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# MODULE 5.1: UNIT 1 LESSONS

A. **Lesson 1:** Building Background Knowledge on Human Rights: Close Reading of Article 1 of the Universal Declaration of Human Rights (UDHR)

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D. **Lesson 4:** Close Reading: The Introduction to the Universal Declaration of Human Rights

E. **Lesson 5:** Mid-Unit 1 Assessment: Explaining Human Rights

F. **Lesson 6:** Close Reading: “Unpacking” Specific Articles of the UDHR

G. **Lesson 7:** Close Reading: Becoming Experts on Specific Articles of the UDHR

H. **Lesson 8:** Summarizing Complex Ideas: Comparing the Original UDHR and the “Plain Language” Version

I. **Lesson 9:** Main Ideas in Informational Text: Analyzing a Firsthand Human Rights Account

J. **Lesson 10:** Main Ideas in Informational Text: Analyzing a Firsthand Human Rights Account for Connections to Specific Articles of the UDHR

K. **Lesson 11:** End of Unit 1 Assessment: On-Demand Analysis of a Human Rights Account
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 readings 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 meaning of words and phrases and learn to quote from an informational text to explain meaning that supports inferences. The Mid-Unit 1 Assessment will be an on-demand quiz of content and academic vocabulary from the UDHR. Students then will examine firsthand accounts of people’s experiences with human rights. This unit culminates with a short piece of on demand writing, in which they analyze the firsthand accounts and explain how an individual’s or group’s rights were either challenged or upheld. Students will cite direct textual evidence to support their claims.

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**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.

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**MID-UNIT 1 ASSESSMENT: What Are Human Rights? Vocabulary Quiz and Explanation**

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, matching, and fill-in-the blank questions. In Part 2 students will be asked to write a short-answer response to the following prompt: “What are human rights? Use the concepts and vocabulary terms we have learned this week to explain this concept to someone.” The focus of this assessment is on students’ building knowledge about the central concept and on acquiring and using new vocabulary terms. (Although this assessment involves explanatory writing, students will not be formally assessed on this CCLS W.5.2, since it has not yet been taught in the unit).
**END OF UNIT 1 ASSESSMENT:**

**On-Demand Analysis of a Human Rights Account**
This assessment addresses standards NYS ELA CCLS RI.5.1, RI.5.2, 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. “Read ‘From Kosovo to the United States,’ the firsthand account of Isau Ajet. 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.” 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 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.

**CENTRAL TEXTS**
### 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)


General teaching note: *Esperanza Rising* is a long novel. In Unit 2, students typically read a chapter each day for homework, and discuss key passages in class. Students may need additional time during other parts of the day to keep up with the reading. Note, however, that in Unit 3 ( Readers’ Theater), students revisit, analyze, and discuss many key passages from *Esperanza Rising*. Thus, students’ understanding of the text will grow across the six weeks of Units 2 and 3 combined.

<table>
<thead>
<tr>
<th>LESSON</th>
<th>LESSON TITLE</th>
<th>LONG-TERM TARGETS</th>
<th>SUPPORTING TARGETS</th>
<th>ONGOING ASSESSMENT</th>
</tr>
</thead>
</table>
| Lesson 1 | Building Background Knowledge on Human Rights: Close Reading of Article 1 of the Universal Declaration of Human Rights (UDHR) | • 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.5.4) | • I can follow our class norms when I participate in a discussion.  
• I can summarize Article 1 of the UDHR.  
• I can create an initial definition of “human rights.” | • What Are Human Rights? (Group anchor charts)  
• Vocabulary notebooks  
• Exit ticket |
| Lesson 2 | Building Background: A Short History of Human Rights | • 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) | • 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 UDHR by making a human timeline with my peers. | • Group anchor charts  
• Annotated texts  
• Student journals  
• Exit tickets |
**GRADE 5, MODULE 1: UNIT 1 OVERVIEW**

**CALENARDED CURRICULUM MAP: Unit-at-a-Glance**

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

<table>
<thead>
<tr>
<th>LESSON</th>
<th>LESSON TITLE</th>
<th>LONG-TERM TARGETS</th>
<th>SUPPORTING TARGETS</th>
<th>ONGOING ASSESSMENT</th>
</tr>
</thead>
</table>
| Lesson 3 | Vocabulary Introduction: Human Rights | • 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) | • 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. | • Students’ annotated copies of A Short History of Human Rights (homework from Lesson 2)  
• Students’ annotated texts (History of the UDHR)  
• Vocabulary sketches (on flash cards) |
| Lesson 4 | Close Reading: The Introduction to the Universal Declaration of Human Rights | • 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) | • 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) using the Close Reading protocol. | • Students’ annotated copies of the UDHR  
• Exit tickets |
## Grade 5, Module 1: Unit 1 Overview

### Calendared Curriculum Map: Unit-at-a-Glance

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

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Title</th>
<th>Long-Term Targets</th>
<th>Supporting Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
</table>
| Lesson 5 | Mid-Unit 1 Assessment: Explaining Human Rights | • I can write for a variety of reasons. (W.5.10)  
• I can write an informative/explanatory text that has a clear topic (W.5.2a)  
• I can accurately use academic vocabulary to express my ideas. (L.5.6)  
• I can effectively engage in a discussion with my peers (SL.5.1) | • I can explain the concept of a “human right.”  
• I can use human rights vocabulary words correctly in my writing. | • Introduction to Human Rights note catcher (homework from Lesson 4)  
• Mid-Unit 1 Assessment: What Are Human Rights? Vocabulary quiz and explanation (L.5.6 and W.5.10) |
| Lesson 6 | Close Reading: “Unpacking” Specific Articles of the UDHR | • 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) | • I can follow our class norms when I participate in a discussion.  
• I can summarize Articles 2, 3, and 6 of the UDHR.  
• I can use context clues to help me determine the meaning of words.  
• I can visualize what it would look like for the “promises” in Articles 2, 3, and 6 to be kept or broken. | • UDHR note catchers (for Articles 2, 3, and 6)  
• Anchor Charts (for Articles 1, 2, 3, and 6) |
# GRADE 5, MODULE 1: UNIT 1 OVERVIEW

**CALENDARED CURRICULUM MAP: Unit-at-a-Glance**

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

<table>
<thead>
<tr>
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<th>SUPPORTING TARGETS</th>
<th>ONGOING ASSESSMENT</th>
</tr>
</thead>
</table>
| Lesson 7 | Close Reading: Becoming Experts on Specific Articles of the UDHR | • 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 form the text (RI.5.1)  
• 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) | • I can follow our class norms when I participate in a discussion.  
• I can summarize articles of the UDHR (choices: 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 it would look like for the “promises” in UDHR articles to be kept or broken. | • UDHR articles anchor charts  
• Exit tickets |
| Lesson 8 | Summarizing Complex Ideas: Comparing the Original UDHR and the Plain Language Version | • 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) | • 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. | • Vocabulary flash cards (homework in Lesson 7)  
• UDHR rewrites  
• Opinion writing (journal entry) |
# Grade 5, Module 1: Unit 1 Overview

## Calendared Curriculum Map: Unit-at-a-Glance

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

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Title</th>
<th>Long-Term Targets</th>
<th>Supporting Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
</table>
| Lesson 9 | Main Ideas in Informational Text: Analyzing a Firsthand Human Rights Account | • 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) | • 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.  
• I can cite examples of where human rights were upheld or challenged in Teaching Nepalis to Read, Plant, and Vote. | • Students’ annotated text of Teaching Nepalis to Read, Plant, and Vote  
• Human Rights Challenged and Upheld in Teaching Nepalis to Read, Plant, and Vote recording form (begun) |
| Lesson 10 | Main Ideas in Informational Text: Analyzing a Firsthand Human Rights Account for Connections to Specific Articles of the UDHR | • 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 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. | • Annotated text  
• Human Rights Challenged and Upheld in Teaching Nepalis to Read, Plant, and Vote (completed) |
### GRADE 5, MODULE 1: UNIT 1 OVERVIEW

**CALENDARED CURRICULUM MAP: Unit-at-a-Glance**

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

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<thead>
<tr>
<th>LESSON</th>
<th>LESSON TITLE</th>
<th>LONG-TERM TARGETS</th>
<th>SUPPORTING TARGETS</th>
<th>ONGOING ASSESSMENT</th>
</tr>
</thead>
</table>
| Lesson 11 | End of Unit 1 Assessment: On-Demand Analysis of a Human Rights Account | • 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 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. | • End of Unit 1 Assessment: On-Demand Analysis of a Human Rights Account (RI.5.2, W.5.2, W.5.9) |
### Grade 5, Module 1: Unit 1 Overview

<table>
<thead>
<tr>
<th>Optional: Experts, Fieldwork, and Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 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.</td>
</tr>
<tr>
<td>- Fieldwork: As a class, go to visit a human rights organization headquarters, United Nations, or a school board meeting.</td>
</tr>
<tr>
<td>- 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional: Extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Art: Create visual representations of the UDHR.</td>
</tr>
<tr>
<td>- Music: Write and perform a song about human rights.</td>
</tr>
<tr>
<td>- 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.</td>
</tr>
</tbody>
</table>
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.

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

<table>
<thead>
<tr>
<th>TITLE</th>
<th>AUTHOR AND ILLUSTRATOR</th>
<th>TEXT TYPE</th>
<th>LEXILE MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For Every Child: The Rights of the Child in Words and Pictures</strong></td>
<td>Caroline Castle (author)</td>
<td>Informational Text</td>
<td>510*</td>
</tr>
<tr>
<td><strong>I Have the Right to Be a Child</strong></td>
<td>Alain Serres (author) Aurélia Fronty (illustrator) Helen Mixter (translator)</td>
<td>Informational Text</td>
<td>420*</td>
</tr>
<tr>
<td><strong>The Color of Home</strong></td>
<td>Mary Hoffman (author), Karin Littlewood (illustrator)</td>
<td>Literature</td>
<td>540</td>
</tr>
<tr>
<td>TITLE</td>
<td>AUTHOR AND ILLUSTRATOR</td>
<td>TEXT TYPE</td>
<td>LEXILE MEASURE</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>------------------------------------------------------------</td>
<td>---------------------</td>
<td>----------------</td>
</tr>
<tr>
<td><em>Red Scarf Girl: A Memoir of the Cultural Revolution</em></td>
<td>Ji-Li Jiang (author)</td>
<td>Biography</td>
<td>780</td>
</tr>
<tr>
<td><em>Ryan and Jimmy: And the Well in Africa That Brought Them Together</em></td>
<td>Herb Shoveller (author)</td>
<td>Literature</td>
<td>810</td>
</tr>
<tr>
<td><em>Giant Steps to Change the World</em></td>
<td>Spike Lee and Tanya Lewis Lee (authors), Sean Qualls (illustrator)</td>
<td>Informational Text</td>
<td>870</td>
</tr>
<tr>
<td><em>Shannen and the Dream for a School</em></td>
<td>Janet Wilson (author)</td>
<td>Informational Text</td>
<td>840</td>
</tr>
<tr>
<td><em>Stand Up, Speak Out: A Book about Children's Rights</em></td>
<td>Selda Altun (editor)</td>
<td>Informational Text</td>
<td>850*</td>
</tr>
<tr>
<td><em>The Girl from Chimel</em></td>
<td>Rigoberta Menchú (author), Domi (illustrator)</td>
<td>Literature</td>
<td>860</td>
</tr>
<tr>
<td><em>Our World of Water: Children and Water around the World</em></td>
<td>Beatrice Hollyer (author)</td>
<td>Informational Text</td>
<td>890</td>
</tr>
<tr>
<td><em>Out of War: True Stories from the Frontlines of the Children’s Movement for Peace in Colombia</em></td>
<td>Sara Cameron (author) with UNICEF</td>
<td>Informational Text</td>
<td>910</td>
</tr>
<tr>
<td><em>Kids on Strike!</em></td>
<td>Susan Campbell Bartoletti (author)</td>
<td>Informational Text</td>
<td>920</td>
</tr>
<tr>
<td><em>Gandhi</em></td>
<td>Demi (author/illustrator)</td>
<td>Literature</td>
<td>980</td>
</tr>
<tr>
<td><em>Human Rights Activist: Victory over Violence</em></td>
<td>Ellen Rodger (author)</td>
<td>Informational Text</td>
<td>1000</td>
</tr>
</tbody>
</table>
### Grade 5, Module 1 Recommended Texts: Unit 1

<table>
<thead>
<tr>
<th>Title</th>
<th>Author and Illustrator</th>
<th>Text Type</th>
<th>Lexile Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>This Child, Every Child: A Book about the World’s Children</td>
<td>David J. Smith (author) Shelagh Armstrong (illustrator)</td>
<td>Informational Text</td>
<td>1020</td>
</tr>
<tr>
<td>Free the Children: A Young Man Fights against Child Labor and Proves That Children Can Change the World</td>
<td>Craig Kielburger (author)</td>
<td>Informational Text</td>
<td>1020*</td>
</tr>
<tr>
<td>We Are All Born Free: The Universal Declaration of Human Rights in Pictures</td>
<td>Amnesty International (editor)</td>
<td>Informational Text</td>
<td></td>
</tr>
<tr>
<td>Kids at Work: Lewis Hine and the Crusade against Child Labor</td>
<td>Russell Freedman (author), Lewis Hine (photographer)</td>
<td>Informational Text</td>
<td>1140</td>
</tr>
<tr>
<td><a href="http://www.unicef.org">www.unicef.org</a></td>
<td>UNICEF</td>
<td>Informational Text (Web site)</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.freethechildren.com/aboutus/history">www.freethechildren.com/aboutus/history</a></td>
<td>Craig Kielburger (founder)</td>
<td>Informational Text (Web site)</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.oxfam.ca">www.oxfam.ca</a></td>
<td>Oxfam</td>
<td>Informational Text (Web site)</td>
<td></td>
</tr>
</tbody>
</table>
GRADE 5, MODULE 1: UNIT 1, LESSON 1

BUILDING BACKGROUND KNOWLEDGE ON HUMAN RIGHTS: CLOSE READING OF ARTICLE 1 OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)

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 summarize Article 1 of the UDHR.
• I can create an initial definition of “human rights.”

