



EXPEDITIONARY
LEARNING

Grade 5: Module 1

Overview



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What are human rights, and how do real people and fictional characters respond when those rights are challenged? Students will develop their ability to read and understand complex text as they consider this question. Students will begin to build knowledge about human rights through a close read of the introduction and selected articles of the Universal Declaration of Human Rights (UDHR), paired with short firsthand accounts of people around the world who currently face human rights challenges. In Unit 2, students will do an extended study of *Esperanza Rising* (740L) by Pam Muñoz Ryan, applying their new learning about human rights as one lens through which to interpret the character and theme in this rich novel—a complex coming-of-age story set in Mexico and rural California during the early 1930s. Through close reading, interpretation, and analysis of fiction and nonfiction texts, students will synthesize their understanding of human rights. The specific literacy focus is on supporting understanding through quoting directly from text, inferring

theme, and comparing and contrasting how different texts address the topics and themes of human rights. Students will write an analytical essay in which they describe how a character in the novel responds to challenges. In Unit 3, students will continue to revisit the text and themes of the UDHR and *Esperanza Rising* as they read, write, and ultimately perform Readers Theater. Students will compare novels and Readers Theater as two forms of narrative writing. They will then select specific articles of the UDHR that relate thematically to the novel and reread key passages of the novel with that theme in mind. They will write individual and small group scripts based on these key passages and on phrases from the UDHR. Students will revise, rehearse, and ultimately perform their group Readers Theater scripts for their class and/or school or community members. **This performance task centers on NYSP12 standards W.5.3, W.5.4, W.5.5, and W.5.11.**

Guiding Questions And Big Ideas

- **What are human rights?**
- **What lessons can we learn about human rights through literature and life?**
- **How can we tell powerful stories about people's experiences?**
- *We learn lessons about human rights from the experiences of real people and fictional characters.*
- *Characters change over time in response to challenges.*
- *People respond differently to similar events in their lives.*
- *Authors conduct research and use specific language in order to impact their readers.*

Performance Task

Students will work in small groups to analyze passages from *Esperanza Rising* that relate to one of five articles from the Universal Declaration of Human Rights. Based on the UDHR article the group chose, each student will write his or her own scene of a Readers Theater script from selected pages/passages of *Esperanza Rising*. For the final performance task, students will collaborate in their small groups to combine their individual scripts into a longer, single script based on their common UDHR article. They will refine their group script with a focus on narrating the themes of the UDHR and on smooth transitions between individual script scenes. Students will choose props, rehearse, and then perform their Readers Theater scripts for the class and/or the school or community. **This task centers on NYSP12 standards W.5.3, W.5.4, W.5.5, and W.5.11.**



Content Connections

- This module is designed to address English Language Arts standards and to be taught during the literacy block of the school day. However, the module intentionally incorporates Social Studies and Science content that may align to additional teaching during other parts of the day. These intentional connections are described below.

NYS Social Studies Core Curriculum

- The rights of citizens in the United States are similar to and different from the right of citizens in other nations of the Western Hemisphere.
- Constitutions, rules, and laws are developed in democratic societies in order to maintain order, provide security, and protect individual rights.
- Different people living in the Western Hemisphere may view the same event or issue from different perspectives.
- The migration of groups of people in the United States, Canada, and Latin America has led to cultural diffusion because people carry their ideas and way of life with them when they move from place to place.
- Connections and exchanges exist between and among the peoples of Europe, sub-Saharan Africa, Canada, Latin America, the Caribbean, and the United States. These connections and exchanges include social/cultural, migration/immigration, and scientific/technological.



CCS Standards: Reading—Literature	Long-Term Learning Targets
<ul style="list-style-type: none">• RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none">• I can explain what a text says using quotes from the text.• I can make inferences using quotes from text.
<ul style="list-style-type: none">• RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<ul style="list-style-type: none">• I can determine a theme based on details in the text.• I can summarize a literary text
<ul style="list-style-type: none">• RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<ul style="list-style-type: none">• I can compare and contrast literary elements using details from the text (two or more characters' points of view, settings, events).
<ul style="list-style-type: none">• RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<ul style="list-style-type: none">• I can determine the meaning of literal and figurative language (metaphors and similes) in text.
<ul style="list-style-type: none">• RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<ul style="list-style-type: none">• I can explain how a series of chapters, scenes of stanzas fit together to create a larger literary text.
<ul style="list-style-type: none">• RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	<ul style="list-style-type: none">• I can describe how a narrator's point of view influences the description of events
<ul style="list-style-type: none">• RL.5.11 Recognize, interpret, and make connections in narratives, poetry and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.	<ul style="list-style-type: none">• I can make connections between texts and ideas to comprehend what I read (RL.5.11)



CCS Standards: Reading – Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none">• RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none">• I can explain what a text says using quotes from the text.• I can make inferences using quotes from the text.
<ul style="list-style-type: none">• RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<ul style="list-style-type: none">• I can determine the main idea(s) of an informational text based on key details.• I can summarize an informational text.
<ul style="list-style-type: none">• RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<ul style="list-style-type: none">• I can explain important connections between people, events, or ideas in a historical, scientific, or technical text accurately.• I can support my explanation using specific details in the text.
<ul style="list-style-type: none">• RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	<ul style="list-style-type: none">• I can determine the meaning of academic words or phrases in an informational text.• I can determine the meaning of content words or phrases in an informational text.



CCS Standards: Reading – Foundational Skills	Long-Term Learning Targets
<ul style="list-style-type: none">• RF.5.4. Read with sufficient accuracy and fluency to support comprehension.<ul style="list-style-type: none">– Read grade-level text with purpose and understanding.– Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.– Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none">• I can read fifth-grade level texts accurately and fluently to make meaning.<ul style="list-style-type: none">– I can read fifth-grade texts with purpose and understanding.– I can read fifth-grade texts with fluency.– I can use clues in the text to check my accuracy.– I can reread to make sure that what I’m reading makes sense.
CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none">• W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<ul style="list-style-type: none">– Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.– Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.– Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).– Use precise language and domain-specific vocabulary to inform about or explain the topic.– Provide a concluding statement or section related to the information or explanation presented.	<ul style="list-style-type: none">• I can use the 6+1 traits to write informative/explanatory texts.<ul style="list-style-type: none">– I can write an informative/explanatory text that has a clear topic.– I can group supporting facts together about a topic in an informative/explanatory text.– I can use text, formatting, illustrations, and multi-media to support my topic.– I can develop the topic with facts, definitions, details, and quotations.– I can use linking words and phrases to connect ideas within categories of information (e.g., in contrast, especially).– I can use contextually specific language/vocabulary to inform or explain about a topic.– I can construct a concluding statement or section of an informative/explanatory text.



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none">• W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<ul style="list-style-type: none">– Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.– Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.– Use a variety of transitional words, phrases, and clauses to manage the sequence of events.– Use concrete words and phrases and sensory details to convey experiences and events precisely.– Provide a conclusion that follows from the narrated experiences or events.	<ul style="list-style-type: none">• I can use the 6+1 traits to write narrative texts.<ul style="list-style-type: none">– I can introduce the narrator/characters of my narrative.– I can organize events in an order that makes sense in my narrative.– I can use dialogue and descriptions to show the actions, thoughts, and feelings of my characters.– I can use transitional words, phrases, and clauses to show passage of time in a narrative text.– I can use sensory details to describe experiences and events precisely.– I can write a conclusion to my narrative.
<ul style="list-style-type: none">• W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<ul style="list-style-type: none">• I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
<ul style="list-style-type: none">• W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<ul style="list-style-type: none">• I can use the writing process to produce clear and coherent writing (with support).



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none">• W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<ul style="list-style-type: none">– Apply grade 5 reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).– Apply grade 5 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	<ul style="list-style-type: none">• I can choose evidence from fifth-grade literary or informational texts to support analysis, reflection and research.<ul style="list-style-type: none">– (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].”) – (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].”)
<ul style="list-style-type: none">– W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none">– I can write for a variety of reasons.
CCS Standards: Speaking and Listening	Long-Term Learning Targets
<ul style="list-style-type: none">• SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.<ul style="list-style-type: none">– Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.– Follow agreed-upon rules for discussions and carry out assigned roles.– Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.– Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	<ul style="list-style-type: none">• I can effectively engage in a discussion with my peers.<ul style="list-style-type: none">– I can prepare myself to participate in discussions.– I can follow our crew norms when I participate in a conversation.– I can ask questions so I’m clear about what is being discussed.– I can connect my questions to what others say.– I can explain what I understand about the topic being discussed.



CCS Standards: Speaking and Listening	Long-Term Learning Targets
<ul style="list-style-type: none"> • SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 	<ul style="list-style-type: none"> • I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate.
CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> • L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> – Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. – Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. – Use verb tense to convey various times, sequences, states, and conditions. – Recognize and correct inappropriate shifts in verb tense. – Use correlative conjunctions (e.g., either/or, neither/nor). 	<ul style="list-style-type: none"> • I can use conventions to send a clear message to my reader. <ul style="list-style-type: none"> – I can what conjunctions, prepositions, and interjections are and how they're used in sentences. – I can use the perfect verb tenses. (e.g., I had walked; I have walked; I will have walked) – I can use verb tense to convey various times, sequences, states, and conditions. – I can identify an inappropriate shift in verb tense. – I can correct an inappropriate shift in verb tense. – I can use correlative conjunctions. (e.g., either/or, neither/nor)
<ul style="list-style-type: none"> • L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> – Use punctuation to separate items in a series.* – Use a comma to separate an introductory element from the rest of the sentence. – Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). – Use underlining, quotation marks, or italics to indicate titles of works. – Spell grade-appropriate words correctly, consulting references as needed. 	<ul style="list-style-type: none"> • I can use conventions to send a clear message to my reader. <ul style="list-style-type: none"> – I can use punctuation to separate items in a series. – I can use a comma to separate an introductory word or phrase from the rest of the sentence. – I can use a comma to set off the words yes and no (e.g., Yes, thank you). – I can use a comma to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?). – I can use a comma to indicate direct address (e.g., Is that you, Steve?). – I can use underlining, quotation marks, or italics to indicate titles of works. – I can spell grade-appropriate words correctly. – I can consult reference materials to check and correct my spelling.



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> • L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> – Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. – Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 	<ul style="list-style-type: none"> • I can my knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> – I can use a variety of sentence structures in my writing. – I can compare and contrast the varieties of English (e.g., dialects, registers) used in different kinds of texts (e.g., stories, dramas, poems).
<ul style="list-style-type: none"> • L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> – Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. – Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). – Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	<ul style="list-style-type: none"> • I can use a variety of strategies to read grade appropriate words and phrases I don't know. <ul style="list-style-type: none"> – I can use what the text says (e.g., cause/effect relationships and comparisons in text) to help me understand the meaning of a word or phrase. – I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. (e.g., photograph, photosynthesis) – I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine or clarify the pronunciation and meaning of key words and phrases.
<ul style="list-style-type: none"> • L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> – Interpret figurative language, including similes and metaphors, in context. – Recognize and explain the meaning of common idioms, adages, and proverbs. – Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 	<ul style="list-style-type: none"> • I can analyze the meaning of figurative language. <ul style="list-style-type: none"> – I can interpret the meaning of simple similes in context. – I can interpret the meaning of simple metaphors in context. – I can explain the meaning of common idioms. – I can explain the meaning of common adages. – I can explain the meaning of common proverbs. – I can use relationships between words (synonyms, antonyms, and homographs) to help me understand words.



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none">L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	<ul style="list-style-type: none">I can accurately use fifth-grade academic vocabulary to express my ideas.

Central Texts
1. Pam Muñoz Ryan, <i>Esperanza Rising</i> (New York: Scholastic, 2002) ISBN: 978-0-439-12042-5.
2. United Nations Office of the High Commissioner for Human Rights, Universal Declaration of Human Rights, adopted and proclaimed by General Assembly resolution 217 A (III) of 10 December 1948, from www.un.org/events/humanrights/2007/.../declaration%20_eng.pdf (last accessed June 18, 2012)
3. Aaron Shepard, <i>Readers On Stage</i> (Shepard Publications, 2004); ISBN 978-0-938497-21-9.



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: Building Background Knowledge on Human Rights			
Weeks 1-2 (11 sessions)	<ul style="list-style-type: none"> Building background knowledge about human rights and the Universal Declaration of Human Rights Vocabulary regarding human rights 	<ul style="list-style-type: none"> I can effectively engage in a discussion with my peers. (SL.5.1) I can determine the meaning of academic words or phrases in an informational text. (RI.5.4) 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Human Rights Vocabulary and Common Prefixes (L.5.4, L.5.6, and W.5.10)
	<ul style="list-style-type: none"> Close Reading: articles from the UDHR Analyzing firsthand accounts of human rights 	<ul style="list-style-type: none"> I can explain what a text says using quotes from the text. (RI.5.1) I can determine the main idea(s) of an informational text based on key details (RI.5.2) I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3) I can accurately synthesize information from multiple texts on the same topic. (RI.5.9) I can choose evidence from literary or informational texts to support analysis, reflection and research. (W.5.9) 	<ul style="list-style-type: none"> End of Unit 1 Assessment: On-Demand Analysis of a Human Rights Account (RI.5.1, RI.5.2, RI.5.3, RI.5.9 and W.5.9)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 2: Esperanza's Story			
Weeks 3-6 (18 sessions)	<ul style="list-style-type: none"> Connecting information with literature: building background knowledge about Mexican immigration, California, and the Great Depression Point of view in a literary text and learning new vocabulary Figurative language and themes in <i>Esperanza Rising</i> 	<ul style="list-style-type: none"> I can use quotes to explain the meaning of a literary text. (RL.5.1) I can determine the main idea(s) of an informational text based on key details. (RI.5.2) I can summarize an informational text. (RI.5.2) I can explain how a series of chapters, scenes, or stanzas fit together to create a larger literary text. (RL.5.3) I can determine the meaning of literal and figurative language (metaphors and similes). (RL.5.4) 	<ul style="list-style-type: none"> Mid-Unit 2 Assessment: Analyzing Sections of <i>Esperanza Rising</i> on My Own (RL.5.1, RL.5.2, RL.5.3, and RL.5.4)
	<ul style="list-style-type: none"> Blending informational text with literature: Should the farm workers in <i>Esperanza Rising</i> go on strike? Gathering evidence to create a two-voice poem 	<ul style="list-style-type: none"> I can explain important connections between people, events, or ideas in a historical text accurately. (RL.5.3) I can use quotes to support my inferences in literary texts. (RL.5.1) I can determine the meaning of literal and figurative language (metaphors and similes). (RL.5.4) I can describe how a narrator's point of view influences the description of events. (RL.5.6) 	



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 3-6, continued	<ul style="list-style-type: none">Planning, writing critiques, reflection, and revision	<ul style="list-style-type: none">I can make inferences using quotes from text. (RL.5.1)I can determine a theme based on details in a literary text. (RL.5.2)I can summarize a literary text. (RL.5.2)I can compare and contrast literary elements using details from the text (two or more characters' points of view, settings, events). (RL.5.3)I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2)I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)I can choose evidence from literary or informational texts to support analysis, reflection and research. (W.5.9)	<ul style="list-style-type: none">End of Unit 2 Assessment: Comparing and Contrast How Two Characters Respond to Challenges (RL.5.1, RL.5.2, RL.5.3, W.5.2, W.5.4, W.5.5, and W.5.9)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 3: Culminating Project: Readers Theater: Esperanza Rising, From Novel to Script			
Weeks 7-8 (12 sessions)	<ul style="list-style-type: none"> Narratives as Theater, Part I: what is Readers Theater? Narratives as Theater, Part II: <i>Esperanza Rising</i>, from novel to script Performing Readers Theater: <i>Esperanza Rising</i> from novel to script 	<ul style="list-style-type: none"> I can explain what a text says using quotes from the text. (RL.5.1) I can make inferences using quotes from text. (RL.5.1) I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4) I can explain how a series of chapters, scenes, or stanzas fit together to create a larger literary text. (RL.5.5) I can describe how a narrator's point of view influences the description of events. (RL.5.6) I can compare and contrast stories in the same genre for approach to theme and topic. (RL.5.9) 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment: Evaluating the Strengths and Limitations of a Novel versus a Script (RL.5.1, RL.5.4, RL.5.5, RL.5.6 and RL.5.9)



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 7-8, continued	<ul style="list-style-type: none"> Identifying Theme: connecting passages from <i>Esperanza Rising</i> to human rights Drafting individual Readers Theater scripts for a specific scene Our group Readers Theater: refining group scripts and practicing performance 	<ul style="list-style-type: none"> I can determine a theme based on details in the text. (RL.5.2) I can explain how a series of chapters, scenes or stanzas fit together to create a larger literary text. (RL.5.5) I can write narrative texts about real or imagined experiences or events. (W.5.3) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) I can document what I learn about a topic by sorting evidence into categories. (W.5.8) I can choose evidence from literary or informational texts to support analysis, reflection and research. (W.5.9) I can write for a variety of reasons. (W.5.10) I can recognize the differences between different types of narrative (poetry, drama, or other texts) and their connections to larger concepts such as culture and personal experiences. (W.5.11) I can effectively engage in a discussion with my peers. (SL.5.1) I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate. (SL.5.6) 	<ul style="list-style-type: none"> End of Unit 3 Assessment: Readers Theater Script Section (W.5.3, W.5.4, and W.5.9) End of Unit 3/Final Performance Task: Human Rights Readers Theater (W.5.3, W.5.4, W.5.5, W.5.10, and W.5.11)



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Grade 5: Module 1

Assessment Overview



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Note: As each unit is written, often assessments are revised. Use this document as a general guideline. But be sure to refer to each specific unit overview document for the most correct and complete write-ups of each assessment.

