



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.	



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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.