ONGOING ASSESSMENT

• What Are Human Rights? (Group anchor charts)
• Vocabulary notebooks
• Exit ticket

AGENDA

1. Opening
   A. Engaging the Reader: What Are Human Rights? (10 minutes)
   B. Anchor Chart (5 minutes)
2. Work Time
   A. Text Structure: Scanning the UDHR (5 minutes)
   B. Introducing Close Reading: Article 1 of the UDHR (20 minutes)
   C. Review Close Reading (5 minutes)
   D. Vocabulary Notebook: An Initial Definition of Human Rights (10 minutes)
3. Closing and Assessment
   A. Debrief (5 minutes)

TEACHING NOTES

• This lesson includes many simple protocols or “routines” that support collaborative work.
• Review Fist to Five, Write Pair Share, Say Something, Gallery Walk protocols (see Appendix 1)
• Some vocabulary is not academic or domain-specific, and students may benefit from instruction or review: fist, struggle, compliment, group
GRADE 5, MODULE 1: UNIT 1, LESSON 1
BUILDING BACKGROUND KNOWLEDGE ON HUMAN RIGHTS: CLOSE READING OF ARTICLE 1 OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)

<table>
<thead>
<tr>
<th>LESSON VOCABULARY</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>follow, participate, criteria, skills, rights, define, summarize, primary source, United Nations</td>
<td>• Chart paper (for What Are Human Rights and Close Readers Do These Things anchor charts)</td>
</tr>
<tr>
<td></td>
<td>• Markers</td>
</tr>
<tr>
<td></td>
<td>• The Universal Declaration of Human Rights (one per student)</td>
</tr>
<tr>
<td></td>
<td>• UDHR note-catcher (one per student)</td>
</tr>
<tr>
<td></td>
<td>• Sticky notes</td>
</tr>
</tbody>
</table>
### Grade 5, Module 1: Unit 1, Lesson 1

**Building Background Knowledge on Human Rights: Close Reading of Article 1 of the Universal Declaration of Human Rights (UDHR)**

<table>
<thead>
<tr>
<th>OPENING</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
</table>

#### A. Engaging the Reader: What Are Human Rights (10 minutes)

- Make sure that all learning targets are posted for students to see. Read the first learning target aloud: “I can follow our class norms when I participate in a conversation.” Talk with students about the importance of learning targets—they help learners know what they are expected to learn and do during a lesson.
- Underline or circle the word *follow*. Ask students to give you synonyms for that word, and write these under or over the word *follow*. Repeat for *participate*.
- Have a student read aloud the next learning target: “I can define human rights.” Circle the word *define*. Explain what it means to define something: to tell someone what something is, to make it clear. Tell students that at the end of the lesson they will share how they did moving toward the learning target.

- For students needing additional support, consider letting students draw small pictures or images that represent words. This helps students to process language even when they cannot read the words.
- Asking students what they think they know encourages them to stay open to new thinking.

#### B. Engaging the Reader: What Are Human Rights? Anchor Chart (5 minutes)

- Place students in groups of four, and give each group a large piece of chart paper and one colored marker. Have students write “What Are Human Rights?” either on the top or in the middle in large letters of their chart paper. Instruct students to use just one color and write everything that they think they know about human rights. Remind students to pay close attention to the class norms.
- After about 5 minutes, use the Fist to Five protocol (see Appendix 1) 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 5 fingers if they attended to all class norms consistently. They can choose to show 1 to 4 fingers to indicate if their attention to norms were somewhere in between.
- Then have them rate their group. If many ratings are below 4, review the norms.

- Consider partnering an ELL with a student who speaks the same L1, when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.
- Modeling the protocol with your own fingers gives students a visual of what you are asking for. Consider having a visual chart for meaning of each level of Fist to Five.
# Grade 5, Module 1: Unit 1, Lesson 1

**Building Background Knowledge on Human Rights: Close Reading of Article 1 of the Universal Declaration of Human Rights (UDHR)**

<table>
<thead>
<tr>
<th><strong>Work Time</strong></th>
<th><strong>Meeting Students’ Needs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Text Structure: Scanning the UDHR (5 minutes)</strong></td>
<td>• When possible, provide text or materials found in students’ L1. This can help students understand materials presented in English. Copies of the UDHR in various languages can be found at: <a href="http://www.ohchr.org/EN/UDHR/Pages/SearchByLang.aspx">www.ohchr.org/EN/UDHR/Pages/SearchByLang.aspx</a></td>
</tr>
<tr>
<td>• Distribute copies of the Universal Declaration of Human Rights to each student. Say: “This is the Universal Declaration of Human Rights, sometimes called the UDHR. We will learn more about this document in the next few days.” Do NOT explain the text; simply give students a moment to get oriented and notice how the document is structured.</td>
<td></td>
</tr>
<tr>
<td>• Tell students that this is a primary source document. That is a document that is an original source or piece of evidence created at the actual time of whatever it is you are studying about.</td>
<td></td>
</tr>
<tr>
<td>• Ask them to turn and talk about what they notice about how this document is set up on the page. Call on a few students to share some of the things they have noticed about the document. Highlight the areas that students point out, writing in the margins of the document their thoughts. Look for things like: introduction/preamble, numbered list, short paragraphs, etc.</td>
<td></td>
</tr>
<tr>
<td>• Tell them that you will discuss how this text is set up, or the “text structure,” more throughout the unit.</td>
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</tr>
<tr>
<td>• Ask students if they noticed another way that the document identifies the numbered paragraphs. Look for a student to point out that there are 30 articles. Say:</td>
<td></td>
</tr>
<tr>
<td>• “The Declaration of Human Rights has 30 different articles, or specific sections. Each article identifies a different right, or promise, that should be kept for all human beings. Over the next few days we will be looking closely at some of these rights.”</td>
<td></td>
</tr>
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</table>
GRADE 5, MODULE 1: UNIT 1, LESSON 1

BUILDING BACKGROUND KNOWLEDGE ON HUMAN RIGHTS: CLOSE READING OF ARTICLE 1 OF THE UNIVERSEAL DECLARATION OF HUMAN RIGHTS (UDHR)

WORK TIME

B. Introducing Close Reading: Article 1 of the UDHR (20 minutes)

- Ask: “What do you think a ‘right’ is?” Give students just 1 or 2 minutes to discuss their initial definition in their small groups. Call on a few students to share out their group’s thoughts on what a right is. Have each group synthesize their shared thoughts, and one or more students from each group add their working definition onto their What Are Human Rights anchor chart.
- Invite a spokesperson for each group to read out their group’s definition. Ask students to listen in order to notice similarities and significant differences. As students share these, circle or underline these patterns on the chart paper. Let students know that you will be returning to these definitions throughout the next few weeks.
- Ask students to share out examples of different rights people have. Write them on the chart paper under the definitions. They might suggest things like: right to safety, right to travel. Let this list be emergent at this point: students will have several weeks to delve into this.
- 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, which right(s) they think the article is referring to. They might look at the list created by the class under the working definitions. Have students write their thought(s) next to Article 1 on their copy of the UDHR.
- Distribute and display the UDHR note-catcher. Ask students to share what they notice about the note-catcher. Look for comments such as: there are four boxes, there is a row for each article, there are bolded words in the article, the word goes in the circle in the middle, etc.
- Tell students that in order to understand difficult text, good readers almost always have to read it more than once.
- Ask students to reread just the first sentence of Article 1, 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 pivotal words and share them with a partner. Ask a few students to share, having other students in the class 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 s/he chose that phrase. Look for a statement such as: “This makes me think that everyone is equal when they are born. Equal does not mean that we are all the same. Each of us is different in our own special way. But we also have qualities that make us all humans. So each of us should be treated with respect and treat others in the same way.” Have students write “not the same” above the underlined phrase.
- State: “We have begun to define the word rights, so we are probably getting clearer on what those are. Dignity could be new to you and it is difficult to figure out just by reading about it, so I am going to circle it and come back to it later. Notice that it is also one of the bolded words on the note-catcher.”

MEETING STUDENTS’ NEEDS

- 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 rate of vocabulary acquisition for ELLs.
- Allowing students who struggle with language to just contribute to the discussion orally and not write down summaries, or provide 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.
## BUILDING BACKGROUND KNOWLEDGE ON HUMAN RIGHTS: CLOSE READING OF ARTICLE 1 OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)

### WORK TIME

- Tell students to continue with their second read, focusing on the second sentence of Article 1 and looking for words that may help them to determine the right or promise that the article is referring to. State: “This sentence may have some words new to you as well.” Have students circle or underline those on their copy and compare their choices to those of their group. Have a few students share out their words, asking others to give a thumbs-up if they chose the same word(s).
- Invite students who chose the words *reason* and *conscience* to explain why they chose those words. Listen for statements such as: “I think they have something to do with thinking about things.” Ask students what they might write to help them to remember what these words mean and write their suggestions above or below the words. Repeat the process with phrases and words such as: *towards one another*, *spirit*, and *brotherhood*.
- Have students reread the entire article aloud, inserting the synonyms/phrases that they recorded above or below for their underlined words.
- Ask students if they are ready to confirm their thoughts from earlier in the lesson about what right is discussed in Article 1. If some circled words prevent students from getting the gist of the article, help them to look up those more abstract words in the dictionary or thesaurus to find synonyms that will help them determine meaning.
- Call on students to give a brief paraphrase or summary of Article 1. Have them write it in the second column of the note-catcher.
- Ask students to picture in their mind what “keeping the promise” of Article 1 might look like. 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 actually 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.
### C. Review Close Reading (5 minutes)

- **State:** “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 read more than once in order to get a deeper understanding of a hard text. Rereading, paying attention to things like vocabulary, helps us to be able to understand text that could be difficult at first. 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, and write their comments on the chart. (Note that close reading typically involves reading at least three times, but can happen in a variety of ways: do not get rigid about specific steps.)

- Make sure that students have included the following:
  - Read the text, slowly, twice.
  - Reread, annotate, and underline key vocabulary.
  - Read again to summarize: “To what right or promise does this article refer?”
  - Read again to answer the 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 be using 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.