Final Performance Task	<p>Readers Theater Script and Performance of Scenes from <i>Esperanza Rising</i></p> <p>Students will work in small groups to analyze passages from <i>Esperanza Rising</i> that relate to one of five articles from the declaration. Based on the UDHR article the group chooses, each student will write his or her own scene of a Readers Theater script from selected pages/passages of <i>Esperanza Rising</i>. For the final performance task, students will collaborate in their small groups to combine their individual scripts into a longer, single script based on their common UDHR article. They will refine their group script with a focus on narrating the themes of the UDHR and on smooth transitions between individual script scenes. Students will choose props, rehearse, and then perform their Readers Theater scripts for the class and/or the school or community. This task centers on NYSP12 W.5.3, W.5.4, W.5.5, W.5.9, W.5.11, SL.5.6, and L.5.6</p>
Mid-Unit 1 Assessment	<p>Human Rights Vocabulary and Common Prefixes</p> <p>This assessment addresses NYS ELA CCLS L.5.6 and W.5.10. This quiz will have two parts. In Part 1, students will demonstrate acquisition of new vocabulary based on multiple-choice questions. In Part 2, students will be asked to write a short-answer response to the following prompt: “What are human rights?” The focus of this assessment is on students’ building knowledge about the central concept and on acquiring and using new vocabulary terms.</p>
End of Unit 1 Assessment	<p>On-Demand Analysis of a Human Rights Account</p> <p>This assessment addresses standards NYS ELA CCLS RI.5.1, RI.5.2, RI.5.3, RI.5.9, and W.5.9. Students will independently read and annotate another firsthand human rights account. They will then respond in an on-demand format to specific questions that require them to synthesize their learning from this unit and refer directly to both the UDHR and the firsthand account. Students will read ‘From Kosovo to the United States,’ the firsthand account of Isau Ajeta and ask clarifying questions and annotate the text as needed. Then they will respond to a series of questions about the text: what human rights challenges Isau faced, how he responded, and what human rights were upheld. Questions will require students to define human rights as described in the UDHR, to relate Isau’s challenges to specific Articles in the UDHR, and to give specific facts, details, or examples from Isau’s account so readers can understand their point of view and reasons clearly.</p>



Mid-Unit 2 Assessment	<p>Analyzing Sections of <i>Esperanza Rising</i> on My Own</p> <p>This on-demand assessment centers on standard NYS ELA CCLS RL.5.1, RL.5.2, RL.5.3, and RL.5.4. Students will have read a chapter of <i>Esperanza Rising</i> for homework, and will demonstrate their ability to analyze complex text independently. They will analyze the challenges Esperanza faces and how she responds, citing textual evidence. They will also respond to questions regarding academic vocabulary and figurative language. This is a reading assessment: the purpose is for students to demonstrate their ability to analyze literature in general, and Chapter 9 of <i>Esperanza Rising</i> specifically. This Mid-Unit 2 Assessment is not intended to formally assess students' writing. Most students will write their responses, in which case it may also be appropriate to assess students on W.5.9. However, if necessary, students may dictate their answers to an adult.</p>
End of Unit 2 Assessment	<p>On-Demand Analytical Essay about How Esperanza Changes Over Time</p> <p>This assessment centers on standards NYS ELA CCLS RL.5.1, RL.5.2, RL.5.3, W.5.2, W.5.4, W.5.5, and W.5.9. Students will write an essay in which they explain how Esperanza changes over time. Specifically, they will analyze Esperanza's growth and development by comparing how she responds to events earlier and later in the novel. Each student will select the two or three key events that best support his/her analysis of Esperanza's growth and development.</p>
Mid-Unit 3 Assessment	<p>Evaluating a Novel versus a Script</p> <p>This assessment centers on standard NYS ELA CCLS RL.5.1, RL.5.4, RL.5.5, RL.5.6, and RL.5.9. Students will reread a passage from <i>Esperanza Rising</i> and a scene from a Readers Theater written by Pam Muñoz Ryan. They will compare and contrast the texts using a Venn diagram and then answer text-dependent questions using evidence from both texts in their answers.</p>
End of Unit 3 Assessment	<p>Individual Scene of a Readers Theater Script</p> <p>This on-demand assessment centers on standards NYSP12 ELA CCLS W.5.3, W.5.4, and W.5.9. Students will write their best draft of their narrative (in the form of a scene of a Readers Theater script). The focus is on showing the connection between one article of the Universal Declaration of Human Rights and selected passages from <i>Esperanza Rising</i>, in order to demonstrate characters' experiences with human rights challenges and how they overcame those challenges.</p>



EXPEDITIONARY
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Grade 5: Module 1

Performance Task



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Summary of Task

- Throughout Unit 3, students will learn about Readers Theater, compare and contrast the novel *Esperanza Rising* to a Readers Theater script of the same novel, and review their notes from Units 1 and 2 on the novel and the Universal Declaration of Human Rights (UDHR). Students will work in small groups to analyze passages from passages from *Esperanza Rising* that relate to one of five articles from the declaration. Based on the UDHR article the group chooses, each student will write his or her own scene of a Readers Theater script from selected pages/passages of *Esperanza Rising* (see end of Unit 3 assessment, below).
- For the final performance task, students will collaborate in their small groups to combine their individual scripts into a longer, single script based on their common UDHR article. They will refine their group script with a focus on narrating the themes of the UDHR and on smooth transitions between individual script scenes. Students will choose props, rehearse, and then perform their Readers Theater scripts for the class and/or the school or community.

Note: The End of Unit 3 on-demand assessment serves as the individual component of this group performance task. Students will write their own individual scene of their group's Readers Theater script.

Note: Although Readers Theater requires fluent reading, this performance task is not a formal fluency assessment, since students' own writing likely will not be at the appropriate level of text complexity to address the CCLS Reading Foundations standards.

Format

- Narrative Script (3–4 pages, typed, one-sided, on 8.5" x 11" paper)

Note: Students will have previously handwritten or typed their individual scripts. For the performance task, these individual scene scripts will be combined (either by physically taping hard copy or pasting all text into one shared Word document. Each student will need a photocopy of the full group script to use in the performance.



Standards Assessed Through This Task

- SL.5.6 I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate.
- W.5.3. I can use the 6+1 traits to write narrative texts.
- W.5.4. I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- W.5.11. Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.

Student-Friendly Writing Invitation/Task Description

- You are a member of a playwright group who has been commissioned to write and perform a narrative script using passages from the novel *Esperanza Rising* that relate to one of the Universal Declaration of Human Rights themes. As a group, you will select one of the UDHR articles/themes we have been studying.
- Keep in mind that the script should:
 - include at least four speaking parts (with or without a narrator), at least one for each member
 - link each scene to the UDHR theme chosen through the narration
 - move smoothly from one scene to the next
 - have a strong beginning and conclusion that link *Esperanza Rising* to the chosen UDHR theme
 - use props effectively
 - be rehearsed by the performers so that it sounds like they are speaking their lines instead of reading them
- Each member will write an individual narrative “scene script” from the novel relating to that theme. Then you will collaborate with your small group to produce one longer script that connects each person’s scenes related to the UDHR article/theme. When you work as a group, you will focus on making sure the scenes flow together: You will refine each person’s narration, add transitions, and work as a group to write a conclusion to the group’s script. You also will choose props for your performance and rehearse as a group. Your group will perform your final high-quality narrative script for the class and/or school or community members.



Key Criteria For Success (Aligned With NYSP12 ELA CCLS)

- Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.
- Your script and performance will include:
 - at least four characters, including a narrator
 - narration that links each scene to the UDHR theme you chose
 - clear transitions between scenes, using strong transitional words and phrases
 - an effective introduction and conclusion, linking the passages from *Esperanza Rising* that you used in each scene to the UDHR article/theme on which you focused
 - key words and details from the specific article of the UDHR
 - clearly identified speaking roles for each group member
 - props to enhance the performance
 - a clear speaking voice, using appropriate pacing, fluency, and intonation.



Options For Students

- Some students may dictate or record their scripts.
- Provide sentence frames, lists of steps, and anchor charts for student reference.
- Advanced options: When writing “narrator” text, students may be challenged by using strategies such as Omit a Letter or write using alliteration. Providing a “Dead Words” list that students may not use in their writing may help them avoid clichés and other overused words.

Options For Teachers

- Students may organize a public performance of their Readers Theater scripts.
- For all students independently proficient with technology, consider allowing students to create the following, for use during the final performance: a PowerPoint, Prezi, or OpenOffice Impress document incorporating script passages and imagery; or a sound-effects track for background or transitions between scenes.
- Students interested in, or independently proficient, in the arts may consider:
 - enlarging script passages and creating accompanying illustrations;
 - creating a “playbill” for their performance;
 - producing a radio or print advertisement about their play;
 - writing a short song or poem to conclude the play;
 - designing or determining costumes (as part of props); or
 - choreographing/“staging” actors for the performance.



Resources and Links

- Pam Muñoz Ryan, *Esperanza Rising* (New York: Scholastic, 2002), ISBN: 978-0-439-12042-5.
- United Nations Office of the High Commissioner for Human Rights, Universal Declaration of Human Rights, adopted and proclaimed by General Assembly Resolution 217 A (III) of 10 December 1948, from www.un.org/events/humanrights/2007/.../declaration%20_eng.pdf (last accessed July 22, 2012).
- Aaron Shepard, *Readers On Stage* (Shepard Publications, 2004), ISBN 978-0-938497-21-9.
- Aaron Shepard's RT Page, Scripts, and Tips for Reader's Theater, from <http://www.aaronshp.com/rt/> (last accessed July 22, 2012).
- Kathleen M. Hollenbeck, *Fluency Practice Read-Aloud Plays: Grades 5–6: 15 Short, Leveled Fiction and Nonfiction Plays with Research-Based Strategies to Help Students Build Fluency and Comprehension* (Scholastic, 2006), ISBN 970-0-439-55421-3.
- Michael Ryall, *Readers' Theater Grade 5* (Evan-Moor Corp, 2003), ISBN-10 1-55799-894-9.



EXPEDITIONARY
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Grade 5: Module 1: Unit 1

Overview



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What are human rights? Why do we have them, and how are they protected? This unit is designed to help students build knowledge about these questions while simultaneously building their ability to read challenging text closely. Students begin this unit by exploring human rights themes through images and key vocabulary. They then will analyze selected articles from the Universal Declaration of Human Rights (UDHR) through a series of close reading text-dependent tasks and questions, discussions, and writing. They will explore the history of the development and language of universal human rights documents,

developing skills to determine the meaning of words and phrases. The Mid-Unit 1 Assessment will be an on-demand quiz of academic vocabulary from the UDHR. Students then will examine firsthand accounts of people's experiences with human rights. This unit culminates with on demand writing, in which they analyze a firsthand account and explain how a family's rights were challenged and how the family responded. Students will cite direct textual evidence to support their claims.

Guiding Questions And Big Ideas

- **What lessons can we learn about human rights through literature and life?**
- **What are human rights?**
- **How can we tell powerful stories about people's experiences?**
- *We learn lessons about human rights from the experiences of real people and fictional characters.*
- *Characters change over time in response to challenges to their human rights.*
- *People respond differently to similar events in their lives.*
- Authors conduct research and use specific language in order to impact their readers.

Mid-Unit 1 Assessment

Human Rights Vocabulary and Common Prefixes

This assessment addresses NYS ELA CCLS L.5.6 and W.5.10. This quiz will have two parts. In Part 1, students will demonstrate acquisition of new vocabulary based on multiple-choice questions. In Part 2, students will be asked to write a short-answer response to the following prompt: "What are human rights?" The focus of this assessment is on students' building knowledge about the central concept and on acquiring and using new vocabulary terms.



End of Unit 2 Assessment

On-Demand Analysis of a Human Rights Account

This assessment addresses standards NYS ELA CCLS RI.5.1, RI.5.2, RI.5.3, RI.5.9, and W.5.9. Students will independently read and annotate another firsthand human rights account. They will then respond in an on-demand format to specific questions that require them to synthesize their learning from this unit and refer directly to both the UDHR and the firsthand account. Students will read 'From Kosovo to the United States,' the firsthand account of Isau Ajet and ask clarifying questions and annotate the text as needed. Then they will respond to a series of questions about the text: what human rights challenges Isau faced, how he responded, and what human rights were upheld. Questions will require students to define human rights as described in the UDHR, to relate Isau's challenges to specific Articles in the UDHR, and to give specific facts, details, or examples from Isau's account so readers can understand their point of view and reasons clearly.

Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block of the school day. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

NYS Social Studies Core Curriculum

- The rights of citizens in the United States are similar to and different from the rights of citizens in other nations of the Western Hemisphere.
- Constitutions, rules, and laws are developed in democratic societies in order to maintain order, provide security, and protect individual rights.

Central Texts

1. United Nations Office of the High Commissioner for Human Rights, Universal Declaration of Human Rights, adopted and proclaimed by General Assembly Resolution 217 A (III) of December 10, 1948.
2. United Nations, Universal Declaration of Human Rights: Plain Language Version. www.un.org/cyberschoolbus/humanrights/resources/plain.asp (last accessed August 6, 2012).



Secondary Texts

1. A Short History of the UDHR Sentence Strips. Adapted from Web site: Human Rights Here and Now: Celebrating the Universal Declaration of Human Rights, edited by Nancy Flowers, University of Minnesota Human Rights Resource Center.
www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-1/short-history.htm (last accessed August 6, 2012).
2. Human Rights Resource Center, background information on the UHDR: excerpt from “The History of the United Nations.” From
<http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-1/whatare.htm> (last accessed August 6, 2012).
3. Isau Ajeti and Blanche Gosselin, “From Kosovo to the United States” in *Skipping Stones* 16 (May–Aug 2004, Issue 3), 12.
4. Lesley Reed, “Teaching Nepalis to Read, Plant, and Vote,” in *Faces* 21 (April 2005, Issue 8), 26–28.



This unit is approximately 2 weeks or 11 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 1	Getting Ready to Learn about Human Rights: Close Reading of Article 1 of the Universal Declaration of Human Rights (UDHR)	<ul style="list-style-type: none"> I can effectively engage in a discussion with my peers. (SL.5.1) I can summarize portions of a text when reading or listening to information being presented. (SL.5.2) I can determine the meaning of content words or phrases in an informational text. (RI.4) 	<ul style="list-style-type: none"> I can follow our class norms when I participate in a discussion. I can determine words I know and words I don't know. I can summarize Article 1 of the UDHR. 	<ul style="list-style-type: none"> Human Rights Thinking Charts Exit ticket
Lesson 2	Building Background: A Short History of Human Rights	<ul style="list-style-type: none"> I can effectively engage in a discussion with my peers. (SL.5.1) 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) 	<ul style="list-style-type: none"> I can use text and visual images to help me understand human rights. I can follow our class norms when I participate in a conversation. I can explain some of the main events that relate to the history of the Universal Declaration of Human Rights (UDHR) by making a human timeline with my peers. 	<ul style="list-style-type: none"> Group anchor charts Annotated texts Student journals Exit tickets
Lesson 3	Vocabulary: Human Rights	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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)



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 4	Close Reading: The Introduction to the Universal Declaration of Human Rights	<ul style="list-style-type: none"> 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 a historical, scientific, or technical text accurately. (RI.5.3) 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) I can use a variety of strategies to read grade-appropriate words and phrases I don't know. (L.5.4) 	<ul style="list-style-type: none"> I can use context clues to help me determine the meaning of words. I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. I can determine the main ideas of the introduction to the Universal Declaration of Human Rights (UDHR) by reading closely. 	<ul style="list-style-type: none"> Students' annotated copies of the UDHR Exit tickets
Lesson 5	Mid-Unit 1 Assessment: Human Rights Vocabulary and Common Prefixes	<ul style="list-style-type: none"> I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. (L.5.4) I can accurately use academic vocabulary to express my ideas. (L.5.6) I can write for a variety of reasons. (W.5.10) 	<ul style="list-style-type: none"> I can use strategies to determine the correct meaning of vocabulary words related to human rights. I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. I can use human rights vocabulary words correctly in my writing. 	<ul style="list-style-type: none"> Introduction to the UDHR note-catcher (from Lesson 4) Mid-Unit 1 Assessment: Human Rights Vocabulary and Common Prefixes (L.5.4, L.5.6, and W.5.10)
Lesson 6	Close Reading: "Unpacking" Specific Articles of the UDHR	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> UDHR note-catchers (for Articles 2 and 3) Anchor charts (for Articles 2 and 3)



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 7	Close Reading: Becoming Experts on Specific Articles of the UDHR	<ul style="list-style-type: none"> 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 explain important connections between people, events, or ideas in a historical, scientific, or technical text accurately. (RI.5.3) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> UDHR articles anchor charts Exit ticket
Lesson 8	Summarizing Complex Ideas: Comparing the Original UDHR and the “Plain Language” Version	<ul style="list-style-type: none"> I can use quotes to explain the meaning of informational texts. (RI.5.1) I can compare and contrast multiple accounts of the same event or topic (RI.5.6) I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. (L.5.4) I can write for a variety of reasons (W.5.10) 	<ul style="list-style-type: none"> I can skim and scan the original UDHR looking for repeated words. I can explain why certain words in the original UDHR are repeated. I can compare the original UDHR, the Plain Language version, and my own summaries of specific UDHR articles, by focusing on specific word choice. I can skim and scan the original UDHR looking for repeated words. 	<ul style="list-style-type: none"> Vocabulary flash cards baggies UDHR rewrites Opinion writing (journal entry)
Lesson 9	Main Ideas in Informational Text: Analyzing a Firsthand Human Rights Account	<ul style="list-style-type: none"> 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 determine the meaning of content words or phrases in an informational text. (RI.5.4) 	<ul style="list-style-type: none"> I can explain the connections between people and events in “Teaching Nepalis to Read, Plant, and Vote.” I can use context clues to help me determine the meaning of new words. 	<ul style="list-style-type: none"> Students’ annotated text of “Teaching Nepalis to Read, Plant, and Vote”



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 10	Main Ideas in Informational Text: Analyzing a Firsthand Human Rights Account for Connections to Specific Articles of the UDHR	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Annotated text of “Teaching Nepalis to Read, Plant, and Vote” (begun in Lesson 9, completed in Lesson 10)
Lesson 11	End of Unit 1 Assessment: On-Demand Analysis of a Human Rights Account	<ul style="list-style-type: none"> I can explain what a text says using quotes from the text. (RI.5.1) 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) I can choose evidence from literary or informational texts to support analysis, reflection and research. (W.5.9) 	<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 (RI.5.1, RI.5.2, RI.5.3, RI.5.9, and W.5.9)



Optional: Experts, Fieldwork, And Service

- **Experts:** Invite members of local human rights organization(s), your principal, your assistant principal, or a school board member to come discuss human rights in their daily work.
- **Fieldwork:** As a class, visit a human rights organization headquarters, the United Nations, or a school board meeting.
- **Service:** Work with a local human rights organization to share information or educate the public about human rights; create or revise the school's code of conduct.

Optional: Extensions

- **Art:** Create visual representations of the UDHR.
- **Music:** Write and perform a song about human rights.
- **Social Studies:** Create a timeline of key events in the Western Hemisphere leading up to the creation of the UDHR; research/project on human rights heroes.



