style="list-style-type: none"> <li>1. Read Article 3 aloud twice, with students following along. Do not explain.</li> <li>2. Students think silently, then turn and talk.</li> <li>3. Students write their thought(s) next to Article 3 on their copy of the UDHR.</li> <li>4. Students reread Article 3, focusing on words or phrases that might help them determine what right or promise it is referring to.</li> <li>5. Have several students share out.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Chunking the text helps those who have difficulty processing and transferring a lot of language at once. If appropriate, have some students focus just on the first sentence of Article 2, since those ideas are most relevant in this module. More advanced students may work with both sentences.</li> </ul>





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Invite a student who underlined <i>liberty</i> or <i>security</i> to explain why he or she chose those words.</li><li>• Probe, coaching students to explain how they used context or morphemes:<ul style="list-style-type: none"><li>* “What root does the word <i>security</i> have in it?”</li></ul></li><li>• Ask:<ul style="list-style-type: none"><li>* “What right or promise is Article 3 referring to? What specific words help you know that?”</li></ul></li><li>• Ask several text-dependent questions about Article 3, beginning with more basic questions and gradually increasing the difficulty:<ul style="list-style-type: none"><li>* “What does it mean to have the ‘right to life’?”</li><li>* “What is the difference between <i>liberty</i> and <i>security</i>?”</li></ul></li><li>• Ask students to work with a partner to paraphrase or summarize Article 3. Ask them to sketch:<ul style="list-style-type: none"><li>* “What does Article 3 ‘look like’? What does it look like when this right is not upheld?”</li></ul></li></ul> <p><i>Note: Some students may connect this phrase to the pro-life political perspective; help students understand the more basic meaning of this term in the context of the UDHR.</i></p>	<ul style="list-style-type: none"><li>• The drawing of words and concepts helps students explore their own thinking and clarify meanings.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Anchor Charts: Summarizing and Sketching: Articles 2 and 3 (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Show students the Model Article 1 anchor chart that you created. At the top, you have stated the article in your own words. Beneath, you have drawn pictures of what it looks like when this article is upheld and when it is not. Connect your model chart with what they have written on their UDHR note-catchers.</li> <li>• Direct students' attention to the multiple anchor charts for Articles 2 and 3. Invite them to choose one article and go stand by that chart, making sure there are relatively even numbers of students at each chart.</li> <li>• Once students are clustered by charts, ask: <ul style="list-style-type: none"> <li>* "How would you put this article in your own words?" Allow students to discuss and put their ideas on the chart. Then ask students to share their sketches and choose an example and non-example to put on the chart.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Providing the criteria list already written for students who have trouble copying from the board allows them to stay focused on the criteria.</li> <li>• Providing the learning targets written individually for students who have difficulty processing information on the board allows them to stay focused.</li> </ul>
<p><b>B. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Using the Fist to Five protocol, ask students to rate themselves on meeting each learning target. Take note of any students who rate themselves below a 4 to check in with them individually later.</li> <li>• Ask students to return to complete an exit ticket on a sticky note: <ul style="list-style-type: none"> <li>* "One human right I learned more about today is ..."</li> </ul> </li> <li>• Collect this as an ongoing assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing a sentence stem already written on the sticky note allows students who have difficulty writing to participate in a timely fashion.</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• If you did not finish your UDHR note-catcher for Articles 2 and 3 in class, finish these for homework.</li> <li>• Talk with someone at home about the human rights you learned about today. Which do you think is most important? Why?</li> </ul> <p><i>Note: Use students' Give One, Get Ones to create an Our Recommended Rights anchor chart to refer to throughout the module.</i></p>	



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## Supporting Materials



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RIGHTS	REASONS
<b>My thinking . . .</b>	<b>My thinking . . .</b>
<b>My classmates' thinking . . .</b>	<b>My classmates' thinking . . .</b>