### MEETING STUDENTS’ NEEDS

- On anchor charts for processes like close reading, include question words with nonlinguistic representations (e.g., book for read, magnifying glass for closely) and a question frame: What is she doing? Examples of possible nonlinguistic symbols can be found at the end of this lesson.
GRADE 5, MODULE 1: UNIT 1, LESSON 1

BUILDING BACKGROUND KNOWLEDGE ON HUMAN RIGHTS: CLOSE READING OF ARTICLE 1 OF THE
UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)

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<td>D. Vocabulary Notebook: An Initial Definition of Human Rights (10 minutes)</td>
<td>• All students developing academic language will benefit from direct instruction of academic vocabulary.</td>
</tr>
<tr>
<td>• Explain to students that one strategy to help them remember key words is keeping a vocabulary notebook of new words. They will begin that notebook today with the phrase human rights. Have students take out their notebooks and turn to the very last page. Explain that they will keep their running list of words in the back of the journal (the front of the journal will be routine writing about their reading).</td>
<td>• Students needing additional supports may benefit from partially filled-in graphic organizers. An example can be found at the end of this lesson.</td>
</tr>
<tr>
<td>• Display a copy of the Frayer Model vocabulary note-catcher and have them reproduce the columns and rows on the last page of their journal.</td>
<td></td>
</tr>
<tr>
<td>• Using a copy of the note-catcher, model for students how to fill out the chart for the phrase human rights asking students to copy what you do.</td>
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<tr>
<td>• Write the phrase human rights at the top of the chart next to Concept.</td>
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<tr>
<td>• Write the word rights in the center circle. Have students write their initial definition in upper left-hand box. Ask students to think about what facts they know about the word rights and write them in the upper right-hand box. Look for things like: “All humans have them. Not everyone has the same ones. Some you earn and some you are just born with.” Have students choose one of the examples from Article 1 and draw a simple picture of it in the bottom left-hand box. Ask students to think of examples of what the word is NOT and draw that in the bottom right-hand box. Tell students that they will be coming back to this definition of human rights many times over the course of the unit, adding more Frayer Model charts for other words.</td>
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## Grade 5, Module 1: Unit 1, Lesson 1

**Building Background Knowledge on Human Rights: Close Reading of Article 1 of the Universal Declaration of Human Rights (UDHR)**

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<tr>
<td><strong>A. Debrief (5 minutes)</strong></td>
<td><strong>• For students needing additional supports, providing the learning targets written individually for students that have difficulty processing information on the board allows them to stay focused. An example can be found at the end of this lesson.</strong></td>
</tr>
<tr>
<td>- Use the Fist to Five Protocol (see Appendix 1). 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 individually later.</td>
<td>- <strong>• Students can share in triads or with partners if you have many students for whom sharing out in front of everyone is difficult.</strong></td>
</tr>
<tr>
<td>- Ask students to complete an exit ticket on a sticky note: “Human rights are . . . ?” Collect this as an ongoing assessment.</td>
<td>- <strong>• For students needing additional supports, providing a sentence stem already written on the sticky note allows students who have difficulty writing to still participate in a timely fashion.</strong></td>
</tr>
</tbody>
</table>

### Homework

- Choose an independent reading book related to the topic of this unit (see Recommended Texts).

- **Teacher 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.

- **Meeting Students’ Needs**

  - Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recording 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.
Dignity and justice for all of us

United Nations

60

UNIVERSAL DECLARATION OF HUMAN RIGHTS

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 confers the rights 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.

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 discrimination 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 the exercise of all the rights in the field of culture, regardless of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

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

Adapted and proclaimed by General Assembly resolution 217 A (1) of 10 December 1948

Preamble

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 living in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation 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.
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 of 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.

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 partners.
(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 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 to 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
Every person, as a member of society, has the right to social security and is entitled to realization, through national effort and international cooperation and in accordance with their abilities and with international co-operation, 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 protecting them in the event of unemployment, sickness, disability, old age or in other cases of legitimate need.

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, old age or in other cases of legitimate need 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 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, races and peoples, 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 not 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.un.org/development/desa/edca/hr/dec2k.htm
www.un.org/2170 complain.html


Teaching note: Students are encouraged to determine words from meaning wherever possible. For Articles 1, 2, and 6, bold indicates words that cannot be easily determined from context, which the teacher should therefore provide. Preview the remainder of the text to identify additional words students must be told directly.
### 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 1

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.
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<th>Sketch: An example of “breaking the promise” of this Article (Draw what is does NOT look like.)</th>
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| Article 3  
Everyone has the right to life, liberty, and security of person. |                                                                                   |                                                                                 |                                                                                 |
| Article 6  
Everyone has the right to recognition everywhere as a person before the law. |                                                                                   |                                                                                 |                                                                                 |
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(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.  
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### 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.

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### Paraphrase or Summary (in your own words)

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### 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.)
### GRADE 5, MODULE 1: UNIT 1, LESSON 1  
**(UDHR) Note-catcher**

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| 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.  
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<tr>
<th>Article 26</th>
<th>Paraphrase or Summary (in your own words)</th>
<th>Sketch: An example of “keeping the promise” of this Article (Draw what it looks like.)</th>
<th>Sketch: An example of “breaking the promise” of this Article (Draw what is does NOT look like.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Everyone has the right to an education.</td>
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<tr>
<td>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.</td>
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<tr>
<td>(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.</td>
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<tr>
<td>(3) Parents have a prior right to choose the kind of education that shall be given to their children.</td>
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</table>
GRADE 5, MODULE 1: UNIT 1, LESSON 1

(UDHR) Note-catcher

Concept: ______________________

Frayer Model

<table>
<thead>
<tr>
<th>Definition</th>
<th>Characteristics</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-examples</th>
</tr>
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<tbody>
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<td></td>
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</tbody>
</table>
GRADE 5, MODULE 1: UNIT 1, LESSON 1

(UDHR) Note-catcher

Concept: ____________________

Frayer Model

<table>
<thead>
<tr>
<th>Definition</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>(in own words)</td>
<td>(facts about the word)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>(what does this look like?)</td>
<td>(what does this NOT look like?)</td>
</tr>
</tbody>
</table>

WORD
Learning Targets
I can follow our class norms when I participate in a discussion.

I can summarize Article 1 of the UDHR.

I can create a basic definition of “human rights.”
Examples of Nonlinguistic Representations of Learning Target Vocabulary in This Lesson

<table>
<thead>
<tr>
<th>Closely</th>
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</thead>
<tbody>
<tr>
<td>Read</td>
</tr>
<tr>
<td>Participate</td>
</tr>
<tr>
<td>Follow</td>
</tr>
</tbody>
</table>
# Building Background: A Short History of Human Rights

**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

<table>
<thead>
<tr>
<th>ONGOING ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group anchor charts</td>
</tr>
<tr>
<td>Annotated texts</td>
</tr>
<tr>
<td>Student journals</td>
</tr>
<tr>
<td>Exit tickets</td>
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</tbody>
</table>

- 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.

## Agenda and Teaching Notes

### 1. Opening
- A. Engaging the Reader: Revisiting Our Definition 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 (10 minutes)
- C. Constructing a Human Timeline (20 minutes)

### 3. Closing and Assessment
- A. Routine Writing: What I Know Now about the History of the UDHR (10 minutes)
- Display learning targets on board, chart paper, or document camera
- Cut one copy of The Short History of Human Rights handout into 8 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)
### BUILDING BACKGROUND: A SHORT HISTORY OF HUMAN RIGHTS

<table>
<thead>
<tr>
<th>LESSON VOCABULARY</th>
<th>MATERIALS</th>
</tr>
</thead>
</table>
| clarifying, connect, questions, human rights, timeline, chronological, throughout, during, unto, constitution, formed | • The UDHR (student copies from Lesson 1)  
• Computer and projector (to show video)  
• UNICEF Video “For Every Child” (2010) ()  
• Notebooks  
• Close Readers Do These Things anchor chart (from Lesson 1)  
• One copy of A Short History of the UDHR: cut into 8 sentence strips  
• A Short History of the UDHR (one for each student)  
• 2 pieces of paper (to post during Work Time) entitled A LONG TIME AGO and 2012  
• Chart paper  
• Markers  
• Lesson 1 anchor chart: What Are Human Rights? (one chart for each small group) |
## OPENING

### A. Engaging the Reader: Revisiting Our Definition of Human Rights (5 minutes)

- Say to students: “Today we are going to continue our discussion of human rights that we started yesterday.” Read the learning target: “I can follow our class norms when I participate in a conversation” out loud to students. Ask students to name something that helps conversations go well. Encourage them to pay attention to that as they work together today.
- Ask students to revisit the definition of human rights they wrote in their notebook at the end of Lesson 1. Remind them that their understanding of this important word and concept will continue to grow the more they read, talk, and write about it.
- Ask them to briefly consider: “What might examples of human rights be?” Invite them to talk with a partner and then write in the examples box their notes from Lesson 1. Do not discuss as a class at this point. Tell them that they will go back to the “non examples” later in the unit (Lesson 4).

## MEETING STUDENTS’ NEEDS

- 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 throughout the year. Specifically, they can be used in directions and learning targets.
- 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 can be timed to give all students an equal opportunity.
### Grade 5, Module 1: Unit 1, Lesson 2

**Building Background: A Short History of Human Rights**

<table>
<thead>
<tr>
<th>Work Time</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Viewing and Discussing UNICEF Video “For Every Child” (10 minutes)</strong></td>
<td>• 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.</td>
</tr>
<tr>
<td>• Ask students to revisit Article 1 from the UDHR. Read the first sentence aloud: “All humans are born free in dignity and rights.”</td>
<td>• 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.</td>
</tr>
<tr>
<td>• Tell them that today, they will keep thinking about what this sentence means, and also learn more about the history of the UDHR.</td>
<td></td>
</tr>
<tr>
<td>• 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 is an organization that 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).</td>
<td></td>
</tr>
<tr>
<td>• Set purpose for watching the video. Remind students that yesterday, they tried to visualize what it might look like for the “promise” or Article 1 to be kept or broken. Ask students to pay attention to the images, thinking about one specific image that they think really helps show the “promise” of Article 1 being kept.</td>
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</tr>
<tr>
<td>• Point out that there are very few words on this video, and the words go by very quickly. For the purpose of this activity, students should focus on the images themselves, and how they relate to Article 1 of the UDHR or the bigger idea of human rights.</td>
<td></td>
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<tr>
<td>• Play the 4-minute video “UNICEF: for Every Child” (2010).</td>
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<tr>
<td>• When the video is finished, give students a minute to think silently about what image they thought represented the “promise” of Article 1. Invite students to write their response, then share with a partner.</td>
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</tbody>
</table>
## WORK TIME

### B. A Short History of Human Rights: Key Events (10 minutes)

- 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 students to share out. Chart students’ 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: “Where did this document come from?” “Why was it written?” “Who wrote it?” “When?”
- Revisit the third learning target: “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 talk with a partner about the word *timeline*. Define as necessary: a visual to show the order in which things happened, which is also called *chronological order*. To illustrate this concept, draw an image of a timeline on the board, and give students a very accessible example (such as about their lives: birth, starting school, to fifth grade).
- Tell students that when readers study a historical document, it is often very important to understand when it was written, and what the events were that led up to it. That is what they will be doing today with the UDHR.
- Put students in eight small groups. Tell them that each small group will get one very short piece of text. As a class, their job will be to understand each piece of text, and figure out 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. Re-orient them to the Close Reader Do These Things anchor chart (from Lesson 1).
  a) Read the text aloud
  b) Reread it on their own
  c) Talk about what it means
  d) Focus on important words. Pay particular attention to any words that are about time and when things happened.
- Give each group one of the A Short History of the UDHR sentence strips.
- Ask them to dive in. Give students 5–10 minutes to work with their group. As students work, circulate to listen in and support as needed. As students are working, post two pieces of paper on opposite sides of the room, one labeled “A LONG TIME AGO” and another “2012”.

### MEETING STUDENTS’ NEEDS

Consider partnering an ELL with a student who speaks the same L1, when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.
### C. Constructing a Human Timeline (20 minutes)

- When groups are finished, ask all students to stand. Students should stay with their peers who read the same sentence strip.
- Tell students that they are now going to create a human *timeline* to actually show the order of events that led up to the UDHR being written, and some events that happened even after it was written.
- Direct students’ attention to the two pieces of paper, one entitled A LONG TIME AGO and the other, 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: “Who read information about events that happened a long time ago?” (Listen for the group who 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 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, have them proceed. 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 spot on the timeline.
- Distribute a complete copy of *A Short History of the UDHR* to all students. Starting with the group that had the passage about the golden rule, invite someone from each group to summarize the event and read their sentence strip aloud. Encourage students to listen and follow along on their handout.
- Let them 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.
- Focus in on key academic vocabulary. Ask: “How did you figure out the order of events?” Listen for students to point out key academic vocabulary, specifically transitional phrases such as *throughout, in, during, 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.

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Constructing a Human Timeline (20 minutes)</td>
<td>If necessary, have students first practice making a human timeline based on a very easy topic: their birthdays. Ask students to get in order based on their birthdays: January birthdays go to one side of the room, and students get in order January, February, March, etc.</td>
</tr>
</tbody>
</table>
### Closing and Assessment

**A. Routine Writing: What I Know Now about the History of the UDHR (10 minutes)**

- Invite them to take 5 minutes to read the Short History of Human Rights and on their own. Tell them that it is fine if they don’t have time to read all the sentences: the goal is just to start to help them understand the events that led up to this important document being written.
- Ask students to first focus on the sentences their group read closely. “What happened? Why was it important?”
- Invite them to discuss with a partner, then make notes on their Short History handout.
- If time permits, ask them to do the same thing with another sentence from this text, again thinking, sharing with a partner, and writing notes in the margins.
- Remind them that the goal was not to learn all of this information. It is okay if they just learned one or two new things: they will keep thinking about the history of the UDHR in the next lesson.

### Meeting Students’ Needs

Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.