EXPEDITIONARY
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Grade 5: Module 1: Unit 1

Recommended Texts



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Unit 1 builds students background about human rights and the Universal Declaration of Human Rights. The list below includes works with a range of Lexile® text measures on this topic. This provides appropriate independent reading for each student to help build content knowledge. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency that the CCLS demand.

Where possible, materials in languages other than English are also provided. Texts are categorized into three Lexile levels that correspond to Common Core Bands: below-grade band, within band, and above-band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L
- Grade 6–8: 925–1185L

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures band level (below 740L)			
<i>For Every Child: The Rights of the Child in Words and Pictures</i>	Caroline Castle (author)	Informational Text	510
<i>I Have the Right to Be a Child</i>	Alain Serres (author) Aurélia Fronty (illustrator) Helen Mixter (translator)	Informational Text	420
<i>The Color of Home</i>	Mary Hoffman (author), Karin Littlewood (illustrator)	Literature	540



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (740–1010L)			
<i>Red Scarf Girl: A Memoir of the Cultural Revolution</i>	Ji-Li Jiang (author)	Biography	780
<i>Ryan and Jimmy: And the Well in Africa That Brought Them Together</i>	Herb Shoveller (author)	Literature	810
<i>Giant Steps to Change the World</i>	Spike Lee and Tanya Lewis Lee (authors), Sean Qualls (illustrator)	Informational Text	870
<i>Shannen and the Dream for a School</i>	Janet Wilson (author)	Informational Text	840
<i>Stand Up, Speak Out: A Book about Children's Rights</i>	Selda Altun (editor)	Informational Text	850
<i>The Girl from Chimel</i>	Rigoberta Menchú (author), Domi (illustrator)	Literature	860
<i>Our World of Water: Children and Water around the World</i>	Beatrice Hollyer (author)	Informational Text	890
<i>Out of War: True Stories from the Frontlines of the Children's Movement for Peace in Colombia</i>	Sara Cameron (author) with UNICEF	Informational Text	910
<i>Kids on Strike!</i>	Susan Campbell Bartoletti (author)	Informational Text	920
<i>Gandhi</i>	Demi (author/illustrator)	Literature	980
<i>Human Rights Activist: Victory over Violence</i>	Ellen Rodger (author)	Informational Text	1000



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (over 1010L)			
<i>This Child, Every Child: A Book about the World's Children</i>	David J. Smith (author) Shelagh Armstrong (illustrator)	Informational Text	1020
<i>Free the Children: A Young Man Fights against Child Labor and Proves That Children Can Change the World</i>	Craig Kielburger (author)	Informational Text	1020
<i>We Are All Born Free: The Universal Declaration of Human Rights in Pictures</i>	Amnesty International (editor)	Informational Text	
<i>Kids at Work: Lewis Hine and the Crusade against Child Labor</i>	Russell Freedman (author), Lewis Hine (photographer)	Informational Text	1140
www.unicef.org	UNICEF	Informational Text (Web site)	
www.oxfam.ca	Oxfam	Informational Text (Web site)	
www.unicef.org/crc/files/Rights_overview.pdf	UNICEF	Informational Text	



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 1: Lesson 1

Getting Ready To Learn About Human Rights:

Close Reading of Article 1 of the Universal Declaration of Human Rights (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.5.1)
I can summarize portions of a text when reading or listening to information being presented. (SL.5.2)
I can determine the meaning of content words or phrases in an informational text. (RI.4)

Supporting Learning Targets

- I can follow our class norms when I participate in a discussion.
- I can determine words I know and words I don't know.
- I can summarize Article 1 of the UDHR.

Ongoing Assessment

- Human Rights Thinking Charts
- Exit ticket

Agenda

1. Opening
 - A. Engaging the Reader: Thinking about the Words "Human" and "Rights" (10 minutes)
 - B. Check In (5 minutes)
2. Work Time
 - A. Text Structure: Scanning the UDHR (5 minutes)
 - B. Introducing Close Reading: Article 1 of the UDHR (15 minutes)
 - C. Begin Close Reading Anchor Chart (10 minutes)
 - D. Return to Key Concept: Thinking about "Human Rights" (10 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework

Teaching Notes

- This opening series of lessons is designed to help students begin to think about what it means to read closely and the many ways that good readers attempt to figure out word meanings. You may want to carefully study the assessment in Lesson 5 to understand how to best use time in these opening lessons. The goal in these opening lessons is not for students to fully understand the UDHR, but to begin to build background knowledge about this important document while also gaining confidence with challenging texts and word solving/learning strategies.
- Students work with a UDHR note-catcher in this lesson. This note-catcher includes selected articles of the UDHR and, in some instances, selected sections of a particular article (to focus students on the concepts most relevant to this module).
- You may want to ask students to keep a pocket folder in their desks or cubbies for this module. They will receive many handouts that are used across multiple lessons.
- Some vocabulary is not academic or domain-specific, and students may benefit from instruction or review: *fist*, *struggle*, *compliment*, *group*.
- This lesson includes many simple protocols and strategies that support collaborative work.
- Review: Fist to Five, Write-Pair-Share, Say Something, and Gallery Walk (see Appendix).
- Post: Learning targets.



Lesson Vocabulary	Materials
follow, participate, criteria, skills, human rights, define, summarize, primary source, United Nations, dignity, equal, endowed, reason, conscience, brotherhood	<ul style="list-style-type: none">• What are Human Rights anchor chart (new; teacher-created)• Close Readers Do These Things anchor charts (new; teacher-created)• Chart paper (one per group of four students)• Colored markers (one per group of four students)• Universal Declaration of Human Rights (one per student and one for display)• Document camera or interactive white board• UDHR Note-catcher (one per student)• Examples of Nonlinguistic Representations of Learning Target Vocabulary in this Lesson• Folders (one per student)• Sticky notes



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Thinking about the Words “Human” and “Rights” (10 minutes)</p> <ul style="list-style-type: none">• Make sure all learning targets are posted for students to see. Read the first learning target aloud:<ul style="list-style-type: none">* “I can follow our class norms when I participate in a conversation.”• Talk about the importance of learning targets: They help students know what they are expected to learn and do during a lesson. Tell them you will be asking them to check in throughout the lesson about how they think they are doing with the learning targets.• Underline or circle the word <i>follow</i>. Ask students to give you synonyms for that word and write these under or over the word <i>follow</i>. Listen for: “do what you’re supposed to,” “obey.” Repeat for <i>participate</i> (“do,” “join in,” “be part of”).• Have a student read aloud the next learning target:<ul style="list-style-type: none">* “I can define human rights.”• Circle the word <i>define</i>. Explain what it means to define something: “to describe what something means.”• Place students in groups of four and give each group a large piece of chart paper and one colored marker. Have students write the words “Human” and “Rights” in large letters either at the top or in the middle of their chart paper. Instruct students to talk first, then to use just one color and write or draw the meanings of the words “human” and “rights.”• Remind students to pay close attention to the class norms as they work. As groups work, circulate and remind them of the norms as needed. <p><i>Note: If you have not established class norms for group work, do so before continuing this lesson. Suggested norms include “look at and listen to the person speaking,” “take turns speaking so that everyone has a chance,” “respect each other’s ideas,” “ask questions so that you understand each other.”</i></p>	<ul style="list-style-type: none">• Consider letting struggling students draw small pictures or images that represent words. This helps them process language even when they cannot read the words.• Asking students what they think they know encourages them to stay open to new thinking.



Opening	Meeting Students' Needs
<p>B. Check In (5 minutes)</p> <ul style="list-style-type: none">• After about 10 minutes, refocus students whole group. Use the Fist to Five strategy to have students rate how they did attending to the first learning target. Ask students to indicate with their fist if they did not attend to the class norms at all, or five fingers if they attended to all class norms consistently. They can choose to show one to four fingers to indicate that their attention to norms was somewhere in between.• Then have students rate their group. If many ratings are below four, review the norms.	<ul style="list-style-type: none">• 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.• Modeling the strategy with your own fingers gives students a visual of what you are asking for. Consider having a visual chart for the meaning of each level of Fist to Five.



Work Time	Meeting Students' Needs
<p>A. Text Structure: Scanning the UDHR (5 minutes)</p> <ul style="list-style-type: none">• Distribute copies of the Universal Declaration of Human Rights to each student and display it on a document camera or interactive white board.• Say: “This is a really cool primary source called the Universal Declaration of Human Rights, sometimes called the UDHR. We will learn more about this document in the next few days. Look it over. What do you notice about the way this document is structured or laid out on this page?”• Do NOT explain the content of the text; simply give students a moment to get oriented and notice how the document is structured.• If needed, tell your students what a <i>primary source</i> is. The Library of Congress describes primary sources as the “raw materials of history.” They are original documents and objects that were created during a specific time period.• Ask students to turn and talk about what they notice about how this document is set up on the page. Call on a few to share some of the things they have noticed. Highlight the areas that students point out, writing their thoughts in the margins of the document. Listen for: “introduction/preamble,” “numbered list,” “short paragraphs,” etc.• Tell them that you will discuss how this text is set up, or the “text structure,” more throughout the unit.• Ask students if they noticed another way that the document identifies the numbered paragraphs. Listen for a student to point out that there are 30 articles.• Say: “The Universal Declaration of Human Rights has 30 different articles, or specific sections. Each article identifies a different right, or claim, about something that the people who wrote this document believe should be true for all human beings. Over the next few days, we will be looking closely at some of these rights or claims.”• Write on your interactive white board or document camera: “Articles in the UDHR are claims about things that the authors of this document believe should be true for all human beings.”	<ul style="list-style-type: none">• When possible and beneficial, provide text or materials in ELLs home language. This can help them understand materials presented in English. Copies of the UDHR in various languages can be found at: www.ohchr.org/EN/UDHR/Pages/SearchByLang.aspx.



Work Time	Meeting Students' Needs
<p>B. Introducing Close Reading: Article 1 of the UDHR (20 minutes)</p> <ul style="list-style-type: none"> • Ask students to turn and talk about what claims they think the authors of the UDHR might make about things that should be true for all human beings. • Invite a spokesperson for each group to share their initial ideas. They might suggest things like: “right to safety,” “right to travel,” etc. Let this list be emergent at this point; students will have several weeks to delve into this. • Have students store their copies of the complete UDHR in their folders. • Distribute and display the UDHR Note-catcher. Ask students to share what they notice about the note-catcher. Listen for: “There are four boxes,” “Some of the articles from the primary source are listed here,” “There is a row for each article,” “There are bolded words in the article,” etc. Tell students they will work on understanding some of the articles from the UDHR with this note-catcher. • Read Article 1 aloud twice, with students following along (this promotes fluency). Do not explain the text. • Have students think silently, and then turn and tell a partner what they think this first article might mean. Ask them to share their thinking with the class. • Ask students to talk to their partners about the words they know and the words they don’t know from the first article. Ask them to circle words they aren’t sure of. They will likely circle <i>dignity</i>, <i>endowed</i>, and <i>conscience</i>. • See if any students know these words. If not, since these words are difficult to determine from context, tell them the meaning of these words. Write simple definitions on the interactive white board or document camera: <ul style="list-style-type: none"> – <i>dignity</i> = the state of being valued and worthy of respect – <i>endowed</i> = given – <i>conscience</i> = an inner sense of right and wrong • If students circle <i>brotherhood</i>, prompt them to try to figure out the meaning from context: <ul style="list-style-type: none"> * “We know what brothers are—two boys with the same parents. Have you heard other meanings of the word <i>brother</i>, though?” * “Have you heard groups of people called brothers? When? Why? So what might a <i>brotherhood</i> be?” • Tell students that to understand difficult text, good readers almost always have to read it more than once, especially after they have learned more about the words in the text. 	<ul style="list-style-type: none"> • Narrowing the number of questions students focus on helps those who have difficulty processing and transferring a lot of language at once. • Increase interactions with vocabulary in context. This increases the rate of vocabulary acquisition for ELLs. • Allowing students who struggle with language to just contribute to the discussion orally or providing a scribe for them to dictate to ensures they are active participants. • Multiple means of representation, such as drawing, is a principle of Universal Design for Learning that helps more students engage more fully with the content.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to reread just the first sentence of Article 1, focusing on words or phrases that might help them determine what claim the authors of the UDHR are making about what should be true for all people. Have students underline no more than two or three pivotal words and share them with a partner. Ask a few students to share and have class members give a thumbs-up if they chose the same word(s).• Invite a student who underlined the phrase “born free and equal” to explain why he or she chose that phrase. Listen for a response such as: “This makes me think that everyone is equal when they are born. Equal means we should be treated with the same respect and have the same rights.”• Tell students to read and talk about Article 1 again, looking for and thinking about words that may help them determine the right that the article is referring to.• Have students reread the entire article aloud, inserting the synonyms/phrases that you put on the displayed copy above or below the original words on their note-catcher.• Ask students if they feel more certain about the first right the authors of the UDHR believe all people should have. Ask them to try to say the meaning of this first article in their own words in the second column of the note-catcher.• Ask students to picture in their mind what it would look like if Article 1 was turned into a picture. Have a student share his or her visualization. (For example, a student might visualize people holding hands in brotherhood or draw two or more people with an = sign in front of them to show that all people are equal.)• Invite students to share their visualization with a partner and then sketch that image in the third column. Their drawing will help them remember what Article 1 refers to. Tell them it does not matter how good their sketch is; the drawing will help them remember the main meaning.• Repeat the process for the fourth column of the note-catcher, visualizing what “breaking the promise” of Article 1 might look like. Have students store the note-catchers in their folders.	



Work Time	Meeting Students' Needs
<p>C. Begin Close Reading Anchor Chart (10 minutes)</p> <ul style="list-style-type: none">• Say: “The process we just went through is called close reading. There are lots of different ways to read closely, but the main point is to figure out specific words and read more than once to get a deeper understanding of a hard text. We probably still don’t fully understand Article 1 of the UDHR, which is fine. But let’s review the steps we took to read this challenging text.”• Begin a Close Readers Do These Things anchor chart. Students will refer to this throughout the module. Have students list aloud the steps they used to closely read Article 1. Write their comments on the chart. (Note that close reading typically involves reading more than once but can happen in a variety of ways; do not get rigid about specific steps. Your students’ understanding of and fluency with close reading will evolve over the year.)• Make sure that students have included the following:<ol style="list-style-type: none">1. Read the text slowly at least twice.2. Circle words you aren’t sure of and try to figure them out.3. Reread, annotate, and underline key vocabulary.4. Talk to each other about what you think it means.5. Read to summarize or answer specific questions.• Tell students that today, with Article 1, they answered questions by drawing what the “promise kept” and “promise broken” might look like. With different texts, they will consider different strategies. But almost always, they will read, reread, think, talk, and write.• Point out that often in class, they will use specific note-catchers to help them record their thinking while reading closely. For the next eight weeks, they will repeatedly come back to the four-column UDHR note-catcher, paraphrasing different articles of the UDHR and visualizing what it means for that promise to be kept or broken.	<ul style="list-style-type: none">• On anchor charts for processes like close reading, include question words with nonlinguistic representations (e.g., book for <i>read</i>, magnifying glass for <i>closely</i>) and a question frame: “What is she doing?” Examples of possible nonlinguistic symbols can be found at the end of this lesson.



Work Time	Meeting Students' Needs
<p>D. Return to Key Concept: Thinking about “Human Rights” (10 minutes)</p> <ul style="list-style-type: none">Ask students to return to the chart they started where they wrote about the words “human” and “rights.” Ask them to think now about the phrase “human rights.” They should think and talk about all that they read and talked about today. Say: “We learned about one thing that the authors of the UDHR claim should be true for all people, a ‘right.’ Why do you think they needed to write a document like this? Why should we pay attention to human rights? Write your ideas on your chart.”	<ul style="list-style-type: none">All students developing academic language will benefit from direct instruction of academic vocabulary.Students who need additional supports may benefit from partially filled-in graphic organizers. An example can be found at the end of this lesson.
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Using the Fist to Five strategy, ask students to rate themselves on meeting each learning target: following class norms during discussions, identifying words they know and don't know, and putting Article 1 of the UDHR in their own words.Ask students to complete an exit ticket on a sticky note:<ul style="list-style-type: none">“The authors of the UDHR claim that all people are ...”Collect this to check on students' thinking.	<ul style="list-style-type: none">Providing the learning targets written individually for students who have difficulty processing information on the board allows them to stay focused. An example can be found at the end of this lesson.Students can share in triads or with partners if you have many students for whom sharing out in front of everyone is difficult.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">Choose an independent reading book related to the topic of this unit (see recommended texts). <p><i>Note: Each unit in this module is accompanied by an extensive list of books at a variety of reading levels. Students should use the library to obtain book(s) about the topics under study at their independent reading level. These books should be used in a variety of ways: as independent and partner reading in the classroom whenever time allows, as read-alouds by the teacher to entice students into new books, and as an ongoing homework expectation.</i></p>	<ul style="list-style-type: none">Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recording. In addition, the site www.novelnewyork.org has a free, searchable database of content-related texts that can be played as audio files on a home or library computer. Texts on this Web site can also be translated into many languages. Use the database to provide at-home reading of related texts to ELLs and their families in their native languages.



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LEARNING

Grade 5: Module 1: Unit 1: Lesson 1

Supporting Materials



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Dignity and justice for all of us



All human beings are born with equal and inalienable rights and fundamental freedoms.

The United Nations is committed to upholding, promoting and protecting the human rights of every individual. This commitment stems from the United Nations Charter, which reaffirms the faith of the peoples of the world in fundamental human rights and in the dignity and worth of the human person.

In the Universal Declaration of Human Rights, the United Nations has stated in clear and simple terms the rights which belong equally to every person.

These rights belong to you.

They are your rights. Familiarize yourself with them. Help to promote and defend them for yourself as well as for your fellow human beings.

Adopted and proclaimed by General Assembly resolution 217 A (III) of 10 December 1948



Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have

determined to promote social progress and better standards of life in larger freedom, Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms, Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1.

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.

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. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3.

Everyone has the right to life, liberty and security of person.

Article 4.

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.

Everyone has the right to recognition everywhere as a person before the law.

Article 7.

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11.

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14.

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15.

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.

(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.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.

- (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 18.

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association

Article 21.

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his country.
- (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22.

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23.

- (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.
- (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24.

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25.

- (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.
- (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26.

- (1) Everyone has the right to 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 generally available and higher education shall be equally accessible to all on the basis of merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.