### Homework

- 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 the Short History of the UDHR to class tomorrow.
<table>
<thead>
<tr>
<th><strong>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.”</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>The U.S. Bill of Rights came into effect in 1791, but excluded women, people of color, and members of certain social, religious, economic, and political groups.</strong></td>
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<tr>
<td><strong>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.</strong></td>
</tr>
<tr>
<td><strong>During World War II (in the 1930s and 1940s), millions of people were killed by the Nazis. These people included Jews, gypsies, homosexuals, and people with disabilities.</strong></td>
</tr>
<tr>
<td><strong>President Franklin Delano Roosevelt gave a speech in 1941 about his vision 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.</strong></td>
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<tr>
<td><strong>In 1945, after World War II, governments decided to start the United Nations. The goal of the United Nations (UN) was to help peace and stop conflict around the world.</strong></td>
</tr>
<tr>
<td><strong>In 1948, the Universal Declaration of Human Rights was written. Fifty-six nations that belonged to the United Nations agreed to follow the ideas in this document.</strong></td>
</tr>
<tr>
<td><strong>Today, more than 185 nations around the world have taken the ideas from the UDHR and put them in their own constitutions.</strong></td>
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GRADE 5, MODULE 1: UNIT 1, LESSON 3
VOCABULARY INTRODUCTION: HUMAN RIGHTS

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 Human Rights (homework from Lesson 2)
• Students’ annotated texts (History of the UDHR)
• Vocabulary sketches (on flash cards)

AGENDA

1. Opening
   A. Reviewing Learning Targets (5 minutes)
   B. Engaging the Reader: Brief Excerpt on the History of the Universal Declaration of Human Rights (UDHR) (10 minutes)
2. Work Time
   A. Rereading and Using Context Clues to Determine Word Meaning (15 minutes)
   B. Vocabulary Flash Cards (15 minutes)
   C. Concept Map: Human Rights Words (10 minutes)
3. Closing and Assessment
   A. Routine Writing (5 minutes)

TEACHING NOTES

• Review Vocabulary strategies and Think Pair Share and Write-Pair-Share protocols (see Appendix 1)
• For Work Time 2B (flash cards), 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
### Vocabulary Introduction: Human Rights

| draw, deepen, context, human rights, vocabulary, visual, meaningful, dignity, endowed, conscience, articulated, horrific, amid, grinding, sought, aspirations, entitled | • The History of the UDHR excerpt (one per student)  
• Document camera  
• Several sample sets of premade flash cards (for any subject)  
• Index cards  
• Markers  
• Index cards with arrows  
• Plastic zip bags (quart size)  
• Journals |
### GRADE 5, MODULE 1: UNIT 1, LESSON 3

**VOCABULARY INTRODUCTION: HUMAN RIGHTS**

<table>
<thead>
<tr>
<th>OPENING</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Reviewing the Learning Targets (5 minutes)</strong></td>
<td>Consider providing nonlinguistic symbols (e.g., a stick figure person for <em>human</em>, a magnifying glass for <em>clues</em>, a pencil for <em>write</em>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year.</td>
</tr>
<tr>
<td>• 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.”</td>
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<tr>
<td>• Ask a few students to read aloud the posted learning targets, one at a time. Have students 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 <strong>Think-Pair-Share protocol</strong>, have students identify the verbs in each learning target: what they will be doing with the words. Choose a few partners to share out.</td>
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<tr>
<td>• Underline or circle the words <em>draw, use, deepen</em>. Choose a student to pantomime <em>drawing</em> something. Repeat with <em>use</em> and <em>deepen</em>. (Since <em>use</em> and <em>deepen</em> are more abstract concepts, ask students for and write synonyms underneath or above these words.)</td>
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</table>

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<tr>
<th>B. Engaging the Reader: Brief Excerpt on the History of the Universal Declaration of Human Rights (UDHR) (10 minutes)</th>
<th>• 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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 <strong>Short History of Human Rights</strong> (the sentence strips from Lesson 2)Invite them to turn and talk with a partner about one thing they remember from what they read or talked about.</td>
<td>• Consider partnering an ELL with a student who speaks the same L1, when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.</td>
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<tr>
<td>• Explain that today they are going to look at one short text about the history of this important document. They will work hard to figure out what it means, and focusing in on important words.</td>
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<tr>
<td>• Distribute the new excerpt: <strong>The History of the UDHR</strong> (see Supporting Materials)</td>
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<tr>
<td>• 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.</td>
<td></td>
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<tr>
<td>• Tell students that “human rights” is a very complicated idea: even many adults have a hard time understanding it and all the complicated vocabulary that you have to use to explain this idea.</td>
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<tr>
<td>• 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.</td>
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## VOCABULARY INTRODUCTION: HUMAN RIGHTS

### WORK TIME

**A. Rereading and Using Context Clues to Determine Word Meaning (15 minutes)**

- **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.”
- **Ask students to read the short excerpt The History of the UDHR for a third time, silently looking for new words that will help inform their ideas about human rights. Students should underline their new words and share them with a partner.
- **Reread the first sentence aloud. Ask a student to share one of their words aloud. Listen for words and phrases that will help students understand human rights such as: human family and articulated.**
- **Say:** “Sometimes we are able to find the meaning of new words from the clues around the word, in context. Sometimes you have to read the sentences before and after the one where the new word is.” Using articulated 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. Articulated is a verb, a doing word. What is doing the doing? Which noun is it referring to?”
- **Take suggestions from the students. Listen for a student to suggest “rights” or the UDHR. Say, “Yes, it has something to do with the rights and the UDHR. So, what could the rights be doing?” Again, take suggestions from the students and look for suggestions such as: “The rights are written in the UDHR for all people,” or, “That’s right. So, articulated must mean the same thing as stated or written.” Have students write that synonym above or below the word articulated in the paragraph.
- **Have students write the word articulated on an index card and the synonym on the back of the same index card.**
- **Now have students visualize the word in their minds and draw a picture of their visualization on the same side as the synonym. In pairs, ask students to repeat the process with two more words. As students talk in pairs, circulate to listen in, in order to gauge students’ understanding and prepare to address any misconceptions in a brief think aloud. Have each pair find another pair to share their index cards with.**
- **Ask students: “Which words in this text are most important to help us understand more about human rights?” Call on a few students to share their thoughts aloud.**

### MEETING STUDENTS’ NEEDS

- 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.
- Increased interactions with vocabulary in context increases the rate of vocabulary acquisition for ELLs.
### VOCABULARY INTRODUCTION: HUMAN RIGHTS

**WORK TIME**

- Students likely will mention the following; if not, probe:
  - *horrific*: terrible
  - *amid*: with or in
  - *grinding*: really bad or intense
  - *sought* (past tense of the verb “to seek”): looked, wanted to
  - *aspirations*: something positive (since it is in a list with hopes)

- Tell students that it is not important that they understand every single word in this paragraph. Remind them that they will keep coming back to some of the words and ideas throughout this unit. But emphasize that paying careful attention to specific words can often help readers understand the main message in a piece of text.

- Ask students to write on their History of the UDHR text: “The first time I read this, I thought . . . But now I know . . .”

- Tell students to hold on to their text for now; they will turn it in at the end of class.

**MEETING STUDENTS’ NEEDS**
B. Vocabulary Flash Cards (15 minutes)

Note: this section of class is meant to be short. Students will continue working with these words for homework.

- Emphasize how important it is to learn and use new words in order to become a better reader and writer. Tell students that there are many different ways, or “strategies,” to learn new words. One way is to use **context clues**. Today they will also try a few more vocabulary strategies.
- Ask students if they have ever heard of, or used, flash cards. Have them turn to a partner and share what they think they are. Have a student share out. Then ask partners to share what they think the purpose of flash cards is. Have another student share out: “To help us better understand and remember words about human rights, we will be making our own sets of flash cards.”
- In groups of four, ask students to examine a set of **premade sample flash cards**, noting what makes the flash cards helpful to someone using them. Groups share out, one thing at a time. Chart until all suggestions are shared. Look for comments such as: **pictures, clear, definitions, examples.**
- Say: “On our vocabulary flash cards, we will have the words on one side. On the other side will be a picture and synonyms.”
- 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 UDHR (from Lesson 1). Have students look at Article 1 for words they underlined.
- Focus first on the word **dignity**. Point out to students that some words are very 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 already know what the word means?
- Ask a volunteer to share out a synonym if some students are struggling. (Listen for comments like “respect” or “worth”; if no students can come up with a synonym, provide the class with the definition.)
- 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 underlined words, including **endowed** (given) and **conscience** (an awareness of right and wrong).
- Circulate among the triads, 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 on a daily basis as they study about human rights.
- Ask students to create a flash card for one word they learned from the History of the UDHR excerpt.

**MEETING STUDENTS’ NEEDS**

ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.
C. Concept Map: Human Rights Words (10 minutes)

- Tell students that one way to remember vocabulary is to connect them to other words and thoughts through Concept Mapping. Choose three to four of the words students have worked with today to draw a sample concept map on the board. Draw lines between words. Ask students to share their thinking about the connections these words may have with a partner. Have a few partners share their connections. Write them on the lines between the words.
- Follow the Concept Map protocol on the Vocabulary Strategies document, and have students work in triads. They should use their student-made vocabulary flash cards (created in Parts A and B of Work Time in this lesson) and work together to show relationships between the words. Make sure each triad has a set of cards with arrows to use with their cards.
- When students are finished with their concept map, encourage them to walk around the room and look at other triad’s maps, noting similarities and differences. As a whole group, invite some students to share their group’s thinking with the whole class.
- Give each student a plastic bag to hold his/her set of flash cards.
### Closing and Assessment

**A. Routine Writing: (5 minutes)**
- Begin a **Vocabulary Strategies anchor chart**. Ask students to list the three strategies they used today to figure out, learn, and use hard words.
- Read aloud the learning targets.
- Ask students to open their journals, draw a line under the last entry, and answer these questions:
  - “How does looking for clues in the text help me to find the meaning of new words?”
  - “How do drawing, using and connecting new words help me understand challenging texts?”
- After about 2 minutes of writing, using the **Write-Pair-Share protocol**, have students share their journal entry with a partner.

### Meeting Students’ Needs

- For students needing additional supports, consider allowing students to draw their observations, ideas, or notes when appropriate.
- For students needing additional support, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide the structure required.

### Homework

- Finish your flash cards.

### Meeting Students’ Needs
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.

# Grade 5, Module 1: Unit 1, Lesson 4

## Close Reading: The Introduction to the Universal Declaration of Human Rights

### 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) using Close Reading.

### Ongoing Assessment

- Students’ annotated copies of the UDHR
- Exit tickets

### Agenda

1. **Opening**
   - A. Engaging the Reader: Revisiting Article 1 of the UDHR (10 minutes)
2. **Work Time**
   - A. Modeling and Practicing a Close Read of Paragraph 1 of the Introduction to the UDHR (10 minutes)
   - B. Guided Practice of a Close Read of Paragraph 2 of the Introduction to the UDHR (20 minutes)
   - C. Independent Practice of a Close Read of Paragraphs 3–5 of the Introduction to the UDHR (10 minutes)
3. **Closing and Assessment**
   - A. Adding to Our Definition of Human Rights (10 minutes)

### Teaching Notes

- In advance:
  - Post anchor charts from Lesson 1: Steps for Reading Closely and What are Human Rights?
  - Prepare an anchor chart titled Article 1
  - This lesson reinforces the vocabulary work from Lesson 3, and introduces a new vocabulary strategy: using morphology (word roots, prefixes, suffixes, etc.)
  - Review: Helping Students Read Closely, Think-Pair-Share protocol (Appendix 1)
GRADE 5, MODULE 1: UNIT 1, LESSON 4
CLOSE READING: THE INTRODUCTION TO THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

<table>
<thead>
<tr>
<th>LESSON VOCABULARY</th>
<th>MATERIALS</th>
</tr>
</thead>
</table>
| inalienable, fundamental, upholding, promote/promoting, protecting, stems, reaffirms, dignity, terms, familiarize, defend, charter | • Article 1 anchor chart  
• Anchor charts from Lesson 1:  
  * Close Readers Do These Things  
  * What Are Human Rights?  
• Document camera  
• The UDHR (from Lesson 1; one copy per student)  
• Introduction to the UDHR note-catcher  
• Chart paper  
• Markers |
### Grade 5, Module 1: Unit 1, Lesson 4