- (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
- (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29.

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

United Nations Department of Public Information

For more information

www.ohchr.org/english/issues/education/training/udhr.htm www.un.org/cyberschoolbus/humanrights/index.asp



Article	Paraphrase or Summary (in your own words)	Sketch: An example of “keeping the promise” of this Article (Draw what it looks like.)	Sketch: An example of “breaking the promise” of this Article (Draw what it does NOT look like.)
Article 1 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 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	Paraphrase or Summary (in your own words)	Sketch: An example of “keeping the promise” of this Article (Draw what it looks like.)	Sketch: An example of “breaking the promise” of this Article (Draw what it does NOT look like.)
Article 3 Everyone has the right to life, liberty, and security of person.			



Article	Paraphrase or Summary (in your own words)	Sketch: An example of “keeping the promise” of this Article (Draw what it looks like.)	Sketch: An example of “breaking the promise” of this Article (Draw what it does NOT look like.)
Article 6 Everyone has the right to recognition everywhere as a person before the law.			
Article 14 (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.			



Article	Paraphrase or Summary (in your own words)	Sketch: An example of “keeping the promise” of this Article (Draw what it looks like.)	Sketch: An example of “breaking the promise” of this Article (Draw what it does NOT look like.)
<p>Article 16</p> <p>(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.</p> <p>(2) Marriage shall be entered into only with the free and full consent of the intending spouses.</p>			



Article	Paraphrase or Summary (in your own words)	Sketch: An example of “keeping the promise” of this Article (Draw what it looks like.)	Sketch: An example of “breaking the promise” of this Article (Draw what is does NOT look like.)
Article 17 (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 20 (1) Everyone has the right to freedom of peaceful assembly and association.			



Article	Paraphrase or Summary (in your own words)	Sketch: An example of “keeping the promise” of this Article (Draw what it looks like.)	Sketch: An example of “breaking the promise” of this Article (Draw what it does NOT look like.)
<p>Article 23</p> <p>(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work, and to protection against unemployment.</p> <p>(2) Everyone, without any discrimination, has the right to equal pay for equal work.</p> <p>(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity.</p>			



Article	Paraphrase or Summary (in your own words)	Sketch: An example of “keeping the promise” of this Article (Draw what it looks like.)	Sketch: An example of “breaking the promise” of this Article (Draw what it does NOT look like.)
Article 25 (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	Paraphrase or Summary (in your own words)	Sketch: An example of “keeping the promise” of this Article (Draw what it looks like.)	Sketch: An example of “breaking the promise” of this Article (Draw what it does NOT look like.)
Article 26 (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.			



Closely



Follow



Participate



Read

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EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 1: Lesson 2

Building Background: A Short History of Human Rights



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

I can effectively engage in a discussion with my peers. (SL.5.1)
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)

Supporting Learning Targets

- I can use text and visual images to help me understand human rights.
- I can follow our class norms when I participate in a conversation.
- I can explain some of the main events that relate to the history of the Universal Declaration of Human Rights (UDHR) by making a human timeline with my peers.

Ongoing Assessment

- Group anchor charts
- Annotated texts
- Student journals
- Exit tickets

Agenda

1. Opening
 - A. Engaging the Reader: Revisiting the Meaning of Human Rights (5 minutes)
2. Work Time
 - A. Viewing and Discussing UNICEF Video “For Every Child” (10 minutes)
 - B. A Short History of Human Rights: Key Events (15 minutes)
 - C. Constructing a Human Timeline (20 minutes)
3. Closing and Assessment
 - A. Routine Writing: What Did the Authors of the UDHR Believe? (10 minutes)
4. Homework

Teaching Notes

- In advance: Display the learning targets on the board, chart paper, or a document camera. Cut one copy of the Short History of Human Rights handout into eight sentence strips; students will work in small groups during Part B of Work Time (one strip per small group).
- Review: Write-Pair-Share and Gallery Walk protocols (see Appendix 1).
- Post: Learning targets.



Lesson Vocabulary	Materials
visual, relate, timeline, chronological, excluded, conflict, constitution, throughout	<ul style="list-style-type: none">• Universal Declaration of Human Rights (from Lesson 1)• Close Readers Do These Things anchor chart (begun in Lesson 1)• A Short History of the UDHR: Complete Version (one per student)• A Short History of the UDHR Sentence Strips (one copy cut into eight strips)• Computer and projector (to show video)• UNICEF video “For Every Child” (2010; http://www.youtube.com/watch?v=Mmy9MpwyKnQ&noredirect=1)• Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as www.safeshare.tv, for actually viewing these links in the classroom.• Scrap paper• 2 pieces of paper; one titled “A Long Time Ago,” and the other titled “2012” (to post during Work Time)• Chart paper• Markers• What are Human Rights anchor charts (from Lesson 1; created by students in small groups)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Revisiting the Meaning of Human Rights (5 minutes)</p> <ul style="list-style-type: none">• Say to students:<ul style="list-style-type: none">* “Today we are going to continue our discussion of human rights that we started yesterday.”• Read the learning target aloud:<ul style="list-style-type: none">* “I can follow our class norms when I participate in a conversation.”• Ask students to name something that helps conversations go well. Encourage them to pay attention to that as they work together today.• Read aloud the next two learning targets. Focus on the first target, and specifically the word <i>visual</i>. Ask:<ul style="list-style-type: none">* “Does the word <i>visual</i> remind you of any other word you know?”• If students don’t bring up “vision,” offer it. Ask:<ul style="list-style-type: none">* “Do you think <i>vision</i> and <i>visual</i> are similar in meaning? If so, what’s a visual image?”• Focus students on the third target. Have a similar conversation about the words relate and relationship.• Ask students to revisit the charts they wrote at the end of Lesson 1. Remind them that their understanding of this important concept will continue to grow the more they read, talk, and write about it over the course of the next several weeks.• Ask them to briefly consider:<ul style="list-style-type: none">* “What additional human rights might the authors of the UDHR want all people to have?”• Invite them to talk with a partner, but do not discuss it as a class at this point.	<ul style="list-style-type: none">• Provide nonlinguistic symbols (e.g., a question mark for question, a pen for record, a magnifying glass for clarifying) to assist ELLs and other struggling readers in making connections with vocabulary. These symbols can be used in directions and learning targets throughout the year.• If groups are having trouble taking turns listening to each other, they can be provided a “sharing object” to pass that indicates whose turn it is, or they can be timed to give all students an equal opportunity.



Work Time	Meeting Students' Needs
<p>A. Viewing and Discussing UNICEF Video “For Every Child” (10 minutes)</p> <ul style="list-style-type: none">• For this portion of the lesson, students will need a piece of scrap paper and something to write with. They should be seated in eight small, heterogeneous groups.• Ask students to listen as you read the first sentence of the UDHR aloud: “All humans are born free in dignity and rights.”• Tell them that today, they will keep thinking about what this sentence means and also learn more about the history of the UDHR.• Tell students that they will now watch a 4-minute video made by UNICEF. Ask if anyone is familiar with this organization. If not, tell students briefly that UNICEF was created after World War II by the United Nations to take care of children who were sick or hungry. Today they will learn more about the United Nations (UN).• Set purpose for watching the video. Remind students that yesterday, they tried to visualize what it might look like for Article 1 to be true for all human beings. Ask students to pay attention to the images, thinking about one specific image that they think really conveys the meaning of Article 1 that the authors of the UDHR intended.• Point out that there are few words on this video, and they go by quickly. For the purpose of this activity, students should focus on the images and how they relate to Article 1 of the UDHR or the bigger idea of human rights.• Play the 4-minute UNICEF video “For Every Child” (2010).• When the video is finished, give students a minute to think silently about what image they thought represented the meaning of Article 1. Invite students to write their response, then share with a partner.	<ul style="list-style-type: none">• 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.• When playing videos, use the English subtitles if available. Providing a visual can assist ELLs and other struggling learners in understanding the content of the video.



Work Time	Meeting Students' Needs
<p>B. A Short History of Human Rights: Key Events (15 minutes)</p> <ul style="list-style-type: none">• Tell students that they probably have many questions about the UDHR. Model a question if necessary. Ask students to Think-Pair-Share about some of their questions. Invite a few to share out. Chart their questions but do not give answers at this point. The goal is to build curiosity.• Listen for a question about the history of the UDHR and tell students that this is what they will focus on today:<ul style="list-style-type: none">* “Where did this document come from?”* “Why was it written?”* “Who wrote it?”* “When?”• Revisit the third learning target:<ul style="list-style-type: none">* “I can explain some of the main events that relate to the history of the UDHR by making a human timeline with my peers.”• Ask students to write down their understanding of the word <i>timeline</i> and then share their ideas with a partner. Define as necessary: “a visual to show the order in which things happened, which is also called <i>chronological order</i>.” To illustrate this concept, draw an image of a timeline on the board and give students an accessible example (such as a timeline about their lives: birth, starting school, to fifth grade).• Tell students that when readers study a historical document, it is often important to understand when it was written and what events led up to it. That is what they will do today with the UDHR.• Tell students that they will now work in their small group on one short piece of text. Their job will be to help each other understand each piece of text and figure out as a class how they all go together to help us understand the history of the UDHR.• Tell students that in their small groups, they should do things that close readers do. Reorient them to the Close Readers Do These Things anchor chart (from Lesson 1):	<ul style="list-style-type: none">• 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.



Work Time (continued)	Meeting Students' Needs
<ol style="list-style-type: none">1. Read the text slowly at least twice.2. Circle words you aren't sure of and try to figure them out.3. Reread, annotate, and underline key vocabulary.4. Talk with each other about what you think it means. <ul style="list-style-type: none">• Read again to summarize or answer specific questions.• Give each group one of the "A Short History of the UDHR" sentence strips and ask them to read closely with their group and try to put the words on their strip in their own words. Each group should have their own words written down on scrap paper so they can share later.• Ask them to dive in. Give students 5 to 10 minutes to work with their group, being sure they are working to try to put the sections into their own words. As groups work, circulate to listen in and support as needed. As they are working, post two pieces of paper on opposite sides of the room, one labeled "A Long Time Ago" and the other labeled "2012."	



Work Time	Meeting Students' Needs
<p>C. Constructing a Human Timeline (20 minutes)</p> <ul style="list-style-type: none">• When groups are finished, ask all students to stand. They should stay with their peers who read the same sentence strip.• Tell students that they are now going to create a human timeline to show the order of events that led up to the UDHR being written, and some events that happened after it was written.• Direct students' attention to the two pieces of paper, "A Long Time Ago" and "2012." Tell them that their job will be to figure out where to stand based on the information they read.• Invite one group to model:<ul style="list-style-type: none">* "Who read information about events that happened a long time ago?"• Listen for the group that read about the Golden Rule or the U.S. Bill of Rights to volunteer. Ask them to read their sentence out loud to the class. Then ask them to bring their sentence strips and the version they wrote in their own words with them and go stand by the paper that says "A Long Time Ago."• Check for understanding; be sure students are clear that they need to locate themselves physically into eight clumps based on the sequence of the eight events the class has information about. Tell students to proceed and remind them to be respectful as they move about the classroom, keeping their voices down and their bodies to themselves. But they will need to talk with each other to try to figure out the right order of events.• Allow 5 minutes for the groups to get into the correct spots on the timeline.• Distribute "A Short History of the UDHR" (the complete version, with all eight sections) to each student. Starting with the group that had the passage about the Golden Rule, invite someone from each group to read their sentence strip aloud and then say the version they wrote in their own words. Encourage the class to listen and follow along on the handout.• Let students know that in a minute, they will have time to talk in pairs about a few of these events. They are not expected to remember them all right now.• After each group has read, ask students to return to their seats. Ask:<ul style="list-style-type: none">* "What words helped you figure out the order of events?"• Listen for students to point out key academic vocabulary, specifically transitional phrases such as throughout, in, during, and after.• Ask students to underline these words in their text. Emphasize how important it is for readers to pay attention to these signals, particularly when reading about history.	<ul style="list-style-type: none">• If necessary, have students first practice making a human timeline based on an easy topic: their birthdays. Ask students to get in order based on their birthdays: January birthdays go to one side of the room, and then students get in order next to them: February, March, April, etc.



Closing and Assessment	Meeting Students' Needs
<p>A. Routine Writing: What Did the Authors of the UDHR Believe? (10 minutes)</p> <ul style="list-style-type: none">Post the following prompt:<ul style="list-style-type: none">* “The authors of the Universal Declaration of Human Rights wanted to be sure that some events never happened again. Which events? Why? Use specific details from the text in your answer.”Allow students about 5 minutes to write.Then ask them to share their writing with a neighbor.	<ul style="list-style-type: none">Consider providing sentence stems or starters or allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Reread “A Short History of the UDHR.” Make some notes in the margins about what you now understand and any questions you still have. Tell someone at home about the history of the UDHR. See if you can figure out why people in New York feel a special connection to the UDHR and the United Nations. Bring your copy of “A Short History of the UDHR” to class tomorrow.	



EXPEDITIONARY
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Grade 5: Module 1: Unit 1: Lesson 2

Supporting Materials



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(Instructions to Teacher: Cut this page into eight strips, one for each short excerpt. Give one strip to each small group during Work Time, Part B. Later, give students each a full copy of this page.)

Throughout history, most societies have had traditions such as the golden rule. This means “Do unto others as you would have them do unto you.”



The U.S. Bill of Rights came into effect in 1791 but excluded (did not apply to) women, people of color, and members of certain social, religious, economic, and political groups.



In 1919, the International Labor Organization (ILO) was formed to protect workers to be sure they stayed healthy and safe. But this organization didn’t last.



During World War II (in the 1930s and 1940s), millions of people were killed by the Nazis. These included Jews, gypsies, and people with disabilities.



President Franklin Delano Roosevelt gave a speech in 1941 about his vision, or dream, for the world. He said that everyone should have four freedoms: freedom of speech, freedom of religion, freedom from want (being hungry), and freedom from fear.



In 1945, after World War II, governments decided to start the United Nations. The goal of the United Nations (UN) was to foster peace and stop conflict, or fighting between countries, around the world.





In 1948, the Universal Declaration of Human Rights was written by people belonging to the United Nations. Fifty-six nations that belonged to the United Nations agreed to follow the ideas in this document.



Today, more than 185 nations around the world have taken the ideas from the UDHR and put them in their own constitutions. (Constitutions are the rules and laws of a country.)

¹Written by Expeditionary Learning for instructional purposes (2012). Adapted from Web site: Human Rights Here and Now, edited by Nancy Flowers (University of Minnesota Human Rights Resource Center); web content was originally adapted from David Shiman, *Teaching Human Rights* (Denver: Center for Teaching International Relations Publications, University of Denver, 1993): 6–7; ISBN-13: 978-0-9438-0479-8.
www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-1/short-history.htm (last accessed August 6, 2012).



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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">• A Short History of the UDHR: Complete Version (from Lesson 2)• “Background on the UDHR” (one per student)• Introduction to the UDHR (from Lesson 1)• Index cards• Markers or colored pencils• Plastic zip bags (quart size)• Document camera or interactive white board

Opening	Meeting Students’ Needs
<p>A. Reviewing the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Remind students that they have begun to discuss the concept of human rights.• 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.”• 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.• Say: “When words are repeated, that often indicates that they are important. Words about human rights are what today is all about.”• 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.• 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.)	<ul style="list-style-type: none">• 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.



Opening	Meeting Students' Needs
<p>B. Engaging the Reader: Background on the UDHR (10 minutes)</p> <ul style="list-style-type: none">• 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.• 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.• Distribute the new excerpt: “Background on the UDHR” (see supporting materials).• 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.• 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.	<ul style="list-style-type: none">• 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.• 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.



Work Time	Meeting Students' Needs
<p>A. Rereading, Using Context Clues to Determine Word Meaning, and Making Vocabulary Flash Cards (35 minutes)</p> <ul style="list-style-type: none"> 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. 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." 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. 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>. 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." 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. 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>?" Take suggestions from students. Listen for someone to suggest "rights" or "the UDHR." Say: <ul style="list-style-type: none"> * "Yes, it has something to do with the rights and the UDHR. So, what could have happened with the rights in 1948?" 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.'" Model and have students write that synonym above or below the word <i>articulated</i> in the paragraph. 	<ul style="list-style-type: none"> Use vocabulary learning strategies to support all learners: prefixes, root words, suffixes, cognates, and context. Students who have an above-grade-level vocabulary can add a sentence with the new vocabulary word in context. Allowing ELLs to use a bilingual dictionary or translator may assist them in understanding some words. Working with two to three words at a time allows students who struggle with language to gradually increase their vocabulary.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • 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. • Now have students visualize the word articulated in their minds and draw a picture of their visualization on the same side as the synonym. • Ask: <ul style="list-style-type: none"> * “Which other words in this text would be most important to help us know more about human rights and the UDHR?” • 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 interactive white board or document camera: <ul style="list-style-type: none"> – <i>horrific</i> = terrible – <i>amid</i> = with or in – <i>grinding</i> = really bad or intense – <i>sought</i> (past tense of the verb “to seek”) = looked, wanted to – <i>aspirations</i> = positive wishes for the future; positive goals (since it is in a list with hopes) – <i>entitled</i> = deserves • Then tell students that they are going to make flash cards for a few important words from Article 1 of the UDHR. • Ask students to look at their copy of the Introduction to the UDHR. • 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. • 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? • 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.” 	<ul style="list-style-type: none"> • Increased interactions with vocabulary in context increase the rate of vocabulary acquisition for ELLs. • ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Have students turn the card over and write the synonym. Next to their synonym, have students draw a picture to represent that word.• Place students in triads to do the same with their remaining words from Article 1, including:<ul style="list-style-type: none">– <i>endowed</i> = given– <i>conscience</i> = an inner sense of right and wrong• 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.• 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.• 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">* “How does a reader know when he is stuck and can’t get a word from context?”• Ask students to store their flash cards in a baggie. Ask them to finish (for homework) the drawings on any cards they did not complete during class.• Collect or ask students to put away their UDHR note-catchers and A Short History of the UDHR for further use.	



Closing and Assessment	Meeting Students' Needs
<p>A. Routine Writing: (10 minutes)</p> <ul style="list-style-type: none">• 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">* “I can use context clues to help me determine the meaning of words.”• Ask students to write on their “Background on the UDHR” text:<ul style="list-style-type: none">* “The first time I read this, I thought ... But now I know ...”• After about 6 minutes of writing, have students share what they wrote with a partner.• Collect students’ writing to check in on their growing understanding and to identify any misconceptions that may need to be addressed in future lessons.	<ul style="list-style-type: none">• Consider allowing struggling students to draw their observations, ideas, or notes when appropriate.• 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.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish your vocabulary flash cards.	



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 1: Lesson 3

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."



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 1: Lesson 4

Close Reading: The Introduction to the Universal Declaration of 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 explain important connections between people, events, or ideas in a historical, scientific, or technical text accurately. (RI.5.3)

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)

I can use a variety of strategies to read grade-appropriate words and phrases I don't know. (L.5.4)

Supporting Learning Targets

- I can use context clues to help me determine the meaning of words.
- I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means.
- I can determine the main ideas of the introduction to the Universal Declaration of Human Rights (UDHR) by reading closely.

Ongoing Assessment

- Students' annotated copies of the UDHR
- Exit tickets



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Revisiting Article 1 of the UDHR (10 minutes)2. Work Time<ol style="list-style-type: none">A. Modeling and Practicing Closely Reading Paragraph 1 of the Introduction to the UDHR (10 minutes)B. Guided Practice Closely Reading Paragraph 2 of the Introduction to the UDHR (15 minutes)C. Independent Practice Closely Reading Paragraphs 3–5 of the Introduction to the UDHR (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Adding to Our Human Rights Vocabulary Flash Cards (15 minutes)4. Homework	<ul style="list-style-type: none">• This lesson reinforces the vocabulary work from Lesson 3 and introduces a new vocabulary strategy: using morphology (word roots, prefixes, suffixes, etc.).• In advance: Post the anchor chart from Lesson 1: Close Readers Do These Things. Prepare an anchor chart titled Article 1.• Review: Helping Students Read Closely, Think-Pair-Share protocol (see Appendix 1).• Post: Learning targets.

Lesson Vocabulary	Materials
fundamental, inalienable, charter, reaffirms, dignity, upholding, promoting, and protecting.	<ul style="list-style-type: none">• Close Readers Do These Things anchor chart (begun in Lesson 1)• Universal Declaration of Human Rights (from Lesson 1)• Introduction to the UDHR note-catcher (one per student). See supporting materials. Note: this is a different note catcher from the “UDHR note-catcher” students have been using about specific articles from the UDHR)• Vocabulary flash cards (from Lesson 3; student-created on index cards)• Document camera or interactive white board• Chart paper• Markers



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Revisiting Article 1 of the UDHR (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to locate their formatted copy of the Universal Declaration of Human Rights (introduced in Lesson 1; likely you are having them store these in folders). Remind them briefly that in Lesson 1, they looked at this entire document for the way it was structured and then focused on Article 1 in their UDHR note-catcher. They also looked at Article 1 again briefly in Lesson 3 when they made their flash cards. • Read Article 1 aloud again, or invite a student to do so. Be sure all students are following along in their copy of the text. • Ask students to turn and talk with a partner about what words they have learned from this article. Invite a few students to share out the new words they have learned and why they are important. Comment on how good students are getting at noticing unfamiliar and important vocabulary as they read. • Read or have a student read aloud the first learning target: <ul style="list-style-type: none"> * “I can use context clues to help me determine the meaning of words.” • Say: “Yesterday, we focused on vocabulary related to human rights, particularly how to figure out important words from context. Today we will continue practicing that as we read the introduction to the UDHR.” • Have students give a thumbs-up or thumbs-down to show whether they understand the first target. • Read or have a student read aloud the second learning target: <ul style="list-style-type: none"> * “I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means.” • Tell students that today they also will practice another strategy to figure out what words mean: looking at the parts of the word. Say: “For example, think about the word <i>context</i>, which we now know means ‘the text around the word.’ That word has two parts, <i>con</i> and <i>text</i>. We know what <i>text</i> means: ‘the words on the <i>page</i>.’ And <i>con</i> means ‘with’ or ‘together.’ So by thinking about those two parts, we can know that context means the stuff around the words we are trying to figure out.” • Tell students they will practice breaking down other words in this same way. • Have students give a thumbs-up or thumbs-down to show whether they understand the second target. • Review the Close Readers Do These Things anchor chart from Lessons 1 and 2, asking students to suggest when they might focus on vocabulary. Listen for responses such as: “After I have read the text and have a basic idea of what it is about.” 	<ul style="list-style-type: none"> • Use vocabulary learning strategies to support all learners: prefixes, root words, suffixes, cognates, and context.



Work Time	Meeting Students' Needs
<p>A. Modeling and Practicing Closely Reading Paragraph 1 of the Introduction to the UDHR (10 minutes)</p> <ul style="list-style-type: none"> Remind students that in Lesson 1, they spent time looking at the UDHR to notice how it is set up, or “structured.” Ask them to turn and talk with a partner about something they remember or notice. Orient students to the introduction: the italicized text below the title and above the preamble. Tell them: <ul style="list-style-type: none"> * “This part is called the introduction. Intro means ‘the first part.’ These short paragraphs are at the very beginning of the document and set up many of the main ideas.” Tell them they will practice together reading closely the first paragraph, which is just one sentence. Distribute the Introduction to the UDHR note-catcher. Tell students that they will use this to take notes after they have read and annotated the introduction to the UDHR. Read aloud the first paragraph of the introduction twice, with students following along (this promotes fluency). Have students reread this first paragraph silently and independently. Ask them to focus on words or phrases that might help them determine the meaning of this first sentence. Encourage them to annotate their UDHR by circling unknown words or underlining words they think are important. Ask them to think, then share with a partner, what they suspect some of the words mean based on the context, or what the entire sentence means. Invite a few students to share out. Then ask students to reread the first paragraph a third time, focusing on just two or three words they underlined or circled. Ask a few students to share a word they underlined; have classmates give a thumbs-up if they chose the same word(s). Focus on the word <i>fundamental</i>. Invite a student who underlined or circled the word <i>fundamental</i> to explain why. Likely he or she will say: “I didn’t know what it meant” or “It came at the very end, so I thought it might be important.” Ask if anyone was able to figure out that word from context. If so, have them explain. If not, model: <ul style="list-style-type: none"> * “I underlined that word, too. I know that word from math, like my ‘math fundamentals.’ But that didn’t make sense here. But I saw it next to the word <i>freedom</i> and know this whole thing is about being equal, so I think it’s about the kinds of freedom everyone deserves. Like the basic stuff.” On an interactive white board or document camera, write: “<i>fundamental</i> = basic.” Focus on the word <i>inalienable</i>. Invite a student who underlined the word <i>inalienable</i> to explain why. Likely he or she will say: “It was next to the word ‘rights,’ so I figured it mattered.” Ask if anyone knows or could figure out what this word means. If so, have them explain. If not, introduce the idea of working with parts of a word. 	<ul style="list-style-type: none"> When possible, provide text or materials in students’ home language. This can help them understand materials presented in English. 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. 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. Provide nonlinguistic symbols to assist ELLs and other struggling readers in making connections with vocabulary. These symbols can be used in directions and learning targets throughout the year.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Focus first on the word root <i>alien</i>: “That middle part of the word is called the root. It’s like the main meaning of the word.”• Ask if anyone knows the word <i>alien</i>. Students may refer to beings from outer space, or to things that are really strange. Tell them:<ul style="list-style-type: none">* “If we looked up the word <i>alien</i> in a dictionary, we would find a lot of different meanings: ‘foreign,’ ‘strange,’ ‘separate.’ Some days we will use dictionaries. But for today, I am just going to tell you that it means ‘separate.’”• Focus on the prefix <i>in</i>. Tell students: “The word <i>in</i> also has a few meanings. By itself, it is the opposite of <i>out</i>. But here, it means ‘not.’ So <i>inalienable</i> means ‘not separate.’ <i>Inalienable rights</i> are rights that can’t be taken away from you.”• On the white board or document camera, write the word parts, “in = not” and “alien = separate,” along with the whole word: “inalienable = not separate; can’t be taken away.”• Tell students that they will get more practice figuring out words from context and using word roots and prefixes as they read the rest of the introduction. Encourage them; this is hard!	<ul style="list-style-type: none">• For ELLs, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. They receive extended time as an accommodation on NY State assessments.



Work Time	Meeting Students' Needs
<p>B. Guided Practice Closely Reading Paragraph 2 of the Introduction to the UDHR (15 minutes)</p> <ul style="list-style-type: none">• Repeat this process with Paragraph 2.• Read this longer paragraph aloud twice, with students following along.• Ask students to put a slash mark between the two sentences in this paragraph (after the word individual). Ask them to focus only on the first sentence for now.• Have students reread the first sentence of Paragraph 2 ("The United Nations ... every individual"). Ask them to focus on words or phrases that might help them determine the meaning. Ask them to think, then share with a partner, what they suspect this sentence means. As before, encourage them to annotate the text on their UDHR copy. Invite a few students to share out.• Then ask students to reread this sentence a third time, focusing on just two or three words they underlined. Ask a few to share the words they chose.• Focus on three key words: <i>upholding</i>, <i>promoting</i>, and <i>protecting</i>.• Follow the same process as before:<ol style="list-style-type: none">1. Invite a student who underlined the word to say why.2. Ask if anyone was able to figure out that word from context. If so, have them explain.3. If not, focus on the morphology, beginning with the word roots. For example, ask: "What words that you know do you see in the word <i>upholding</i>?"• Focus students on <i>hold</i>. Then focus on the prefix <i>up</i>: "<i>to</i> lift," etc. Capture the meaning on the white board or document camera.• Repeat with <i>promoting</i>. Students may need to be told that the prefix <i>pro</i> means "to put forward" and the root <i>mot</i> relates to motion. They may know the word <i>promote</i> as "to move forward" as in "My mom got promoted at work." In this context, it means "to move forward" as in "to move ideas forward to other people."• Repeat with <i>protecting</i>. Likely students will know that <i>protect</i> means "to keep safe." Consider telling them that <i>tect</i> means "to cover" and connect that with what they just learned about <i>pro</i> by saying "moving forward to cover or keep safe." As before, post the meanings.• Ask students what they notice about all three of these words. Listen for someone to say: "<i>ing</i>—they are all verbs."• Tell students that now that they have worked closely with the words in this sentence, they may have more thinking about the main idea. Ask students to turn and talk, and then add to their notes about the main idea and important words in Paragraph 1.	<ul style="list-style-type: none">• For ELLs, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments.• Increase interactions with vocabulary in context. This increases rate of vocabulary acquisition for ELLs.



Work Time	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to repeat this process with the second sentence of Paragraph 2. Encourage them; this is hard text!• Read the sentence aloud twice, with students following along.• Use the Think-Pair-Share protocol for students to discuss the meaning.• Focus on these words: <i>charter</i>, <i>reaffirms</i>, and <i>dignity</i>. See which ones students can figure out from context or from their background knowledge based on the reading they did in Lessons 1–3.• Ask:<ul style="list-style-type: none">* “What is the United Nations committed to doing, and why?”• Tell students to add to their notes for Paragraph 2.	
<p>C. Independent Practice Closely Reading Paragraphs 3–5 of the Introduction to the UDHR (10 minutes)</p> <p><i>Note: Be sure to allow 15 minutes for the Closing and Assessment.</i></p> <ul style="list-style-type: none">• Give students just 10 minutes to continue with Paragraphs 3–5. Tell them they are not expected to finish and will complete this note-catcher for homework.• For paragraphs 3–5:<ol style="list-style-type: none">1. Read aloud twice, with students following along.2. Think-Pair-Share about the meaning.3. Focus on words or phrases they think are particularly important.4. Ask a few students to share the words they chose and why.• Focus on these words:<ul style="list-style-type: none">– Paragraph 3: <i>stated</i>, <i>terms</i> (focus on specific meaning in this context)– Paragraph 4: none– Paragraph 5: <i>familiarize</i>, <i>promote</i>, <i>defend</i> (note that <i>promote</i> repeats from Paragraph 1)• Remind students that they should complete their Introduction to the UDHR note-catcher for homework.	



Closing and Assessment	Meeting Students' Needs
<p>A. Adding to Our Human Rights Vocabulary Flash Cards (15 minutes)</p> <ul style="list-style-type: none">• Ask students to make flash cards based on the words you have posted on the board from this lesson: <i>fundamental</i>, <i>inalienable</i>, <i>charter</i>, <i>reaffirms</i>, <i>dignity</i>, <i>upholding</i>, <i>promoting</i>, and <i>protecting</i>.• This time, students should also capture prefixes and roots on their cards. So, for example, when they add the definition to the card for promoting, they should write “<i>pro</i> = to put forward” and “<i>mot</i> = motion.”• Revisit today’s learning targets. Use the Fist to Five protocol for students to show how well they did. Congratulate them on their stamina today working with hard text and figuring out words from context and word roots. <p><i>Note: If there’s time, students may also create flash cards for words they selected while reading more independently. But those words will not be on the mid-unit assessment in Lesson 5.</i></p>	<ul style="list-style-type: none">• For students who need additional supports producing language, consider offering a sentence frame, sentence starter, or cloze sentence to provide the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish your Introduction to the UDHR: Paragraphs 1 and 2 note-catcher.• Review your vocabulary flash cards for the Mid-Unit 1 Assessment.	<ul style="list-style-type: none">• Some students may need Paragraphs 3–5 read aloud to them again, or need to be told which words to focus on.



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Grade 5: Module 1: Unit 1: Lesson 4

Supporting Materials



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Name: _____

Date: _____

Paragraph 1:

*All human beings are born with equal and **inalienable** rights and **fundamental** freedoms.*

Main idea:	Important words:

Paragraph 2:

The United Nations is committed to upholding, promoting, and protecting the human rights of every individual. This commitment stems from the United Nations Charter, which reaffirms the faith of the peoples of the world in fundamental human rights and in the dignity and worth of the human person.

Main idea:	Important words:



Paragraph 3:

In the Universal Declaration of Human Rights, the United Nations has stated in clear and simple terms the rights which belong equally to every person.

Main idea:	Important words:

Paragraph 4:

These rights belong to you.

Main idea:	Important words:



Paragraph 5:

*They are your rights. Familiarize yourself with them.
Help to promote and defend them for yourself
as well as for your fellow human beings.*

Main idea:	Important words:



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Grade 5: Module 1: Unit 1: Lesson 5

Mid-Unit 1 Assessment: Human Rights Vocabulary and Common Prefixes



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

I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. (L.5.4)

I can accurately use academic vocabulary to express my ideas. (L.5.6)

I can write for a variety of reasons. (W.5.10)

Supporting Learning Targets

- I can use strategies to determine the correct meaning of vocabulary words related to human rights.
- I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means.
- I can use human rights vocabulary words correctly in my writing.

Ongoing Assessment

- Introduction to the UDHR note-catcher (from Lesson 4)
- Mid-Unit 1 Assessment: Human Rights Vocabulary and Common Prefixes

Agenda

1. Opening
 - A. Engaging the Reader: Review of Introduction to the UDHR Note-catcher (10 minutes)
2. Work Time
 - A. Visualizing Word Meanings: Group Tableaus (20 minutes)
 - B. Mid-Unit 1 Assessment: Human Rights Vocabulary and Common Prefixes (20 minutes)
3. Closing and Assessment
 - A. Debrief (10 minutes)
4. Homework

Teaching Notes

- Your students should have at least the following words on flash cards (they may also have others): *endowed, conscience, fundamental, inalienable, charter, reaffirms, dignity, upholding, promoting, protecting, articulated.*
- Plan ahead for the groups of students you want to work together for the homework review and for the tableaus. Heterogeneous groups are recommended for each activity.
- Students may need instruction or review of these words: *quiz, trade.*
- Review: Write-Pair-Share and Fist to Five (see Appendix).
- Post: Learning targets.



Lesson Vocabulary	Materials
<p>human rights, endowed, conscience, fundamental, inalienable, charter, reaffirms, dignity, upholding, promoting, protecting, articulated</p> <p><i>Note: This lesson includes an assessment. During the Opening, it is fine and even desirable to review vocabulary words with students. During the quiz, students must do their independent best work.</i></p>	<ul style="list-style-type: none"> • Vocabulary flash cards (from Lesson 3; student-created on index cards) • Document camera or interactive white board • Introduction to the UDHR note-catcher (from Lesson 4; student copies and one for display) • Mid-Unit 1 Assessment: What Are Human Rights? Vocabulary Quiz and Explanation (one per student) • Mid-Unit 1 Assessment: What Are Human Rights? Vocabulary Quiz and Explanation (Answer Key for Teacher Reference)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Review of Introduction to the UDHR Note-catcher (10 minutes)</p> <ul style="list-style-type: none"> • Read the learning targets aloud, underlining the phrase “use strategies.” Ask students to talk with each other about the strategies they have been learning to figure out the meanings of new words (use context, break words into parts, draw pictures, flash cards). Ask them to talk about which strategies work the best for them. • Ask students to take out their Introduction to the UDHR note-catchers that they completed for homework. • Strategically place students into pairs, with more-ready readers paired with less-ready readers. (You may also want to pull together a small group of students who you know would benefit from your specific support.) • Ask students to share the work they did on their Introduction to the UDHR note-catcher, comparing the main ideas and important words they found. They can change or add to their note-catchers as they wish based on these discussions. If pairs finish, they should review their flash cards. • After students have worked together for 5 minutes, post a copy of the Introduction to the UDHR note-catcher on an interactive white board or document camera. Ask students to share what they wrote on their papers and capture their thinking on your copy. • Clarify students’ understanding as needed. Ask: <ul style="list-style-type: none"> * “What strategies did you use to identify important words? To figure out the meaning of important words?” 	<ul style="list-style-type: none"> • Consider providing nonlinguistic symbols (e.g., a word list for <i>vocabulary</i>, an arrow from one dot to another for <i>connect</i>) to assist ELLs in making connections with vocabulary. • ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Work Time	Meeting Students' Needs
<p>A. Visualizing Word Meanings: Group Tableaus (20 minutes)</p> <ul style="list-style-type: none">• Post the words “human rights” on your interactive white board or document camera. Say: * “We have talked for the last several days about this phrase. What are human rights?”• Allow students to respond. Clarify as needed: “Human rights are the things that the authors of the UDHR believe should be true for all people.”• Ask students to name some rights they or the authors of the UDHR think all people should have. They will likely say some things from Article 1, such as: “to be free” and “to be equal.” They may say other things as well: “to have enough to eat,” “to have fun,” etc. Write their ideas on your display.• Circle the word “equal” and ask students to visualize what a small group of people could do to show what “equal” looks like. They may say things like: “people standing all in a line; no one is in front.”• Say: “We have just thought of a picture that you can make using people. This is sometimes called a tableau. I am going to ask you to work in groups of two or three to think about a picture of people, or tableau, that would represent one of the vocabulary words on our flash cards. Remember that tableaus are like a picture—no talking or acting out. Everyone is frozen in a scene.”• Ask a few students to repeat the directions and clarify any misunderstandings. You might need to show them an example; for instance, you and a couple of students may stand in a circle facing each other, bow slightly, and freeze to show “dignity.”• Place students in the groups you’ve predetermined and assign each group a vocabulary word. Allow about 5 minutes for the groups to create their tableaus.• Have each group present their tableau to the whole class, allowing the audience to attempt to guess which word each tableau represents. Have students who share guesses refer to their flash cards and give their reasoning.• As a class, discuss how visualizing and acting out difficult words can help them remember what the texts are about. Tell them they can visualize the vocabulary words in their minds as they take their assessment.	<ul style="list-style-type: none">• Consider allowing struggling students to draw their observations, ideas, or notes when appropriate.• For ELLs, consider providing extended time for tasks and answering questions in class discussions. They receive extended time as an accommodation on NY State assessments.• Students who struggle with language production can still demonstrate their understanding of a concept through their tableau.• You might prepare several “backup” sketches to show students possible tableaus for the vocabulary words. Have these available in case they get stuck.