**CLOSE READING: THE INTRODUCTION TO THE UNIVERSAL DECLARATION OF HUMAN RIGHTS**

<table>
<thead>
<tr>
<th>OPENING</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Engaging the Reader: Revisiting Article 1 of the UHDR (10 minutes)</strong></td>
<td>Use vocabulary learning strategies to support all learners: prefixes, root words, suffixes, cognates, and context.</td>
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<tr>
<td>• Ask students to locate their copy of the <strong>Universal Declaration of Human Rights</strong> (introduced in Lesson 1). Remind them briefly that in Lesson 1, they looked at this entire document and then focused on Article 1. They also looked at Article 1 again briefly in Lesson 3 when they made their flash cards.</td>
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<tr>
<td>• 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.</td>
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<tr>
<td>• Ask students to turn and talk with a partner about what words strike them now. Invite a few students to share out. Without much discussion, chart some of these words on the <strong>Article 1 anchor chart</strong>. Tell students that they will revisit Article 1 again in a few days. Comment on how good students are getting at noticing unfamiliar and important vocabulary as they read.</td>
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<tr>
<td>• Read or have a student read aloud the first learning target: “I can use context clues to help me determine the meaning of words.” Say to students: “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 actual Introduction to the UDHR.” Have students do a thumbs-up or thumbs-down to show whether they understand the first target.</td>
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<tr>
<td>• Read or have a student read aloud the second learning target: “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. “For example, think about the word <strong>context</strong>, which we now know means ‘the text around the word.’ That word has two parts, <strong>con</strong> and <strong>text</strong>. We know what <strong>text</strong> means: the words on the page. And <strong>con</strong> means ‘with.’ So by thinking about those two parts, we can know that <strong>context</strong> means the stuff around the words.” Tell students they will be practicing breaking down other words in this same way.</td>
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<tr>
<td>• Have students do a thumbs-up or thumbs-down to show whether they understand the second target.</td>
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<tr>
<td>• Review the <strong>Close Readers Do These Things anchor chart</strong> from Lessons 1 and 2, asking students to suggest when they might focus on vocabulary. Look for suggestions such as: “After I have read the text a few times and have a basic idea of what it is about.”</td>
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</tbody>
</table>
### A. Modeling and Practicing a Close Read of Paragraph 1 of the Introduction to the UDHR (10 minutes)

- 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: “This part is called the introduction. Intro means to ‘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 the Close Reading protocol with 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 actual UDHR.
- Read aloud the first paragraph of the introduction, twice, with students following along (this promotes fluency).
- Have students reread this first paragraph. Ask students to focus on words or phrases that might help them determine the meaning. Encourage them to annotate their UDHR. Ask them to then think, then share with a partner, what they think this 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. Ask a few students to share, having other students in the class give a thumbs up if they chose the same word(s).
- Focus on the word **fundamental**. Invite a student who underlined the word **fundamental** 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: “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 freedom 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.”
- Focus on the word **inalienable**. Invite a student who underlined the word **inalienable** 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.

### WORK TIME

<table>
<thead>
<tr>
<th>A. Modeling and Practicing a Close Read of Paragraph 1 of the Introduction to the UDHR (10 minutes)</th>
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<td>• Have students reread this first paragraph. Ask students to focus on words or phrases that might help them determine the meaning. Encourage them to annotate their UDHR. Ask them to then think, then share with a partner, what they think this sentence means. Invite a few students to share out.</td>
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<td>• 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.</td>
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</table>

### MEETING STUDENTS’ NEEDS

- When possible, provide text or materials found in students’ L1. This can help students understand materials presented in English.
- Consider partnering an ELL with a student who speaks the same L1, when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.
- 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.
- Provide nonlinguistic symbols to assist ELLs and other struggling readers in making connections with vocabulary. These symbols can be used throughout the year. Specifically, they can be used in directions and learning targets.
### Close Reading: The Introduction to the Universal Declaration of Human Rights

**Work Time**

<table>
<thead>
<tr>
<th>MEETING STUDENTS’ NEEDS</th>
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<tbody>
<tr>
<td><strong>Focus</strong> first on the word root alien. “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 alien. Students may refer to beings from outer space, or to things that are really strange. Tell them, if we looked up the word alien 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.”</td>
</tr>
<tr>
<td><strong>Focus on the prefix in.</strong> Tell students: “The word in also has a few meanings. By itself, it is the opposite of out. But here, it means ‘not.’ So in-alienable means ‘not separate.’ Inalienable rights means rights that can’t be taken away from you.”</td>
</tr>
<tr>
<td>Ask students to turn and talk, and then add to their notes about the main idea and important words in paragraph 1.</td>
</tr>
<tr>
<td>Tell students that they will get to keep practicing figuring out words from context, and using word roots and prefixes, as they read the rest of the introduction. Encourage them: this is hard!</td>
</tr>
</tbody>
</table>
### B. Guided Practice of a Close Read of Paragraph 2 of the Introduction to the UDHR (20 minutes)

- Repeat this same 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 just focus on the first sentence for now.
- Have students reread the first sentence of paragraph 2 (“The United Nations . . . every individual.”). Ask students to focus on words or phrases that might help them determine the meaning. Ask them to then think, then share with a partner, what they think this sentence means. As before, encourage them to annotate the text on the Introduction of the actual UDHR.
- 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 students to share the words they chose.
- Focus on three key words: *upholding, promoting, and protecting*.
- Follow the same process as before:
  * Invite a student who underlined the word to say why.
  * Ask if anyone was able to figure out that word from context.
  * If so, have them explain.
  * 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 *upholding*?” Focus students on *bold*.
- Then focus on the prefix *up*: to lift, etc.
- Repeat with *promoting*. Students may need to be told that the root *mot* relates to motion.
- Repeat with *protecting*. Likely students will know that *protect* means “to keep safe.” Consider telling them that *TECT* means “to cover.”
- Ask students what they notice about all three of these words. Listen for someone to say “ing”—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 man idea. Ask students to turn and talk, and then add to their notes for about the main idea and important words in paragraph 1.
- Ask students to repeat this process as with the second sentence of paragraph 2. Encourage them: this is hard text!
  * Read aloud twice with students following along
  * Use the Think-Pair-Share protocol for students to discuss the meaning
  * Focus on words or phrases they think are particularly important, asking a few students to share the words they chose and why.

### Meeting Students’ Needs

- 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.
GRADE 5, MODULE 1: UNIT 1, LESSON 4
CLOSE READING: THE INTRODUCTION TO THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
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</thead>
<tbody>
<tr>
<td>• Focus on these words: charter, reaffirms, and dignity.</td>
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<tr>
<td>• See which students can figure out from context, or from their background knowledge based on the reading they did in Lessons 1–3.</td>
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<tr>
<td>• Ask “What is the United Nations committed to doing, and why?”</td>
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<tr>
<td>• Tell students to add to their notes for paragraph 2.</td>
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</table>

C. Independent Practice of a Close Read of Paragraphs 3–5 of the Introduction to the UDRH (10 minutes)

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
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<tbody>
<tr>
<td>• Give students just 10 minutes to continue with paragraphs 3–5. Tell students they are not expected to finish, and will complete this note-catcher for homework.</td>
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<td>• (Note: Be sure to allow 10 minutes for the Closing and Assessment.)</td>
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<tr>
<td>• For paragraphs 3–5:</td>
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<tr>
<td>• Read aloud twice with students following along</td>
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<tr>
<td>• Think-Pair-Share about the meaning</td>
<td></td>
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<tr>
<td>• Focus on words or phrases they think are particularly important</td>
<td></td>
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<tr>
<td>• Ask a few students to share the words they chose and why</td>
<td></td>
</tr>
<tr>
<td>• Focus on these words:</td>
<td></td>
</tr>
<tr>
<td>• Paragraph 3: stated, terms (focus on specific meaning in this context)</td>
<td></td>
</tr>
<tr>
<td>• Paragraph 4: none.</td>
<td></td>
</tr>
<tr>
<td>• Paragraph 5: Familiarize, promote, defend (note that promote repeats from Paragraph 1)</td>
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</tr>
<tr>
<td>• Tell students that they should complete their Introduction to the UDHR note-catcher for homework.</td>
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</table>
### CLOSE READING: THE INTRODUCTION TO THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

#### CLOSING AND ASSESSMENT

**A. Adding to Our Definition of Human Rights (5 minutes)**

- Revisit today’s learning targets. Use the Fist to Five protocol for students to show how well they did. Congratulate students on their stamina today working with hard text and figuring out words from context and word roots.
- Remind them to finish their note-catcher for homework.
- Ask students to return to and add to the definition of human rights that they began in Lesson 1:
  - “What new words, ideas, or examples do you want to add to your original definition?”
  - “What are ‘non-examples’ of human rights? In other words, we know what human rights are now. What aren’t they?”

#### MEETING STUDENTS’ NEEDS

- For students needing additional supports producing language, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide the structure required.

#### HOMEWORK

- Finish your Introduction to the UDHR note-catcher.
- Review your vocabulary flashcards for the Mid-Unit 1 Assessment.

#### MEETING STUDENTS’ NEEDS

- Some students may need paragraphs 3–5 read aloud again to them, or need to be told which words to focus on.
### Paragraph 1:

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

<table>
<thead>
<tr>
<th>Main idea:</th>
<th>Important words:</th>
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### 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.*

<table>
<thead>
<tr>
<th>Main idea:</th>
<th>Important words:</th>
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</table>
### Introduction to the UDHR (note-catcher)

**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.*

<table>
<thead>
<tr>
<th>Main idea:</th>
<th>Important words:</th>
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**Paragraph 4:**
*These rights belong to you.*

<table>
<thead>
<tr>
<th>Main idea:</th>
<th>Important words:</th>
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<tbody>
<tr>
<td></td>
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</table>
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.

<table>
<thead>
<tr>
<th>Main idea:</th>
<th>Important words:</th>
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# Grade 5, Module 1: Unit 1, Lesson 5

## Mid-Unit 1 Assessment: Explaining Human Rights

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

I can write for a variety of reasons. (W.5.10)
I can write an informative/explanatory text that has a clear topic. (W.5.2a)
I can accurately use academic vocabulary to express my ideas. (L.5.6)
I can effectively engage in a discussion with my peers. (SL.5.1)

### Supporting Learning Targets

- I can explain the concept of a “human right.”
- I can use human rights vocabulary words correctly in my writing.

### Ongoing Assessment

- Introduction to Human Rights note-catcher (homework from Lesson 4)
- Mid-Unit 1 Assessment: What Are Human Rights? vocabulary quiz and explanation

### Agenda

1. Opening
   A. Engaging the Reader: Quiz-Quiz-Trade (15 minutes)
2. Work Time
   A. Visualizing Concepts about Human Rights: Group Tableaux (15 minutes)
   B. Mid-Unit 1 Assessment: What Are Human Rights? Vocabulary Quiz and Explanation (20 minutes)
3. Closing and Assessment
   A. Debrief (10 minutes)

### Teaching Notes

- Review Quiz-Quiz-Trade in Vocabulary Strategies (Appendix 1)
- Review Write-Pair-Share and Fist to Five protocols (Appendix 1)
- If students finish the Mid-Unit Assessment early, spend more time annotating the Introduction to the UDHR, creating more vocabulary flash cards or adding to their definition of human rights in their notebooks.
- Students may need instruction or review of these words: *quiz, trade*
# Mid-Unit 1 Assessment: Explaining Human Rights

## Lesson Vocabulary

<table>
<thead>
<tr>
<th>LESSON VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>tableau, concept, use, conscience, human rights, equal, freedom, community, rights, humanity, dignity, reason, endowed, brotherhood, inalienable, fundamental, upholding, promote/promoting, protecting, stems, reaffirms, dignity, terms, familiarize, defend, charter</td>
</tr>
</tbody>
</table>

*Note: This lesson includes an assessment. During the opening, it is fine and even desirable to review vocabulary words with students. But during work time, students must do their own independent best work.*

## Materials

<table>
<thead>
<tr>
<th>MATERIALS</th>
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<tbody>
<tr>
<td>• Vocabulary flash cards</td>
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<tr>
<td>• Document projector</td>
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<tr>
<td>• UDHR (student copies)</td>
</tr>
<tr>
<td>• UDHR note-catcher</td>
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<tr>
<td>• UDHR sentence strips</td>
</tr>
<tr>
<td>• Mid-Unit 1 Assessment (one per student)</td>
</tr>
<tr>
<td>• Teacher Resource: Answer Key (Mid-Unit 1 Assessment)</td>
</tr>
</tbody>
</table>
# Grade 5, Module 1: Unit 1, Lesson 5

## Mid-Unit 1 Assessment: Explaining Human Rights

### Opening

**A. Engaging the Reader: Quiz-Quiz-Trade (15 minutes)**
- Read learning targets aloud, underlining or circling the words connect and use, one at a time after reading each learning target. Ask students to give you synonyms or define these words. Write any suggestions they give next to or around the words in the learning target.
- Have students play Quiz-Quiz-Trade with their vocabulary flash cards as described in the Vocabulary Strategies resource.

### Meeting Students’ Needs

- Consider providing nonlinguistic symbols (e.g., a word list for vocabulary, an arrow from one dot to another for connect) 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.
## MID-UNIT 1 ASSESSMENT: EXPLAINING HUMAN RIGHTS

### WORK TIME

#### A. Visualizing Concepts about Human Rights: Group Tableaux (15 minutes)
- Project the UDHR for students to see. Read aloud the italicized **introduction**, which students read in previous lessons. Have students take out their copies of the UDHR and the **UDHR note-catcher**. Remind students of their work with this text from the previous lesson and call their attention to the many words and phrases underlined and circled. Have them turn to a partner and share the words and phrases that helped them to determine the definition of human rights.
- Project Article 1 of the UDHR and ask for a student volunteer to reread it aloud. Have students remember the work they did in reading this article closely (Lesson 1) and to share with a partner the words and phrases they underlined or circled in Article 1 that helped them to determine the meaning of human rights. Ask students to share out looking for comments such as: “Human rights have to do with all people being equal but not the same.”
- Ask students to remind you of which statement that idea of “equal” came from looking for a student to share: All human beings are born free and equal in dignity and rights. Have students think about what that statement from the UDHR might look like if it was represented in a picture of people. Have students share with a partner their thoughts. Ask a few students to share with the whole class looking for comments such as: “The picture could be a group of all girls but each girl a different girl.”
- Ask students to think again about the word free in that same sentence and share their thoughts. (Listen for students to say things like: “Freedom does not mean that we can do **anything** we want. We can’t do things that take other people’s freedom away.”)
- Again have students visualize that idea in the form of a picture of people. Have a few students share out their idea looking for comments such as: We have policemen to help us to remember to do the right thing, follow the rules so you could have a picture of a policeman giving a ticket to someone for not following the law.
- Say to students: “We have just thought of two different ideas of what a picture of that sentence could look like in a picture of people, or sometimes called a **tableau**, for the same sentence from the UDHR. I am going to pass out slips of paper with different sentences on them from the parts of the UDHR that you have already read closely and thought about. You are to find the other students that have the same sentence you have, think about a picture of people, or tableau, that would represent that sentence and create the tableau with the members of your group. 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.
- Pass out the premade **UDHR sentence strips** to the students and have them get into their groups. Allow about 5 minutes for the groups to create their tableaux.

### MEETING STUDENTS’ NEEDS

- For students needing additional supports, consider allowing students to draw their observations, ideas, or notes when appropriate.
- For ELLs, consider providing extended time for tasks and answering questions in class discussions. ELLs 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. Providing “multiple means of representation” like this is a principle of Universal Design for Learning.
## GRADE 5, MODULE 1: UNIT 1, LESSON 5

### MID-UNIT 1 ASSESSMENT: EXPLAINING HUMAN RIGHTS

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
</table>
| **•** Have each group present their tableau to the whole class, allowing the audience to attempt to guess which sentence of the UDHR the tableau represents. Make sure to have students sharing their guesses to refer to the UDHR and give their reasoning.  
**•** As a class, discuss how visualizing and acting out difficult concepts from texts help them to remember what the texts are about. Tell them they can visualize the words and phrases in their minds as they take their Mid-Unit 1 Assessment. | |

### B. Mid-Unit 1 Assessment: What Are Human Rights? Vocabulary Quiz and Explanation (20 minutes)

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
</table>
| **•** Say: “Today you will meet the learning targets by showing what you know on a vocabulary quiz.” Explain that the quiz will ask them to do many things that they have already done with the vocabulary words through the protocols and games. Distribute the Mid-Unit Assessment to each student. Circulate as students work, noting who is having difficulty and may need redirecting.  
**•** Students who finish early may finish annotating the Introduction to the UDHR, make new flash cards or add to their definition of human rights in their notebooks. | |
GRADE 5, MODULE 1: UNIT 1, LESSON 5

MID-UNIT 1 ASSESSMENT: EXPLAINING HUMAN RIGHTS

<table>
<thead>
<tr>
<th>CLOSING AND ASSESSMENT</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Debrief (10 minutes)</td>
<td></td>
</tr>
<tr>
<td>• Bring the students together as a whole class and using the <strong>Fist to Five protocol</strong>, 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 students who rated themselves from 0 to 3 and make a note to check with them later about the quiz.</td>
<td></td>
</tr>
<tr>
<td>• Give students think time for the following prompt (which can be posted on the board): “I used to think human rights were ________. Now I know human rights are __________.” Then do a quick go ’round of students, having each student orally complete this sentence frame.</td>
<td>For students needing additional supports producing language, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide the structure required.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HOMEWORK</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• None</td>
<td></td>
</tr>
</tbody>
</table>
Instructions for Teacher: Copy the strips below for as many students as would be in one group (approximately 4–5). Cut out each individual strip to give to students to form tableau groups.

| 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. |
| These rights belong to you. |
| Help to promote and defend them for yourself as well as for your fellow human beings. |
| 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. |
Use the words in the Word Bank to help you answer the following questions.

**Word Bank:**

<table>
<thead>
<tr>
<th>equal</th>
<th>promote</th>
<th>standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>reason</td>
<td>promoting</td>
<td>humanity</td>
</tr>
<tr>
<td>endowed</td>
<td>unjustly</td>
<td>charter</td>
</tr>
<tr>
<td>conscience</td>
<td>community</td>
<td>United Nations</td>
</tr>
<tr>
<td>committed</td>
<td>protecting</td>
<td>entitled</td>
</tr>
<tr>
<td>human</td>
<td>stems</td>
<td>accountable</td>
</tr>
<tr>
<td>brotherhood</td>
<td>reaffirms</td>
<td>dignity</td>
</tr>
<tr>
<td>inalienable</td>
<td>abuses</td>
<td>articulated</td>
</tr>
<tr>
<td>fundamental</td>
<td>rights</td>
<td>amid</td>
</tr>
<tr>
<td>establish</td>
<td>terms</td>
<td>sought</td>
</tr>
<tr>
<td>freedom</td>
<td>familiarize</td>
<td>entitled</td>
</tr>
<tr>
<td>upholding</td>
<td>defend</td>
<td></td>
</tr>
</tbody>
</table>
Read the following sentences. Then circle the answer that is the best match for the word in **bold**.

1. Governments then committed themselves to **establishing** the United Nations, with the primary goal of bolstering international peace and preventing conflict.
   A. ending
   B. building
   C. starting
   D. destroying

2. All human beings are born with equal and inalienable rights and **fundamental** freedoms.
   A. complicated
   B. basic
   C. simple
   D. old

3. 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
Look at the Word Bank at the top of this assessment. For the following sentences, fill in the blank with the word from the Word Bank that would make sense. Words may be used more than once.

4. A right is something that you are _____________ to.

5. If you are a member of a _____________, you have responsibilities as well as freedoms.

6. Being part of a brotherhood means you will have others that will be _____________ you.

7. When something is done to you that is unfair, you might say that is was done _____________.

8. Another word for among is _____________.

Answer the following questions in complete sentences.
Use words from the Word Bank in your answer: ____________

9. What is the Universal Declaration of Human Rights?

____________________________________________________________________________________

____________________________________________________________________________________

10. Why was the UDHR written? In other words, what is the purpose of having a document like the UDHR?

____________________________________________________________________________________

____________________________________________________________________________________
11. Think about the definition of human rights that you have been keeping at the back of your journal. Answer the following question: “What are human rights? Use the concepts and vocabulary terms we have learned this week to explain this concept to someone.”
Read the following sentences. Then circle the answer that is the best match for the word in **bold**.

1. Governments then committed themselves to **establishing** the United Nations, with the primary goal of bolstering international peace and preventing conflict.
   A. ending
   B. building
   C. starting
   D. destroying

2. All human beings are born with equal and inalienable rights and **fundamental** freedoms.
   A. complicated
   B. basic
   C. simple
   D. old

3. 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
Look at the Word Bank at the top of this assessment. For the following sentences, fill in the blank with the word from the Word Bank that would make sense. Words may be used more than once.

4. A right is something that you are _____entitled_____ to.

5. If you are a member of a _____community____, you have responsibilities as well as freedoms.

6. Being part of a brotherhood means you will have others that will be _____protecting_____ you.

7. When something is done to you that is unfair, you might say that is was done _____unjustly_____.

8. Another word for among is _____amid_____.

9. What is the Universal Declaration of Human Rights?

The UDHR is a document that was created to establish the rights all people are entitled to. It stems from the United Nations charter. It was written after World War II.

10. Why was the UDHR written? In other words, what is the purpose of having a document like the UDHR?

The UDHR was written to establish human rights that all people should be committed to upholding. The UDHR helps to promote dignity for all people who are part of a community.
11. Think about the definition of human rights that you have been keeping at the back of your journal. Answer the following question: “What are human rights? Use the concepts and vocabulary terms we have learned this week to explain this concept to someone.”

**Human rights** are promises that are kept for all people. The Universal Declaration of Human Rights (UDHR) establishes rights and freedoms for all people no matter where they live or what they believe. Everyone deserves these rights. It doesn’t matter what color they are. Human rights are for all people, including men, women, and kids. One right people have is to be equal in dignity. This means that all people should be treated with respect. All humanity can help to promote human rights by treating everyone like a brother. We all can defend and protect the rights of others who are treated unjustly or suffer from abuses.
# CLOSE READING: “UNPACKING” SPECIFIC ARTICLES OF THE UDHR

## 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, 3, and 6 of the UDHR.
- I can use context clues to help me determine the meaning of words.
- I can visualize what it would look like for the “promises” in Articles 2, 3, and 6 to be kept or broken.

## ONGOING ASSESSMENT

- UDHR note-catchers (for Articles 2, 3, and 6)
- Anchor charts (for Articles 1, 2, 3, and 6)

## AGENDA

1. **Opening**
   - A. Engaging the Reader: Give One, Get One (10 minutes)
2. **Work Time**
   - A. Text Structure: Re-Orienting to the UDHR (5 minutes)
   - B. Close Reading: Article 2 of the UDHR (20 minutes)
   - C. Close Reading and Comparing: Articles 3 and 6 of the UDHR (15 minutes)
3. **Closing and Assessment**
   - A. Anchor Charts: Summarizing and Sketching Articles 1, 2, 3, and 6 (5 minutes)
   - B. Debrief (5 minutes)

## TEACHING NOTES

- 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 Esperanza Rising that students will read during Units 2 and 3.
- In advance: Create a chart for each of the 11 articles: post these around the classroom. Ideally these charts would stay up in the classroom until the end of the module.
- ELLs may be unfamiliar with some words: *comparing*
# Grade 5, Module 1: Unit 1, Lesson 6

## Close Reading: “Unpacking” Specific Articles of the UDHR

<table>
<thead>
<tr>
<th>Lesson Vocabulary</th>
<th>Materials</th>
</tr>
</thead>
</table>
| Words to Teach Explicitly: primary source, United Nations, introduction, preamble, entitled, distinction, origin, liberty, security | • Give One, Get One note catcher (see example in supporting materials; students can create a page in their journals)  
• Chart paper for Our Recommended Rights anchor chart  
• The UDHR (student copies)  
• UDHR note-catcher (student copies)  
• Close Readers Do These Things anchor chart (from Lesson 1)  
• Article 1 anchor chart (from Lesson 4)  
• Ten other charts, each labeled with a specific article number: Article 2, 3, 6, 14, 16, 17, 20, 23, 25, 26 |
GRADE 5, MODULE 1: UNIT 1, LESSON 6

CLOSE READING: “UNPACKING” SPECIFIC ARTICLES OF THE UDHR

## OPENING

### A. Engaging the Reader: Give One, Get One (10 minutes)

- 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 what rights should be included.
- Ask students to open their journals and divide a page into four boxes (see Give One, Get One note-catcher in 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 for Give One, Get One. When instructed, they will stand, and take their note catcher with them. They will circulate, talking to at least three classmates. With each classmate, they will tell one right they put on their list, and why they included it.
- Their classmate will then share with them. If there lists are exactly the same, they should move on. If their partner has something different on their list, they should write it down.
- Tell students to begin. As students 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.
- Gather students into a whole group, and invite students to share. Chart their list on a new Our Recommended Rights anchor chart, to refer to throughout the module.
- 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.

## MEETING STUDENTS’ NEEDS

- 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 L1, when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.
### Close Reading: “Unpacking” Specific Articles of the UDHR

#### Work Time

**A. Text Structure: Re-Orienting to the UDHR (5 minutes)**

- Ask students to locate their copy of the UDHR and their UDHR note-catcher from Lesson 1.
- 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 students using the vocabulary they have learned, such as introduction, preamble, or primary source.
- Tell them that for the next few days, they will be focusing 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 or “promise” that should be kept for 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.
- Show them the Article 1 anchor chart (from Lesson 4).
- Invite a few students to share out, and add their comments to Article 1 anchor chart.
- 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 10 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.