Work Time (continued)	Meeting Students' Needs
<p>B. Mid-Unit 1 Assessment: Human Rights Vocabulary and Common Prefixes (20 minutes)</p> <ul style="list-style-type: none">• Say:<ul style="list-style-type: none">* "Today you will meet the learning targets by showing what you know on a vocabulary quiz."• Distribute the Mid-Unit 1 Assessment: Human Rights Vocabulary and Common Prefixes to each student. Circulate as they work, noting who is having difficulty and may need redirecting.• Students who finish early may continue annotating the introduction to the UDHR, make new flash cards, or add to their definition of human rights in their journals.	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none">• Bring the students together as a whole class and, using the Fist to Five strategy, have them rate themselves on their success with the vocabulary quiz. Strategically call on students to share why they chose to rate themselves with that number. Note any who rated themselves 0–3 and make a note to check with them later about the quiz.• Give students think time for this prompt (which can be posted on the board):<ul style="list-style-type: none">* "I used to think human rights were _____. Now I know human rights are _____."• Then do a quick go-round of students, having each complete this sentence frame aloud.	<ul style="list-style-type: none">• For students who need additional supports producing language, consider offering a sentence frame, sentence starter, or cloze sentence to provide the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None	



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Grade 5: Module 1: Unit 1: Lesson 5

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Name: _____

Date: _____

Use the words in the Word Bank to help you answer the following questions.

Word Bank

endowed conscience inalienable fundamental upholding promoting	protecting reaffirms charter dignity articulated
---	--

Read the following sentences. Then circle the answer that is the best match for the word in **bold**.

5. Each person should be treated with **dignity**.

- a. pride
- b. respect
- c. kindness
- d. friendship

6. All human beings are born with equal and inalienable rights and **fundamental** freedoms.

- a. complicated
- b. basic
- c. simple
- d. old



7. They **are endowed with** reason and conscience and should act towards one another in a spirit of brotherhood.

- a. given
- b. taken away
- c. put on top of
- d. share



4. The words “promote” and “protect” both start with the prefix “pro.” Read the following sentence and use context clues and your knowledge of the prefix “pro” to figure out what “proceeded” means.

After getting out of the car, the older woman **proceeded** directly across the parking lot to the store. No one noticed her.

- a. ran quickly
 - b. walked forward
 - c. skipped lightly
 - d. walked on a winding path
5. Which of the following is the reason for the answer you gave to Question 4?
- a. The reason you chose “ran quickly” is because “pro” means “to move ahead.” It is likely she ran so fast that no one noticed her.
 - b. The reason you chose “walked forward” is because “pro” means “to move ahead” and the word “directly” means she did not go on a winding path.
 - c. The reason you chose “skipped lightly” is because “pro” means “to skip or dance.”
 - d. The reason you chose “walked on a winding path” is because “pro” means “to move ahead” and she was older and probably took her time.
6. The word “inalienable” starts with the prefix “in,” which means “not” or “no.” Read the sentence and use context clues and your knowledge of the prefix “in” to figure out what “inability” means.

No matter how hard she practiced and how much she wanted to win, she seemed to have an **inability** to score a goal.

- a. no need
- b. no skill
- c. no interest
- d. no will



7. Which of the following is the reason you chose your answer to Question 6?
- a. The reason you chose “no need” is because she was so good at soccer she didn’t need to try.
 - b. The reason you chose “no skill” is because even though she worked hard and wanted to win, she didn’t have the talent to make a goal.
 - c. The reason you chose “no interest” is because she practiced hard but did not care about soccer matches.
 - d. The reason you chose “no will” is because a person without “will” easily gives up on scoring goals.



Mid-Unit 1 Assessment:

8. Answer the following question. Use complete sentences and at least three words from the word bank:

[illegible]



1. B
2. B
3. A
4. B
5. B
6. B
7. B

Note: Although a sample answer is provided, the answers for Question 8 will vary widely. The goal is to assess students' knowledge of vocabulary, so attend closely to the criteria below.

Criteria

For full credit (2 points)

- The answer is factually accurate.
- The answer includes at least three words from the word bank, all used correctly.

For partial credit (1 point)

- The answer is factually accurate.
- The answer includes at least two words from the word bank, both used correctly.

8. All people are endowed with inalienable human rights. Even though human rights were articulated by people at the United Nations long ago, it is our responsibility to keep promoting human rights. When we pay attention to human rights, we are protecting people from harm and discrimination.



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">Opening<ol style="list-style-type: none">Engaging the Reader: Give One, Get One (10 minutes)Work Time<ol style="list-style-type: none">Text Structure: Reorienting to the UDHR (5 minutes)Close Reading: Articles 2 and 3 of the UDHR (30 minutes)Closing and Assessment<ol style="list-style-type: none">Anchor Charts: Summarizing and Sketching: Articles 2 and 3 (10 minutes)Debrief (5 minutes)Homework	<ul style="list-style-type: none">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 http://www.prefixsuffix.com/rootchart.php, readily accessible so that students can use them independently.Create heterogeneous groups of four (each group should include some more-ready and less-ready readers).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.ELLs may be unfamiliar with some words, such as comparing.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.Post: Learning targets.



Lesson Vocabulary	Materials
primary source, United Nations, introduction, preamble, entitled, distinction, origin, liberty, security	<ul style="list-style-type: none">• 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)• Chart paper for Our Recommended Rights anchor chart• Universal Declaration of Human Rights (from Lesson 1)• UDHR note catcher (from Lesson 1; students' copies and one for display)• Close Readers Do These Things anchor chart (begun in Lesson 1)• Model Article 1 anchor chart (new; teacher-created)• 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)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Give One, Get One (10 minutes)</p> <ul style="list-style-type: none">• 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.”• Tell them that they probably already have lots of thoughts about which rights should be included.• Ask students to open their journals and divide a page into four boxes (for an example, see the Give One, Get One note-catcher 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.”• Briefly model if needed.• Explain to students the process of Give One, Get One:• When instructed, stand and take your note-catcher with you.• Circulate, talking to at least three classmates.• With each classmate, tell one right that you put on your list, and why you included it.• Your classmate will then share with you.• If your lists are exactly the same, move on.• If your partner has something different on his or her list, write it down.• 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.• 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 Our Recommended Rights anchor chart to refer to throughout the module. This does not need to occur during this lesson.)• 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).• 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.	<ul style="list-style-type: none">• Providing an individual computer and headphones for students who have difficulty with a lot of sensory input lets them process at their own speed.• Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.• 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.



Work Time	Meeting Students' Needs
<p>A. Text Structure: Reorienting to the UDHR (5 minutes)</p> <ul style="list-style-type: none">• Ask students to locate their copy of the UDHR and their UDHR note-catcher from Lesson 1 (likely in their folders).• 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>.• 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.• 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).• 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.• 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.• 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."• Tell them it will be interesting to see if any of these articles match the Recommended Rights list the class just created.	<ul style="list-style-type: none">• 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.• When possible, provide text or materials in students' home language. This can help them understand materials presented in English.• Students needing additional supports may benefit from partially filled-in graphic organizers.



Work Time	Meeting Students' Needs
<p>B. Close Reading: Articles 2 and 3 of the UDHR (30 minutes)</p> <ul style="list-style-type: none">Place students in groups of four. Students should remain in their group for the remainder of this class and the next class.Read Article 2 aloud twice, with students following along (this promotes fluency). Do not explain the text.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.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).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).Invite a student who underlined entitled or without distinction to explain why he or she chose those.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">* “How did you figure out <i>entitled</i>?”Listen for students to point out that since the sentence said “everyone” and “rights,” they figured out that entitled probably meant “deserved.”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">* “What right is this article referring to?”* “What specific words help you know that?”Listen for students to list words such as <i>race</i>, <i>color</i>, <i>sex</i>, etc.Ask several text-dependent questions about Article 2, beginning with more basic questions and gradually increasing the difficulty:<ul style="list-style-type: none">* “What features of human beings does Article 2 list?”	<ul style="list-style-type: none">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.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> * “What is ‘property’?” * “Based on the fact that there is a list of human qualities here, what do you think ‘without distinction of any kind’ means?” * “The word ‘origin’ here means ‘where someone comes from.’ What does <i>national</i> or <i>social</i> origin mean?” • 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. • 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"> * “What does Article 2 look like?” • 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. • Repeat the process for the fourth column of the note-catcher: <ul style="list-style-type: none"> * “What does it look like when Article 2 is not being upheld?” • 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!” • 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"> * “What else do readers do when they are reading closely?” • Direct students to Article 3. Repeat the close reading process: <ol style="list-style-type: none"> 1. Read Article 3 aloud twice, with students following along. Do not explain. 2. Students think silently, then turn and talk. 3. Students write their thought(s) next to Article 3 on their copy of the UDHR. 4. Students reread Article 3, focusing on words or phrases that might help them determine what right or promise it is referring to. 5. Have several students share out. 	<ul style="list-style-type: none"> • 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.



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



Closing and Assessment	Meeting Students' Needs
<p>A. Anchor Charts: Summarizing and Sketching: Articles 2 and 3 (10 minutes)</p> <ul style="list-style-type: none">• 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.• 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.• Once students are clustered by charts, ask:<ul style="list-style-type: none">* "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.	<ul style="list-style-type: none">• Providing the criteria list already written for students who have trouble copying from the board allows them to stay focused on the criteria.• Providing the learning targets written individually for students who have difficulty processing information on the board allows them to stay focused.
<p>B. Debrief (5 minutes)</p> <ul style="list-style-type: none">• 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.• Ask students to return to complete an exit ticket on a sticky note:<ul style="list-style-type: none">* "One human right I learned more about today is ..."• 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">• If you did not finish your UDHR note-catcher for Articles 2 and 3 in class, finish these for homework.• Talk with someone at home about the human rights you learned about today. Which do you think is most important? Why? <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>	



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 1: Lesson 6

Supporting Materials



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RIGHTS	REASONS
My thinking . . .	My thinking . . .
My classmates' thinking . . .	My classmates' thinking . . .



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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Grade 5: Module 1: Unit 1: Lesson 7

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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?”

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

-
-
-
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.



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?

7. Who has the right to marry?

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.



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?

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

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



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



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 1: Lesson 8

Summarizing Complex Ideas: Comparing the Original UDHR and the “Plain Language” Version



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

I can use quotes to explain the meaning of informational texts. (RI.5.1)
 I can compare and contrast multiple accounts of the same event or topic. (RI.5.6)
 I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. (L.5.4)
 I can write for a variety of reasons. (W.5.10)

Supporting Learning Targets

- I can explain why certain words in the original UDHR are repeated.
- I can compare the original UDHR, the Plain Language Version, and my own summaries of specific UDHR articles by focusing on specific word choice.
- I can skim and scan the original UDHR looking for repeated words.

Ongoing Assessment

- Vocabulary flash card baggies
- UDHR rewrites
- Opinion writing (journal entry)

Agenda

1. Opening
 - A. Engaging the Reader: (5 minutes)
 - B. Interactive Words (10 minutes)
2. Work Time
 - A. Repeated Words and Phrases in the UDHR: Why Do They Matter? (15 minutes)
 - B. Word Choice and Meaning: Comparing the Original UDHR to the Plain Language Version (20 minutes)
3. Closing and Assessment
 - A. Opinion Writing: What Is Lost and Gained in the Plain Language Version? (10 minutes)
4. Homework

Teaching Notes

- The Interactive Words activity helps students socially construct meaning. There is no “right” arrangement of the words/arrows, etc. It is being used in this lesson as quick review, but by adding a writing component in which students explain their reason, it could become deeper learning or even an assessment.
- Interactive Words is transferable across the day; use it in any area in which students are learning new words. You might consider laminating the arrow/equals cards found in the supporting materials for this lesson and storing them for other activities.
- Review: Write-Pair-Share and Interactive Word Wall protocols (see Appendix).
- Post: Learning targets.



Lesson Vocabulary	Materials
<p>analyze, versions, plain, proclaim, impart, promote, indispensable, aspiration, quote, universal</p> <p><i>Note: Do NOT define universal in advance, since students spend work time considering the morphology of this key term.</i></p>	<ul style="list-style-type: none"> • Universal Declaration of Human Rights (from Lesson 1) • UDHR note catchers (from Lessons 1, 6, and 7; student copies, completed) • Index cards (additional, for students’ vocabulary flash cards) • Interactive Words symbols (see supporting materials) • Vocabulary flash cards (begun in Lesson 3; student-created on index cards) • Universal Declaration of Human Rights—Plain Language Version (one per student) • Sticky notes (one small packet per pair) • Document camera

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to share with a partner how it went explaining the complex Universal Declaration of Human Rights to someone at home. • Ask a student to read aloud the first learning target: <ul style="list-style-type: none"> * “I can explain why certain words in the UDHR are repeated.” • Underline or circle the word repeated. Ask students to explain the meaning of the word, pointing out the prefix re- and that it means “again.” • Ask a student to read aloud the second learning target: “I can compare the original UDHR, the Universal Declaration of Human Rights—Plain Language Version, and my own summaries of specific UDHR articles.” • Remind students how challenging the original UDHR is, and how hard they have been working to really understand the words and ideas. Say: <ul style="list-style-type: none"> * “After reading closely, annotating some of the articles in the UDHR, and trying to explain an article at home, why might we want to rewrite it in simpler language?” • Invite a few students to share out, making sure their responses include the need for everyone to be able to understand the articles. 	<ul style="list-style-type: none"> • Use vocabulary learning strategies: prefixes, root words, suffixes, cognates, and context • ELL language acquisition can be facilitated by interacting with native speakers of English who provide models of language.



Opening	Meeting Students’ Needs
<p>B. Interactive Words (10 minutes)</p> <ul style="list-style-type: none">• Tell students that they are going to do a brief activity to continue to build their knowledge about vocabulary in the UDHR.• Ask students to partner up. One partner should get his or her vocabulary flash cards and take out the flash cards.• Distribute the Interactive Words symbols (in supporting materials) and a small packet of sticky notes.• Ask students to use the symbols and arrange their flash cards on their desktops in an order that shows the relationships between the words. They can add words and symbols on sticky notes as needed. For example, they might arrange “fundamental + right = dignity.” Students should use all of their flash cards but do not need to use all of their symbols.• Once completed, have students look at another pair’s work. Ask partners to explain their arrangement to the other set of partners.• Ask students to store the symbols in their flash card baggies. Use this activity whenever you have some free time.	<ul style="list-style-type: none">• This activity appeals to visual and spatial learners.



Work Time	Meeting Students’ Needs
<p>A. Repeated Words and Phrases in the UDHR: Why Do They Matter? (15 minutes)</p> <ul style="list-style-type: none"> • Make sure every student has a copy of the full original UDHR. Distribute clean copies if necessary. Also be sure they have their UDHR note-catchers from previous lessons • Place students in pairs. Set purpose. Tell students that readers approach text differently depending on their purpose. Say: “During most of this unit, we have been reading very slowly, closely, and deliberately, taking time to try to understand every single word. Today, I am going to ask you to do something else: ‘skim and scan.’” • Ask a student to remind the class what it means to “skim and scan”: to read very quickly looking for something specific. If necessary, place the original UDHR on the document camera and briefly model moving a finger quickly across the page to show “skimming.” • Give students 2 to 3 minutes to work individually to skim all 30 articles, looking for repeated words or phrases. Remind them that the purpose is not to understand everything, but to find words that show up over and over. • Ask students to talk with a partner about the repeated words they found. • Ask students to remain with their partner but to listen as a whole group. Project a copy of the UDHR and ask the class to notice which words are repeated often. Likely many students will notice repetitions such as <i>everyone</i>, <i>no one</i>, <i>without limitation</i>, or <i>without discrimination</i>. • Ask: <ul style="list-style-type: none"> * “What was the purpose of including these words and phrases and repeating them so often?” • Have students Write-Pair-Share in response to this question. • During the “share,” be sure to discuss that the authors crafted the document to emphasize the idea of universal. • Linger on this word, since it carries the central message of the UDHR. Ask: <ul style="list-style-type: none"> * “What does ‘universal’ mean?” • Use the concept of word roots and morphemes to further explore the word’s morphology: <ul style="list-style-type: none"> * “What other word that you know do you see in the word ‘universal?’” • Students likely will say “universe.” Ask: <ul style="list-style-type: none"> * “And what does <i>universe</i> mean?” • Students likely will refer to the physical universe, a vast space, “the entire universe.” 	<ul style="list-style-type: none"> • For ELLs, consider providing extended time for tasks and answering questions in class discussions. • Defining key verbs for learning actions (e.g., introduction and skim) helps ELLs and other struggling learners understand and engage more fully in the task. • Physically demonstrating key verbs (e.g., showing how to skim by running your finger across a page of text) reinforces definitions. • Some vocabulary is not academic or domain- specific, and students may benefit from instruction or review: original, simple, without, everyone, no one. • When possible, provide text or materials in students’ home language. • Provide ELLs bilingual word-for-word translation dictionaries or online translation sources such as Google Translate to assist with comprehension.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Probe, focusing on the fact that words often have various meanings:<ul style="list-style-type: none">* “In the UDHR, when the authors use the word <i>universal</i>, what meaning do they intend? Are they referring to the physical universe, planets, galaxies, etc.?”• Invite students to turn and talk. Then have a few share out. Drawing on their thinking to the extent possible, guide the class to realize that the authors of the UDHR sought to emphasize that human rights have no exceptions.• Point out to students the <i>al</i> ending in <i>universal</i>: “The <i>al</i> at the end of this word is a common way to signal an adjective. So <i>universal</i> describes human rights.”• Invite them to add notes in the example/non-example boxes to clarify what is meant by universal human rights.• Point out to students how good they have gotten at building a full understanding of a word by considering it in depth across many days.	



Work Time	Meeting Students’ Needs
<p>B. Word Choice and Meaning: Comparing the Original UDHR to the Plain Language Version (20 minutes)</p> <ul style="list-style-type: none"> • Share with students that the authors of the UDHR wanted everyone on the planet to know, understand, and honor the rights described in the document. Invite them to consider the importance of being able to explain the ideas embodied in this document in simple language that anyone could understand and embrace. • Tell students that many organizations have simplified the UDHR to make it easier to understand. Today, they will look at one of those simpler versions, called the Plain Language Version. Explain that plain in this context means “simple.” • Distribute the Universal Declaration of Human Rights—Plain Language Version to each student. Ask them to skim the document looking for repeated words or phrases, as they did with the original. Then, as before, invite them to turn and talk. (Likely they will notice similar phrases, such as “everyone” or “nobody.”) • Remind students how they “chunked” the UDHR by putting boxes around specific articles the class would focus on. Ask students to do the same with their Plain Language Version: Draw one box per article around the same 11 articles: 1, 2, 3, 6, 14, 16, 17, 20, 23, 25, and 26. • Ask students to focus on one or two articles (likely the ones they became “experts” on in Lesson 7, but they may choose any). Invite them to talk with a partner about the comparisons: <ul style="list-style-type: none"> * “What words are the same?” * “What words are different?” • Ask: <ul style="list-style-type: none"> * “Do you think this Plain Language Version is better or worse than the original? Why?” • Many students likely will say they think the Plain Language Version is easier. (They may even express frustration about why they didn’t get to read this easier document in the first place.) Some may comment that they liked the original because it was much more detailed. • Tell students that simplified versions serve a purpose, making harder things easier to understand. Authors must choose words carefully, because anything changed from one version to another runs the risk of losing some of the original meaning. • Ask pairs to choose one or two specific articles to focus on for the next task. • Ask them to consider: <ul style="list-style-type: none"> * “What is gained in the Plain Language Version? In other words, how is it better?” 	<ul style="list-style-type: none"> • Consider partnering an ELL with a student who speaks the same home language when discussion of complex content is required. This can allow them to have more meaningful discussions and clarify points in their home language. • Providing choice and extensions naturally differentiates based on students’ readiness and interest. • If appropriate, coach ELLs or struggling readers to choose shorter articles. To stretch stronger readers, encourage them to choose different articles than the 10 the class has been reading closely.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Invite students to Think-Pair-Share. During the sharing, probe them to provide examples of words or phrases from specific articles.• Then ask:<ul style="list-style-type: none">* “What is lost in the Plain Language Version? In other words, how is it worse?”• Invite them again to Think-Pair-Share. During the sharing, probe them to provide examples of words or phrases from specific articles.• Ask students to get out their UDHR note-catcher, if they haven’t already. Invite them to either revise their paraphrase/ summary of an article or to add in key words from the original that they now think are particularly important for carrying the meaning of the article.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Opinion Writing: What Is Lost and Gained in the Plain Language Version? (10 minutes)</p> <ul style="list-style-type: none">• Ask students to draw a line underneath their last journal entry and copy the question:<ul style="list-style-type: none">* “What is gained in the Plain Language Version of the UDHR? What is lost?”• Tell them that they may focus just on one article or write about the document more broadly. Either way, they should use quotes from the original UDHR and the Plain Language Version as evidence for their answer.• If time permits, ask students to share their writing with a partner.	<ul style="list-style-type: none">• Consider allowing students to draw their observations, ideas, or notes when appropriate.• Be aware that vocabulary can be overwhelming for some ELLs. They may be working on basic word meaning, and that is appropriate.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Show someone at home both versions of the UDHR: the original and the Plain Language Version. Talk with that person about which version you prefer, and why. What is gained and lost when an original primary source (historical document) is simplified? What does the phrase “lost in translation” mean?	



EXPEDITIONARY
LEARNING

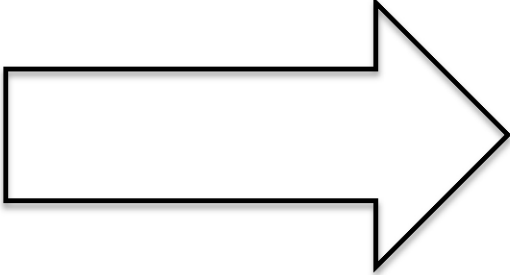
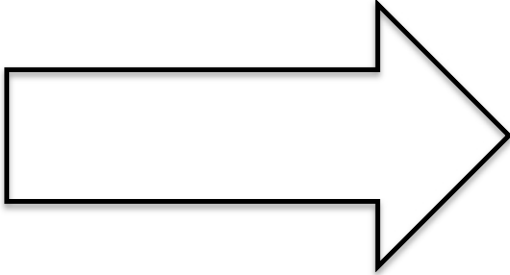
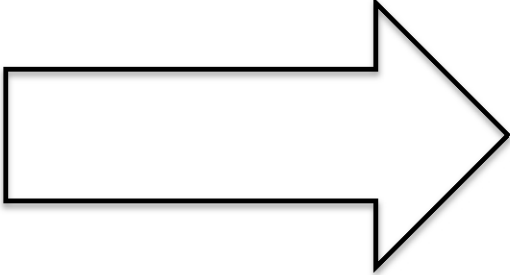
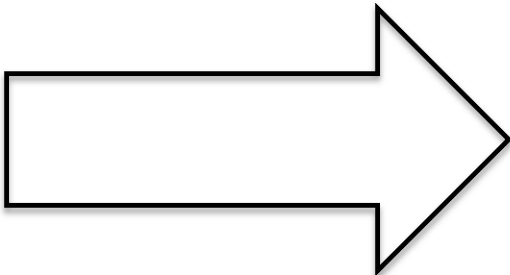
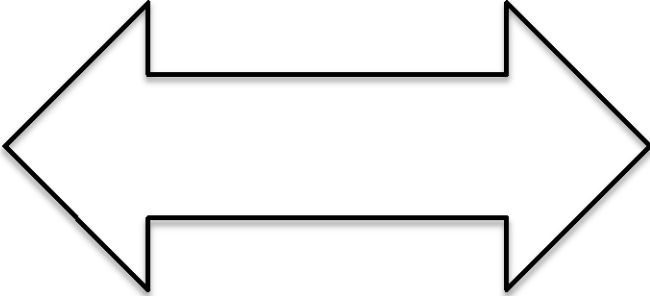
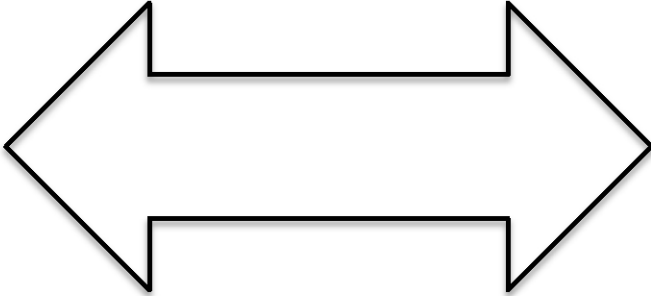
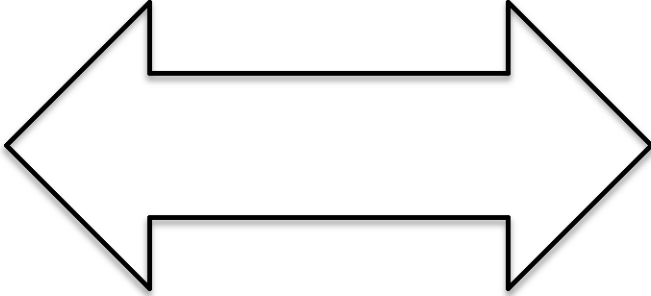
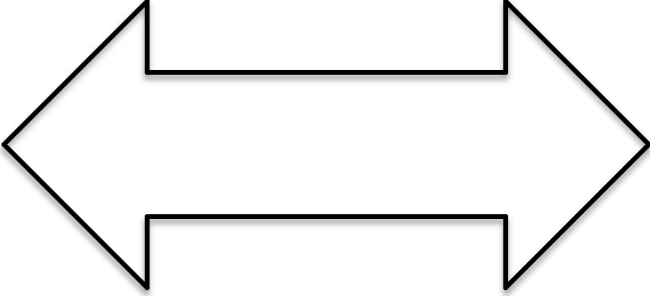
Grade 5: Module 1: Unit 1: Lesson 8

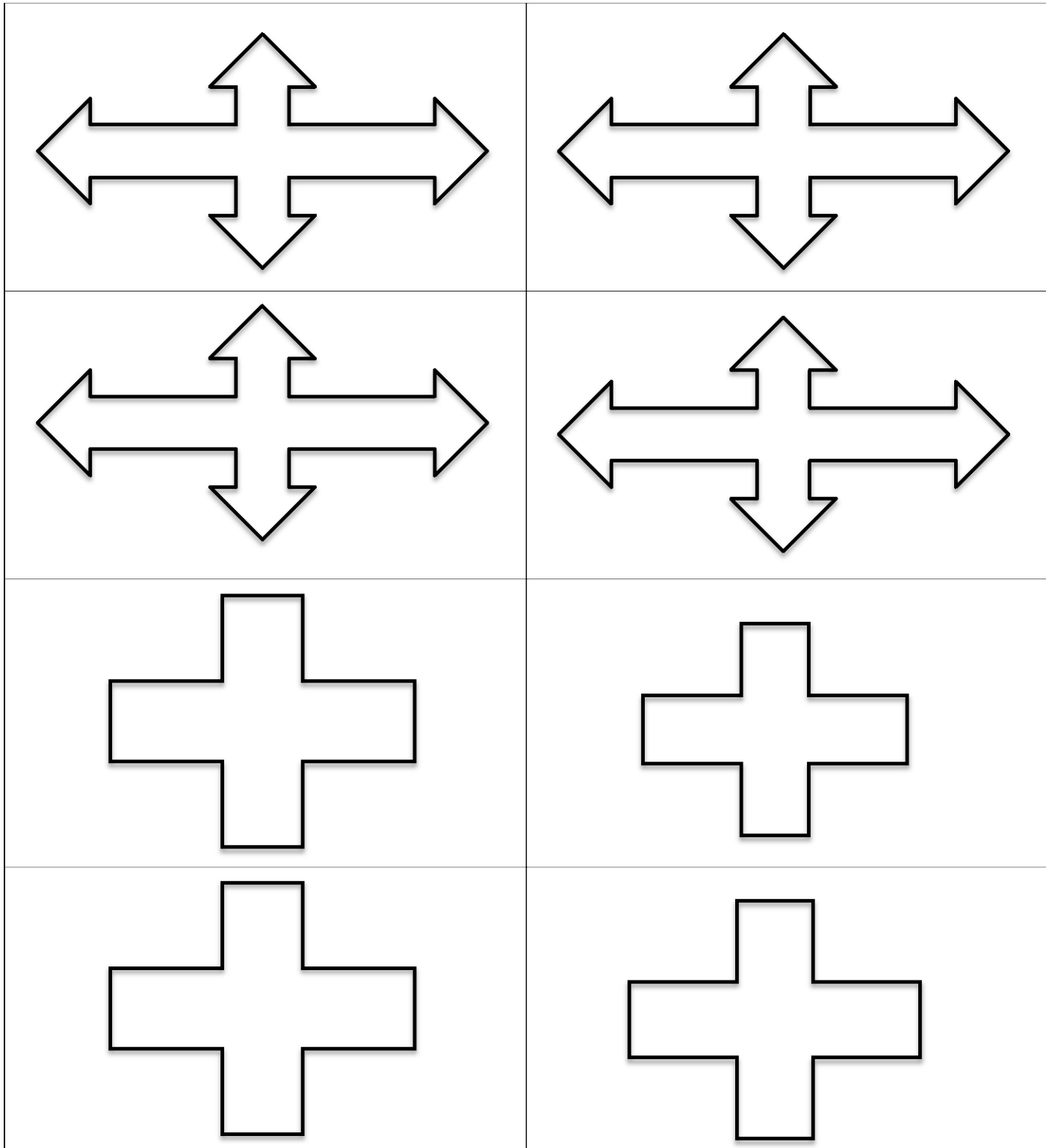
Supporting Materials



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1	When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.
2	Everyone can claim the following rights, despite <ul style="list-style-type: none">- a different sex- a different skin color- speaking a different language- thinking different things- believing in another religion- owning more or less- being born in another social group- coming from another country It also makes no difference whether the country you live in is independent or not.
3	You have the right to live, and to live in freedom and safety.
4	Nobody has the right to treat you as his or her slave and you should not make anyone your slave.
5	Nobody has the right to torture you.
6	You should be legally protected in the same way everywhere, and like everyone else.
7	The law is the same for everyone; it should be applied in the same way to all.
8	You should be able to ask for legal help when the rights your country grants you are not respected.
9	Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without good reason.



10	If you go on trial this should be done in public. The people who try you should not let themselves be influenced by others.
11	You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.
12	You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.
13	You have the right to come and go as you wish within your country. You have the right to leave your country to go to another one; and you should be able to return to your country if you want.
14	If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you, yourself, do not respect what is written here.
15	You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging to a country if you wish.
16	As soon as a person is legally entitled, he or she has the right to marry and have a family. In doing this, neither the color of your skin, the country you come from nor your religion should be impediments. Men and women have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The government of your country should protect you and the members of your family.
17	You have the right to own things and nobody has the right to take these from you without a good reason.
18	You have the right to profess your religion freely, to change it, and to practice it either on your own or with other people.



19	You have the right to think what you want, to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas also—with people from any other country.
20	You have the right to organize peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group.
21	You have the right to take part in your country's political affairs either by belonging to the government yourself or by choosing politicians who have the same ideas as you. Governments should be voted for regularly and voting should be secret. You should get a vote and all votes should be equal. You also have the same right to join the public service as anyone else.
22	The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) which are offered to you and to all the men and women in your country.
23	You have the right to work, to be free to choose your work, to get a salary which allows you to support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.
24	Each work day should not be too long, since everyone has the right to rest and should be able to take regular paid holidays.
25	You have the right to have whatever you need so that you and your family: do not fall ill or go hungry; have clothes and a house; and are helped if you are out of work, if you are ill, if you are old, if your wife or husband is dead, or if you do not earn a living for any other reason you cannot help. Mothers and their children are entitled to special care. All children have the same rights to be protected, whether or not their mother was married when they were born.

26	You have the right to go to school, and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or continue your studies as far as you wish. At school, you should be able to develop all your talents, and you should be taught to get on with others, whatever their race, religion, or country they come from. Your parents have the right to choose how and what you will be taught at school.
27	You have the right to share in your community's arts and sciences, and any good they do. Your works as an artist, writer, or a scientist should be protected, and you should be able to benefit from them.
28	So that your rights will be respected, there must be an "order" which can protect them. This "order" should be local and worldwide.
29	You have duties toward the community within which your personality can only fully develop. The law should guarantee human rights. It should allow everyone to respect others and to be respected.
30	In all parts of the world, no society, no human being, should take it upon her or himself to act in such a way as to destroy the rights which you have just been reading about.

This plain language version is given only as a guide. For an exact rendering of each principle, refer students to the original. This version is based in part on the translation of a text prepared in 1978 for the World Association for the School as an Instrument of Peace, by a research group of the University of Geneva, under the responsibility of Professor L. Massarenti. In preparing the translation, the group used a basic vocabulary of 2,500 words in use in the French-speaking part of Switzerland. Teachers may adopt this methodology by translating the text of the Universal Declaration in the language in use in their region.



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 1: Lesson 9

Main Ideas in Informational Text: Analyzing a Firsthand Human Rights Account



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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 determine the meaning of content words or phrases in an informational text. (RI.5.4)

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

- Students’ annotated text of “Teaching Nepalis to Read, Plant, and Vote”

Agenda

1. Opening
 - A. Engaging the Reader (5 minutes)
2. Work Time
 - A. First Read of Paragraphs 1–5: What Is This Firsthand Account About? (15 minutes)
 - B. Second Read of Paragraphs 1–5: Annotating for Vocabulary Related to Human Rights (10 minutes)
 - C. First and Second Read of Remaining Three Chunks of Text (25 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework

Teaching Notes

- This lesson helps students understand the “So what?” of the UDHR: People all over the world still face human rights challenges.
- This is students’ first opportunity to apply the concept of human rights to people and events in a text. It lays the foundation for students’ ability to analyze similar issues throughout their study of the novel *Esperanza Rising* in Units 2 and 3.
- Encourage them to make connections back to the UDHR throughout their analysis. (Students will study this text across two days; in Lesson 10, they will work directly with the UDHR and their note-catcher.)
- Review: Vocabulary strategies and Write-Pair-Share and Fist to Five (see Appendix).
- Post: Learning targets.



Lesson Vocabulary	Materials
evidence, cite, justify, human rights, firsthand accounts	<ul style="list-style-type: none">• “Teaching Nepalis to Read, Plant, and Vote” (one per student)• Close Readers Do These Things anchor chart (begun in Lesson 1)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Read the first learning target aloud to students, circling or underlining the word <i>explain</i>. Point out to students that today they will be reading a different type of informational text, and one of their first goals will be simply to understand and explain who is involved and what happened.• Read the second learning target aloud to students, circling or underlining the words <i>cite</i> and <i>firsthand accounts</i>. Discuss each word separately, inviting students to give synonyms for these words. Explain to students that they apply the concepts from the UDHR to firsthand accounts: real stories about real people.• Circle or underline the words <i>upheld</i> and <i>challenged</i>. Invite students to turn and talk about what they think these two words mean. (They might figure out <i>upheld</i> from “uphold,” which they learned earlier.) Ask a few students to share out and write the definition above or under the two words.• If students do not mention this on their own, help them see the connection between these two terms and their graphic organizer: <i>Upheld</i> means that the UDHR right is being honored, and <i>challenged</i> means that it is not.• Point out that as students do their close reading, their main purpose will be to think about how this firsthand account relates to the UDHR, specifically whether or not the people’s human rights were upheld or challenged, and how they responded.• Ask students to briefly turn and talk to a partner:<ul style="list-style-type: none">* “What are some of the human rights you remember from the UDHR?”	<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., thumbs-up sign for upheld or an X for challenged) with key words in the learning targets to aid ELLs with comprehension.