#### Meeting Students’ Needs

- When possible, provide text or materials found in students’ L1. This can help students understand materials presented in English.
- Consider partnering an ELL with a student who speaks the same L1, when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.
- Students needing additional supports may benefit from partially filled-in graphic organizers.
- 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 work with both sentences.
**B. Close Reading: Article 2 of the UDHR (15 minutes)**

- Place students in groups of four. Students should remain in their group. Tell them that they will now do the same process they did with Article 1 (during Lesson 1) with some more Articles.

- 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. They might look at the list created by the class under the working definitions. 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, having other students in the class give a thumbs-up if they chose the same word(s).

- Invite a student who underlined entitled or without distinction to explain why s/he chose those.

- Probe, coaching students to explain how they used context clues or morphemes to figure out the word meaning. For example: “How did you figure out entitled?” 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:

  - “What right or promise is this Article referring to?” “What specific words help you know that?”

- Listen for students to list words such as race, color, sex, etc.

- Ask several text-dependent questions about Article 2, beginning with more basic questions and gradually increasing the difficulty:
  * “What does without distinction of any kind mean?”
  * “What features of human beings does Article 2 list?”
  * “What does political or social 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 (during Lesson 1). Ask students to do the same with Article 2.
## Grade 5, Module 1: Unit 1, Lesson 6

### Close Reading: “Unpacking” Specific Articles of the UDHR

<table>
<thead>
<tr>
<th>Work Time</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “What would it look like to ‘keep the promise’ of Article 2?”</td>
<td></td>
</tr>
<tr>
<td>• Give students time to think, talk, and draw. Remind them that it does</td>
<td></td>
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<tr>
<td>not matter how good their sketch is: the drawing will help them</td>
<td></td>
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<tr>
<td>remember the main meaning.</td>
<td></td>
</tr>
<tr>
<td>• Repeat the process for the fourth column of the note catcher:</td>
<td></td>
</tr>
<tr>
<td>• “What would it look like to ‘keep the promise’ of Article 2?”</td>
<td></td>
</tr>
</tbody>
</table>
# C. Close Reading and Comparing: Articles 3 and 6 of the UDHR (15 minutes)

- Tell students that for now they will move on to Articles 3 and 6. Students who finish early may go back and think more about the second sentence of Article 2.
- State: “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 students briefly turn and talk about how they are doing. Ask if anyone wants to add things to the chart: what else do readers do when they are reading closely?
- Direct students to Article 3. Repeat the close reading process:
  * Read Article 3 aloud, twice, with students following along. Do not explain.
  * Students think silently, then turn and talk.
  * Students write their thought(s) next to Article 3 on their copy of the UDHR.
  * Students reread Article 3, focusing on words or phrases that might help them determine what right or promise it is referring to.
- Have several students share out.
- Invite a student who underlined *liberty* or *security* to explain why s/he chose those words.
- Probe, coaching students to explain how they used context or morphemes.
- Example: “What root does the word *security* have in it?”
- Ask: “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:
  * “What does it mean to have the ‘right to life’?”
  * (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.)
  * “What is the difference between *liberty* and *security*?”
  * “What features of human beings does Article 2 list?”
- Ask students to work with a partner to paraphrase or summarize Article 3.
- Sketch: “What would it look like to ‘keep the promise’ of Article 2?”
- Repeat with Article 6.
- If time permits, ask students to reread Articles 3 and 6, and discuss with their partner: “How do Articles 3 and 6 relate to each other?”

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### Using 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.
## CLOSE READING: “UNPACKING” SPECIFIC ARTICLES OF THE UDHR

### CLOSING AND ASSESSMENT

<table>
<thead>
<tr>
<th>A. Anchor Charts: Summarizing and Sketching Articles 1, 2, 3, and 6 (5 minutes)</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Direct students’ attention to the anchor charts for Articles 1, 2, 3, and 6. Invite students to choose one article, and to go stand by that chart, making sure there are relatively even numbers of students at each chart.</td>
<td>- Providing the criteria list already written for students who have trouble copying from the board allows them to stay focused on the criteria.</td>
</tr>
<tr>
<td>- Once students are clustered by charts, ask:</td>
<td>- For students needing additional supports, providing the learning targets written individually for students that have difficulty processing information on the board allows them to stay focused.</td>
</tr>
<tr>
<td>- “How would you describe this article in a phrase?”</td>
<td></td>
</tr>
<tr>
<td>- Each person, share what you sketched for what it looks like when the promise of this article is kept. Choose one image you all agree on, and sketch it on the anchor chart.”</td>
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</tr>
<tr>
<td>- Tell students that they will revisit these anchor charts in the next lesson.</td>
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</tr>
</tbody>
</table>

### B. Debrief (5 minutes)

| - Use the Fist to Five protocol (see Appendix 1). 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. | - For students needing additional supports, providing a sentence stem already written on the sticky note allows students who have difficulty writing to still participate in a timely fashion. |
| - Ask students to return to complete an exit ticket on a sticky note: “One human right I learned more about today is…” Collect this as an ongoing assessment. | |

### HOMEWORK

| - If you did not finish your UDHR note-catcher for Articles 1, 2, 3, and 6 in class, please 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? | |
## Grade 5, Module 1: Unit 1, Lesson 6

Give One, Get One Note-catcher

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>REASONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>My thinking . . .</td>
<td>My thinking . . .</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>My classmates’ thinking . .</td>
<td>My classmates’ thinking . .</td>
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</tbody>
</table>
# Grade 5, Module 1: Unit 1, Lesson 7

## Close Reading: Becoming Experts on Specific Articles of the UDHR

### 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 form the text. (RI.5.1)
- 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: 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 it would look like for the “promises” in UDHR articles to be kept or broken.

### Ongoing Assessment

- UDHR Articles anchor charts
- Exit ticket

### Agenda

1. Opening
   - A. Engaging the Reader and Reviewing Key Vocabulary (5 minutes)
2. Work Time
   - B. Jigsaw Protocol, Part 2: Sharing Our Expertise (20 minutes)
   - C. Anchor Charts (10 minutes)
3. Closing and Assessment
   - A. Debrief (5 minutes)

### Teaching Notes

- This lesson builds directly on Lesson 6. Students use the Close Reading protocol with increasing independence to build and share expertise about additional articles from the UDHR.
- Review Jigsaw, Helping Students Read Closely, and Fist to Five protocols (Appendix 1)
- In advance: Post the charts for each of the 10 Articles around the room. (Charts for Articles 1, 2, 3, and 6 should have student writing on them; the others will be completed today.) Ideally these charts would stay up in the classroom until the end of the module.
## LESSON VOCABULARY

primary source, United Nations, endowed, entitled, distinction, origin, liberty, security

## MATERIALS

- Our Recommended Rights anchor chart (from Lesson 6)
- The UDHR (one per student)
- UDHR note-catcher (one per student)
- Steps for Reading Closely anchor chart (from Lesson 1)
- 10 anchor charts for UDHR articles (see Teaching Note above)
## CLOSE READING: BECOMING EXPERTS ON SPECIFIC ARTICLES OF THE UDHR

<table>
<thead>
<tr>
<th>OPENING</th>
<th>MEETING STUDENTS’ NEEDS</th>
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<tbody>
<tr>
<td><strong>A. Engaging the Reader and Reviewing Key Vocabulary (5 minutes)</strong></td>
<td>Modeling the protocol with your own fingers gives students a visual reference. Consider having a visual chart for the meaning of each level from Fist to Five.</td>
</tr>
<tr>
<td>• Remind the class that when you left off yesterday, they have read closely and made charts about Articles 2, 3, and 6. Today they will continue this process in groups, becoming experts on more articles from the UDHR.</td>
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<tr>
<td>• Briefly review the learning targets. Students should notice that the targets are 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.</td>
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<tr>
<td>• Orient students to the <strong>Our Recommended Rights anchor chart</strong> (from Lesson 6). Say: “We had our class list of what rights 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 <strong>Turn and Talk</strong> with a partner, then invite a few to quickly share out.</td>
<td></td>
</tr>
<tr>
<td>• Ask: “What words did we find that help us to understand those articles?” Listen for students to list words like <strong>endowed</strong>, <strong>entitled</strong>, and <strong>distinction</strong>. Review the definitions of these three terms quickly.</td>
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</table>
GRADE 5, MODULE 1: UNIT 1, LESSON 7

CLOSE READING: BECOMING EXPERTS ON SPECIFIC ARTICLES OF THE UDHR

### WORK TIME

A. Jigsaw Protocol, Part 1: Expert Groups on Articles 14, 16, 17, 20, 23, 25, 26 of the UDHR (40 minutes)

- Tell students that today they will work in groups to become experts on specific articles. They will then share what they learned with classmates who read different articles.
- Ask students to locate their UDHR and UDHR note-catcher. Re-orient students to the articles they drew boxes around during Lesson 6.
- Divide the students into groups of four. Consider assigning the longer passages to stronger readers.
- In each group, assign students as follows:
  - Reader 1: Article 14 and 26
  - Reader 2: Article 16 and 26
  - Reader 3: Articles 17, 25, and 26
  - Reader 4: Articles 20, 23, and 26
- Note that all students read Article 26. It is not necessary for all students to finish this Article.
- Distribute the appropriate worksheet to each student, Answering Questions about the Text: Reader 1, etc.
- Ask students to follow the Close Readers Do these Things suggestions for their two articles. Tell them these instructions are on their worksheet.
  * Read their articles slowly, twice.
  * Reread, annotate, and underline key vocabulary.
  * Read again to summarize: “What right or promise is this article referring to?”
  * Read again to answer the specific questions.
  * Sketch the promise kept and promise broken.
- Give students about 10 minutes for independent reading and thinking.
- After the 10 minutes, ask students to briefly get together in job-alike groups (all Reader 1s, all Reader 2s, etc.) to compare answers and to become experts on their passage. Each member of alike groups shares his or her answers. Others in the group should record any new learning on their worksheet. Give students about 10 minutes for this sharing in expert groups.

### MEETING STUDENTS’ NEEDS

- The Jigsaw protocol lets small groups engage in an effective, time-efficient comprehension of a longer text.
- 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.
- 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 . . .”
GRADE 5, MODULE 1: UNIT 1, LESSON 7
CLOSE READING: BECOMING EXPERTS ON SPECIFIC ARTICLES OF THE UDHR

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
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<tbody>
<tr>
<td><strong>B. Jigsaw Protocol, Part 2: Sharing Our Expertise (20 minutes)</strong></td>
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<tr>
<td>• Following the <strong>Jigsaw protocol</strong>, ask students to return to their original groups of four. Give students 15 to 20 minutes to share what they learned.</td>
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<tr>
<td>• Tell students that they should fill in the <strong>UDHR note-catcher</strong> as their peers explain each article. They do not have to write out the answers to other groups’ questions. Remind students that they will be revisiting these articles in Lesson 8.</td>
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<tr>
<td>• Encourage groups to set a timer: 3 minutes per article.</td>
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<td>• Each Reader reads his or her article aloud, or students all read silently.</td>
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<tr>
<td>• Each has 3 minutes to share about his or her article while peers ask questions and take notes.</td>
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<tr>
<td>• For the last 3 minutes, students discuss Article 26 as a group.</td>
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<tr>
<td><strong>C. Anchor Charts (10 minutes)</strong></td>
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<tr>
<td>• Point out the charts for the 10 articles around the room. Remind students that they have already summarized and sketched on the charts for some articles. Now they will do the same for the articles they read today.</td>
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<tr>
<td>• 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.</td>
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<tr>
<td>• Once students are clustered by charts, ask:</td>
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<tr>
<td>“How would you describe this article in a phrase?”</td>
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<tr>
<td>“What would it look like when the promise of this article is kept? Choose one image you all agree on, and sketch it on the anchor chart.”</td>
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<tr>
<td>“List 2 to 3 words in this article that seem important.”</td>
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### CLOSING AND ASSESSMENT

**A. Debrief (5 minutes)**
- Ask students to complete an exit ticket on a sticky note: “I used to think that human rights … but now I know that … Model if necessary.
- Collect this as an ongoing assessment.

### MEETING STUDENTS’ NEEDS

For students needing additional supports, providing a sentence stem already written on the sticky note allows students who have difficulty writing to still participate in a timely fashion.