Work Time	Meeting Students' Needs
<p>A. First Read of Paragraphs 1–5: What Is This Firsthand Account About? (15 minutes)</p> <ul style="list-style-type: none"> • Distribute “Teaching Nepalis to Read, Plant, and Vote” to each student. Tell them that today they will “chunk” this longer text, reading it in shorter sections and thinking about each section. Point out that until now, they have been reading UDHR articles: short, difficult bits of text. Today they will read longer text. • Read the first five paragraphs aloud once, with students following along to support fluency. • Remind students of the close reading routine they have been practicing throughout this unit. Direct them to the Close Readers Do These Things anchor chart (begun in Lesson 1). • Tell them that they will do the same sort of process today with this text, although it is longer and may require some different approaches. Point out that the steps they listed are not a “formula”: The main goal of reading closely is to pay careful attention to text, rereading and continuing to think about it more precisely. • Encourage students to “have a go” with the first paragraph. Ask them to reread this paragraph on their own, annotating for gist and writing clarifying questions in the margins as they need to. You might prompt them by asking: <ul style="list-style-type: none"> * “What is this first paragraph mostly about?” • Have students turn and talk with a partner about their annotations and questions. As students talk in pairs, circulate to listen in and gauge students’ understanding. Prepare to address any misconceptions in a brief think-aloud. • Refer to strong comments made or questions that came up repeatedly during students’ partner talk (for example: “I heard Jasmine say ... which made a lot of sense to me, since the text says ...”). • Focus in on the hard names that appear in the first paragraph: <ul style="list-style-type: none"> * “I overheard several of you asking questions about the people’s names.” • Invite a student to think aloud about what he or she figured out about the names. If no students are prepared to do this, model briefly how to refer to the text to seek answers to clarifying questions. Think aloud: <ul style="list-style-type: none"> * “The names confused me, too. I had never seen names like this before. But I started by just asking myself: ‘What is this about? It says here that this boy wasn’t allowed to go to school. And when I look back at the title, I see the word ‘Nepali.’ That word is like a word of a country I know: Nepal, which is near India. So I figured out that they are from Nepal. I decided not to worry too much about the names, but just underline the three people: a man named Bishnu, his son Dinesh, and Dinesh’s wife. I get that they are a family. I think that’s all I really need to know about their names, so I’m going to read on.” 	<ul style="list-style-type: none"> • If needed and if possible, consider providing ELLs firsthand accounts in their home language and partnering them with another student who speaks their home language. • 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.). • If necessary, ask students to first focus on just one person in this story: Bishnu, Dinesh, or Ratna. • Provide ELLs bilingual word-for-word translation dictionaries or online translation sources, such as Google Translate, to assist with comprehension.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to repeat the same process with Paragraphs 2–4:<ol style="list-style-type: none">1. Reread.2. Annotate for gist and ask clarifying questions.3. Return to the text to find answers.• Remind them to annotate (their gist and their questions) in the margins to help them keep track of their own thinking and to help them prepare to share with their partner.• As before, invite students to turn and talk with a partner about what they understand from Paragraphs 2–4 and what questions remain. Circulate to listen in and gauge students' understanding. Prepare to address any misconceptions in a brief think-aloud.• Again, after students have had an opportunity to grapple with the first section on their own and in pairs, think aloud as necessary. Seize on students' strong comments or the patterns of their questions.• For example, if students got the gist of Paragraph 2—that Bishnu had to marry at age nine and then ran away to get educated—comment on that.• If many students were confused in Paragraph 4 about why Bishnu went to jail, address this. Invite a student who figured this out to think aloud for the group. Alternatively, model your own thinking: "I heard a lot of you asking about why Bishnu went to jail. I had that question too the first time I read this. He doesn't seem like a criminal. But then I remembered that the author said something about 'against the law' earlier in the text. So I went back up to reread to find that phrase, since I know that's why people usually go to jail. I skimmed and found it in Paragraph 2." (Underline the phrase "against the law.")• Continue: "Then I reread that sentence again to remind myself what that law was about. It states, '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.' Oh, I see now: He brought a teacher to India to start a school. That was illegal in that country. The government wanted people not to be literate. But why?"• Point out to students that they will return to some of the important ideas in the text—like why a government would want its people not to be able to read—during additional read-throughs. For now, remind them that they are simply reading for gist and asking clarifying questions.• Ask students to turn and talk about what they now understand about Paragraphs 1–4.	<ul style="list-style-type: none">• If students read a story in their home language, they can try to talk about it in English with a partner.• When ELLs are asked to produce language, consider providing a sentence frame, sentence starter, or cloze sentence to assist with the structure required.• If any students from Nepal or that region of the world are in this class, consider inviting them to share briefly about the country. Honor their expertise, but do not put them on the spot.



Work Time (continued)	Meeting Students' Needs
<p>B. Second Read of Paragraphs 1–5: Annotating for Vocabulary Related to Human Rights (10 minutes)</p> <ul style="list-style-type: none">Remind students that annotating is reading and marking text for a specific purpose. On their first read, they annotated for the gist and to ask clarifying questions. Now they will reread to look for words or phrases in this firsthand account that relate to human rights, based on their knowledge of the UDHR. Tell them that in the next lesson, they will reread the UDHR and connect it to the article. Today, the goal is to work with just the vocabulary in the context of this firsthand account and think about which words connect to human rights.Ask students to begin with Paragraph 1, circling or underlining words that relate to a specific human right. Then invite them to turn and talk about what they found.Invite a student to share with the class. If necessary, model connections you are making between this section of text and the UDHR. For example: “It says here that Bishnu was not allowed to go to school. I think I remember in the UDHR that everyone has the right to an education. I don’t know what article it is exactly, but we did read that.”Model being somewhat tentative but making direct links back to prior reading.Check that all students understand the task, then release them to continue with Paragraphs 2–4. Remind them to focus on words or phrases that relate to human rights. As before, they should do this first individually, then talk with a partner about what they found.Circulate to listen in, gauging students’ understanding and patterns of clarity or confusion. After a few minutes, ask a few of them to share out.	
<p>C. First and Second Read of Remaining Three Chunks of Text (25 minutes)</p> <ul style="list-style-type: none">Congratulate students on finishing the close reading routine for the first section of this longer text. Point out how their understanding of the text deepens upon each reading.Repeat this cycle with the second section of text (Paragraphs 5–7):<ol style="list-style-type: none">Read aloud as students follow along.Students read for gist, ask clarifying questions, annotate, and then talk with a partner.Students reread, underlining words related to human rights, then talk with a partner.Repeat for Section 3 (Paragraphs 8–10) and Section 4 (Paragraphs 11–end).	<ul style="list-style-type: none">ELLs may need to be reminded that the word <i>face</i> has multiple meanings. In this context, it means “deal with.”



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask a few students to report out about the article:<ul style="list-style-type: none">* “What is it mostly about?”* “What are you realizing about human rights around the world?”• Ask students to put their annotated texts into their folders for tomorrow’s lesson.	
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 certain words in the text help you understand the human rights issues in this firsthand account? Be sure to give evidence from the text in your explanation.”• Using the Fist to Five strategy, have students show their mastery of the learning targets, noting any 0 to 3s. Make sure to touch base with those who did not seem to master the learning targets.	<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">• Go back through the text and make three to five flash cards from the new vocabulary you learned today. Put the word on one side and the meaning that you learned and a drawing to represent that meaning on the other.• Talk with someone at home about what you read. If possible, discuss with that person:<ul style="list-style-type: none">– “How does something that happened 70 years ago in a country on the other side of the world relate to me? Why should I care?”• If there is no adult available to do this, answer the question on your own in writing.	



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 1: Lesson 9

Supporting Materials



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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. This is the remarkable story of Bishnu, his son Dinesh, and Dinesh's wife Ratna.

When Bishnu was a child, there was only one school in Nepal and it was far away in Kathmandu. 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.

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. He helped on the family farm, but he longed to go to school. Finally, he was so determined to get an education that he ran away to Kathmandu, walking for three entire days. He completed one year of school, enough to get a government job.

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). 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. However, he didn't give up. He joined the Nepali Congress—a then-illegal political party fighting for democracy—to fight the government. In 1951, when a new government came to power, education was finally allowed.

Dinesh is Bishnu's third son. He not only went to elementary school, he graduated from college. Because he had studied English, he was able to get a job teaching Nepali to U.S. Peace Corps volunteers. With the job came the opportunity to travel around Nepal.

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. This realization inspired Dinesh to follow in his father's footsteps as a champion of education. As a result, thousands of lives were changed.

Dinesh was fortunate to have married Ratna, a lively young woman who was also committed to helping the poor. They created an organization called the Non-Formal Education Services Center to educate poor Nepalis. 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."

While they'd set out to teach reading and writing, they quickly realized that they needed to do something about the poverty they saw. After talking with the villagers, they decided to buy goats for the ten poorest families. Goats could scale the steep hillsides and eat the brush that grew there. When the goats gave birth, the kids were given to other poor families. Dinesh and Ratna also learned that orange trees would grow in the area, so they planted hundreds of trees.



The villagers were required to save one quarter of the money they earned from the goats and oranges. With their savings, they sent their children to the schools that the center helped build. They were eventually able to buy land and build better houses.

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. They have built 15 schools and 56 drinking water systems and planted thousands of trees. When democracy came to Nepal in 1990, the center also taught the meaning of democracy and the importance of voting and human rights.

Ratna was eager to help the women and children in another village, so she started her own organization, called HANDS. To get to the village, she had to wade a river seven times. It was a three-and-a-half-hour walk to the nearest health clinic. When the river was flooded, the people couldn't get to the clinic at all. Ratna's organization built a health center. It also taught women

and girls to raise animals, to farm organically and make tofu, to sew, and to make pressed-flower cards (which Ratna sells in the United States). Of course, they also learn to read and write.

"In the poor areas of Nepal," Dinesh says, "there is no TV or computer or electricity. Most children don't have enough pencils or paper. When the rainy season starts, it seems like all the rain is falling in the class because the roofs leak so much. 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."

Dinesh and Ratna have spent their lives trying to change this. Of this, Dinesh says, "We are proud."

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Lesley Reed, "Teaching Nepalis to Read, Plant, and Vote," in *Faces* 21 (April 2005, Issue 8), 26–28.



EXPEDITIONARY  
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## **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**

- Opening
  - Revisiting 11 Articles from the UDHR (5 minutes)
- Work Time
  - Summarizing: “Nicknaming” 11 UDHR Articles (10 minutes)
  - Sorting Evidence: Relating Specific Passages in “Teaching Nepalis to Read, Plant, and Vote” to UDHR Articles (15 minutes)
  - Discussion: Supporting a Point of View with Text-Based Evidence (10 minutes)
  - Opinion Writing: What Human Right Was Upheld or Challenged? (15 minutes)
- Closing and Assessment
  - Debrief (5 minutes)
- 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| determine, clues, text, annotate, cite, justify, human rights, firsthand accounts | <ul style="list-style-type: none"><li>• UDHR Article anchor charts (from Lesson 7; 11 total, created by students)</li><li>• Colored markers and tape (by each of the 11 anchor charts)</li><li>• UDHR note-catcher (from previous lessons)</li><li>• “Teaching Nepalis to Read, Plant, and Vote” (from Lesson 9)</li><li>• Envelopes (two per small group)</li><li>• Evidence strips from “Teaching Nepalis to Read, Plant, and Vote” (one envelope of evidence strips per group)</li><li>• UDHR article strips (for each group: one envelope of 10 articles, cut into strips, preferably on different color paper than the evidence strips)</li><li>• Document camera</li></ul> |

| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Meeting Students’ Needs                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>A. Revisiting 11 Articles from the UDHR (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Post the UDHR Article anchor charts around the room. Place a colored marker and some tape by each chart.</li><li>• 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"><li>* “What is this article mostly about? If you had to give it a nickname, what would you call it?”</li></ul></li><li>• Give students 3 to 4 minutes to talk. Invite them to add their thinking to the chart for their article.</li><li>• 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.</li></ul> | <ul style="list-style-type: none"><li>• ELL language acquisition is facilitated by interaction with native speakers of English who provide models of language.</li><li>• 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.</li></ul> |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>A. Summarizing: “Nicknaming” 11 UDHR Articles (10 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• The main focus of today is to find specific connections between this firsthand account and the UDHR students have been studying throughout Unit 1.</li><li>• 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.</li><li>• 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.</li></ul> | <ul style="list-style-type: none"><li>• If needed and if possible, consider providing ELLs firsthand accounts in their L1 partnered with another student who speaks their L1.</li><li>• As a scaffold, this longer text has been broken into sections. This models for students (and teachers) how to chunk text.</li><li>• 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.).</li></ul> |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>B. Sorting Evidence: Relating Specific Passages in “Teaching Nepalis to Read, Plant, and Vote” to UDHR Articles (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Direct students’ attention to the two envelopes on their table. Explain: <ul style="list-style-type: none"> <li>* “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.”</li> </ul> </li> <li>• Invite students to open both envelopes and orient themselves to the contents. Say: <ul style="list-style-type: none"> <li>* “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.”</li> </ul> </li> <li>• Write these questions where all students can see them: <ul style="list-style-type: none"> <li>* “What human right was being challenged?” * “What human right was being upheld?”</li> </ul> </li> <li>• Briefly model using the document camera, as students watch: <ul style="list-style-type: none"> <li>* “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.”</li> </ul> </li> <li>• 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.</li> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• If necessary, ask students to first focus on just one person in this story: Bishnu, Dinesh, or Ratna.</li> <li>• 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_____.”</li> </ul> |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Meeting Students' Needs                                                                                                                                                                                                                                                              |
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| <ul style="list-style-type: none"> <li>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"> <li>* “Why did you match that piece of evidence with that article from the UDHR?”</li> <li>* “Explain your thinking.”</li> <li>* “Tell me more.”</li> </ul> </li> <li>When you hear students providing reasons or details, give them specific praise:               <ul style="list-style-type: none"> <li>* “I love how you’re not just putting those two strips together, but that you explained why that evidence relates to that UDHR article.”</li> </ul> </li> </ul> |                                                                                                                                                                                                                                                                                      |
| <p><b>C. Discussion: Supporting a Point of View with Text-Based Evidence (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students that now they should find a partner in their group and choose just one evidence strip they feel they really understand.</li> <li>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"> <li>* “This piece of evidence shows that this human right was upheld/challenged because ...”</li> </ul> </li> </ul>                                                                                        |                                                                                                                                                                                                                                                                                      |
| <p><b>D. Opinion Writing: What Human Right Was Upheld or Challenged? (15 minutes)</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Circulate to support as needed.</li> <li>Collect students' completed Human Rights Challenged and Upheld recording form.</li> </ul>                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>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_____.”</li> </ul> |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Meeting Students' Needs                                                                                                                    |
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| <p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to think on their own, and then share with a partner, in response to this prompt:<ul style="list-style-type: none"><li>* “How did working with the evidence strips help you understand this firsthand account?”</li></ul></li><li>• 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.</li></ul> | <ul style="list-style-type: none"><li>• Consider allowing students to draw their observations, ideas, or notes when appropriate.</li></ul> |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Meeting Students' Needs                                                                                                                    |
| <ul style="list-style-type: none"><li>• 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.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                            |





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# Grade 5: Module 1: Unit 1: Lesson 10

## 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.



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"> <li>I can cite examples of where human rights were upheld or challenged in “From Kosovo to the United States.”</li> <li>I can explain how specific articles of the UDHR relate to this firsthand account.</li> </ul>                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>End of Unit 1 Assessment: On-Demand Analysis of a Human Rights Account</li> </ul> |

| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Teaching Notes                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>Opening             <ol style="list-style-type: none"> <li>Engaging the Reader (5 minutes)</li> </ol> </li> <li>Work Time             <ol style="list-style-type: none"> <li>End of Unit 1 Assessment: On-Demand Analysis of a Human Rights Account (45 minutes)</li> </ol> </li> <li>Closing and Assessment             <ol style="list-style-type: none"> <li>Debrief (10 minutes)</li> </ol> </li> <li>Homework</li> </ol> | <ul style="list-style-type: none"> <li>“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.”</li> <li>Post: Learning targets.</li> </ul> |



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

| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Meeting Students’ Needs                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.”</li><li>• 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.</li></ul> | <ul style="list-style-type: none"><li>• Reviewing academic vocabulary assists all students developing academic language.</li><li>• ELL language acquisition is facilitated by interaction with native speakers of English who provide models of language.</li></ul> |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Meeting Students' Needs                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A. End of Unit 1 Assessment: On-Demand Analysis of a Human Rights Account (45 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Distribute <b>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.</b></li><li>• Read the instructions aloud and make sure students understand the criteria for success.</li><li>• 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.</li><li>• Remind them of the resources they may use: the UDHR, their UDHR note-catcher, their vocabulary flash cards, and their notes/journals.</li></ul> | <ul style="list-style-type: none"><li>• ELLs may use bilingual dictionaries and translators.</li><li>• ELLs may be provided extended time to complete the writing task. They are given extended time on NY state exams.</li></ul> |
| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Meeting Students' Needs                                                                                                                                                                                                           |
| <p><b>A. Debrief (10 minutes)</b></p> <ul style="list-style-type: none"><li>• 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:<br/>* “I used to think human rights were _____. Now I know human rights are _____.”</li><li>• Allow every student to share out loud.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                   |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Meeting Students' Needs                                                                                                                                                                                                           |
| <ul style="list-style-type: none"><li>• None</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                   |



EXPEDITIONARY  
LEARNING

# Grade 5: Module 1: Unit 1: Lesson 11

## 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.

~~~~~

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:

On-demand Analysis of a Human Rights Account

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings present.



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 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
CONTENT AND ANALYSIS: 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 R.1–9	—clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate insightful comprehension and analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension and analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	W.2 W.9 R.1–9	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —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) —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 —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
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented	—exhibit clear organization —link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented	—exhibit some attempt at organization —inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —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 —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 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.