### HOMEWORK

- Show someone at home your completed UDHR note catcher, and explain to them the human rights you have learned about. Ask them which of these rights seem familiar to them, and which surprise them.
- Choose one article of the UDHR that has been most interesting to you. Read it out loud. Explain that right. Show the person your sketch about what it looks like when this right is kept and broken.
- Teach this person 3 to 5 new words you have learned. Make flashcards, and explain this process. How do flashcards help you as a reader?
GRADE 5, MODULE 1: UNIT 1, LESSON 7

Becoming Experts on the UDHR (Reader 1)

Name: 
Date: 

Reader 1: UDHR Articles 14 and 26

For each of your articles, follow the Close Reading protocol we have been practicing:
Read the article slowly, twice.
Reread, annotate, and underline key vocabulary.
Read the article again to summarize “What right or promise is this article referring to?”
Read the questions below, then reread the article to answer the questions.
Fill in the UDHR note-catcher: summarize, and sketch the promise kept and promise broken.

1. What is persecution?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What are “nonpolitical crimes”?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
3. 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.

4. What is Article 26 mostly about? What words are most important for understanding this article, and why?
**Reader 2: Article 16 and 26**

For each of your articles, follow the Close Reading protocol we have been practicing.
Read the article slowly, twice.
Reread, annotate, and underline key vocabulary.
Read the article again to summarize: “What right or promise is this article referring to?”
Read the questions below, then reread the article to answer the questions.
Fill in the UDHR note-catcher: summarize, and sketch the promise kept and promise broken.

<table>
<thead>
<tr>
<th>Name:</th>
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<tbody>
<tr>
<td>Date:</td>
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1. Who has the right to marry?

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2. 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.

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3. Who gets to decide who gets married?
   Cite phrases from the text that helped answer this.

4. What is Article 26 mostly about?
   What words are most important for understanding this Article, and why?
1. What does the word deprived mean (in the context of Article 17)?

2. 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.
3. Article 25 mentions a **standard of living**.
   What does this mean, and what specific types or care are included?

4. What is Article 26 mostly about?
   What words are most important for understanding this article, and why?
Becoming Experts on the UDHR (Reader 4)

Reader 2: Articles 20, 23, and 26

For each of your articles, follow the Close Reading protocol we have been practicing. Read the article slowly, twice. Reread, annotate, and underline key vocabulary. Read the article again to summarize: “What right or promise is this article referring to?” Read the questions below, then reread the article to answer the questions. Fill in the UDHR note-catcher: summarize, and sketch the promise kept and promise broken.

1. What does **peaceful assembly** mean?

2. What might the word **association** mean in Article 20? Explain how you figured this out using context clues or the word root.
3. In Article 23, what does the word just mean? 
   Explain how you figured this out using context clues or the word root.

4. What is Article 26 mostly about? 
   What words are most important for understanding this article, and why?
GRADE 5, MODULE 1: UNIT 1, LESSON 8

SUMMARIZING COMPLEX IDEAS: COMPARING THE ORIGINAL UDHR AND THE “PLAIN LANGUAGE” VERSION

<table>
<thead>
<tr>
<th>LONG-TERM TARGETS ADDRESSED (BASED ON NYSP12 ELA CCLS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can use quotes to explain the meaning of informational texts. (RI.5.1)</td>
</tr>
<tr>
<td>I can compare and contrast multiple accounts of the same event or topic. (RI.5.6)</td>
</tr>
<tr>
<td>I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. (L.5.4)</td>
</tr>
<tr>
<td>I can write for a variety of reasons. (W.5.10)</td>
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</table>

<table>
<thead>
<tr>
<th>SUPPORTING LEARNING TARGETS</th>
<th>ONGOING ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can skim and scan the original UDHR looking for repeated words.</td>
<td>Vocabulary flash cards (homework in Lesson 7)</td>
</tr>
<tr>
<td>I can explain why certain words in the original UDHR are repeated.</td>
<td>UDHR rewrites</td>
</tr>
<tr>
<td>I can compare the original UDHR, the Plain Language Version, and my own summaries of specific UDHR articles, by focusing on specific word choice.</td>
<td>Opinion writing (journal entry)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AGENDA</th>
<th>TEACHING NOTES</th>
</tr>
</thead>
</table>
| 1. Opening  
   A. Engaging the Reader: (5 minutes)  
   B. Vocabulary “Pictionary" (10 minutes)  
2. Work Time  
   A. Repeated Words and Phrases in the UHDR: 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) | Review Vocabulary strategies and Write-Pair-Share protocols (see Appendix 1) |

^Pictionary is the name of a trademarked game, now owned by Hasbro
# GRADE 5, MODULE 1: UNIT 1, LESSON 8
### SUMMARIZING COMPLEX IDEAS: COMPARING THE ORIGINAL UDHR AND THE “PLAIN LANGUAGE” VERSION

<table>
<thead>
<tr>
<th>LESSON VOCABULARY</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>analyze, versions, plain, proclaim, impart, promote, indispensable, aspiration, quote</td>
<td>• The UDHR (student copies)</td>
</tr>
<tr>
<td>Universal</td>
<td>• UDHR note-catchers (From Lesson 1, 6, and 7: student copies, completed)</td>
</tr>
<tr>
<td>Note: do NOT define universal in advance, since students spend work time considering the morphology of this key term</td>
<td>• Index cards</td>
</tr>
<tr>
<td></td>
<td>• Vocabulary flash cards</td>
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<td>• Document projector</td>
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</table>
GRADE 5, MODULE 1: UNIT 1, LESSON 8

SUMMARIZING COMPLEX IDEAS: COMPARING THE ORIGINAL UDHR AND THE “PLAIN LANGUAGE” VERSION

<table>
<thead>
<tr>
<th>OPENING</th>
<th>MEETING STUDENTS’ NEEDS</th>
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</thead>
<tbody>
<tr>
<td><strong>A. Engaging the Reader (5 minutes)</strong></td>
<td>• Use vocabulary learning strategies: prefixes, root words, suffixes, cognates, and context</td>
</tr>
<tr>
<td>• Ask students to share with a partner how it went explaining the complex UDHR to someone at home.</td>
<td>• ELL language acquisition can be facilitated by interacting with native speakers of English who provide models of language.</td>
</tr>
<tr>
<td>• Ask a student to read aloud the first learning target: “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 to “do again.”</td>
<td></td>
</tr>
<tr>
<td>• Ask a student to read aloud the second learning target: “I can compare the original UDHR, the Plain Language Version,” and my own summaries of specific UDHR articles.” Remind them how challenging the original UDHR is, and how hard they have been working to really understand the words and ideas. Say: “After reading closely and annotating some of the articles in the UDHR, and trying to explain an article at home, why might we want to rewrite it into simpler language?” Take a few students’ answers, making sure that they share the need for everyone to be able to understand them.</td>
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<tr>
<td><strong>B. Vocabulary “Pictionary” (10 minutes)</strong></td>
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<tr>
<td>• Point out that primary source documents often have many hard words, and that students have been using a variety of vocabulary strategies to figure these words out in context and to learn new words.</td>
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<tr>
<td>• Ask students to get out their 3 to 5 new vocabulary flashcards (homework from Lesson 7).</td>
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<tr>
<td>• Divide students into groups of four and form two pairs (teams). Using the Pictionary strategy from the Vocabulary strategies document, have students play Pictionary with randomly drawn flash cards from their sets.</td>
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### Grade 5, Module 1: Unit 1, Lesson 8

**SUMMARIZING COMPLEX IDEAS: COMPARING THE ORIGINAL UDHR AND THE “PLAIN LANGUAGE” VERSION**

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
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<tbody>
<tr>
<td><strong>A. Repeated Words and Phrases in the UDHR: Why Do They Matter?</strong> (15 minutes)</td>
<td>• For ELLs, consider providing extended time for tasks and answering questions in class discussions.</td>
</tr>
<tr>
<td>• Make sure every student has a copy of the full original UDHR. Distribute clean copies if necessary.</td>
<td>• Defining key verbs for learning actions (e.g., “skim”) helps ELLs and other struggling learners understand and engage more fully in the task.</td>
</tr>
<tr>
<td>• Place students in pairs. Set purpose. Tell students that readers approach text different given their purpose. “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.’”</td>
<td>• Physically demonstrating key verbs (e.g., showing how to “skim” by running one’s finger across a page of text) reinforces definitions.</td>
</tr>
<tr>
<td>• 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, focus on the italicized introduction, and briefly model moving a finger quickly across the page to show “skimming.”</td>
<td>• Some vocabulary is not academic or domain-specific, and students may benefit from instruction or review:</td>
</tr>
<tr>
<td>• 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, rather just to find words that show up over and over.</td>
<td>• original, simple, without, everyone, no one</td>
</tr>
<tr>
<td>• Ask students to talk with a partner about the repeated words they found.</td>
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<tr>
<td>• Ask students to remain with their partner, but to listen as a whole group. Project a copy of the UDHR and ask students to notice which words are repeated often. ( Likely many of them will notice repetitions such as everyone, no one, without limitation, or without discrimination.)</td>
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<tr>
<td>• Ask: “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.</td>
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<td>• During the “share,” be sure to discuss that the authors crafted the document to emphasize this idea of universal.</td>
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<tr>
<td>• Linger on this word, since it carries the central message of the entire UDHR. Ask students: “What does ‘universal’ mean?”</td>
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<tr>
<td>• Use the concept of word roots and morphemes to further explore the word’s morphology: “What other word that you know do you see in the word ‘universal’?” (Students likely will say “universe.”) “And what does universe mean?” (Students likely will refer to the physical universe, a vast space, “the entire universe.”)</td>
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</tr>
<tr>
<td>• Probe, focusing on the fact that words often have various meanings. “In the UDHR, when the authors use the word universal, what meaning do they intend? Are they referring to the physical universe, planets, galaxies, etc.?”</td>
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<tr>
<td>• Invite students to turn and talk. Then have a few students share out. Drawing on their thinking to the extent possible, guide students to realize that the authors of the UDHR sought to emphasize that human rights have no exceptions.</td>
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<tr>
<td>• Point out to students the “al” ending in universal. “The al at the end of this word is a common way to signal an adjective. So universal describes human rights.”</td>
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### GRADE 5, MODULE 1: UNIT 1, LESSON 8

**SUMMARIZING COMPLEX IDEAS: COMPARING THE ORIGINAL UDHR AND THE “PLAIN LANGUAGE” VERSION**

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
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</table>
| • Ask students to revisit their definition of human rights that they began in Lesson 1. Ask 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 very full understanding of a word by considering it in depth across many days. | • When possible, provide text or materials found in students’ L1.  
• Provide ELLs bilingual word-for-word translation dictionaries or online translation sources such as Google Translate to assist with comprehension. |
### Grade 5, Module 1: Unit 1, Lesson 8

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

<table>
<thead>
<tr>
<th>Work Time</th>
<th>Meeting Students’ Needs</th>
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#### B. Word Choice and Meaning: Comparing the Original UDHR to the “Plain Language” Version (20 minutes)

- 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 on the planet 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 UDHR Plain Language Version (one per student). Ask students 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: Article 1, 2, 3, 6, 14, 16, 17, 20, 23, 25, and 26.
- Ask students to focus on 1 or 2 articles (likely the ones they became “experts” on in Lesson 7, but students may choose). Invite them to talk with a partner about the comparisons.
  * “What words are the same?”
  * “What words are different?”
- Ask students: “Do you think this Plain Language Version is better or worse than the original? Why?” Many students likely will say they like the plain language version is easier. (Students may even express frustration about why they didn’t get to read this easier document in the first place.) Some students may comment that they liked the original since 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: “What is gained in the Plain Language Version? In other words, how is it better?” Students Think-Pair-Share. During the sharing, probe students to provide examples of words or phrases from specific articles.
- Then ask: “What is lost in the Plain Language Version? In other words, how is it worse?” Students Think-Pair-Share. During the sharing, probe students 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.

- Consider partnering an ELL with a student who speaks the same L1, when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their L1.
- 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.
GRADE 5, MODULE 1: UNIT 1, LESSON 8
SUMMARIZING COMPLEX IDEAS: COMPARING THE ORIGINAL UDHR AND THE “PLAIN LANGUAGE” VERSION

### CLOSING AND ASSESSMENT

- Ask students to draw a line underneath their last journal entry and copy the question:
  - “What is gained in the Plain Language Version of the UHDR? What is lost?”
- Tell students 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. Which version of the UDHR do they think is “better”? Why?

### MEETING STUDENTS’ NEEDS

- 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

- 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?
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>Everyone can claim the following rights, despite - a different sex - a different skin colour - 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.</td>
</tr>
<tr>
<td>3</td>
<td>You have the right to live, and to live in freedom and safety.</td>
</tr>
<tr>
<td>4</td>
<td>Nobody has the right to treat you as his or her slave and you should not make anyone your slave.</td>
</tr>
<tr>
<td>5</td>
<td>Nobody has the right to torture you.</td>
</tr>
<tr>
<td>6</td>
<td>You should be legally protected in the same way everywhere, and like everyone else.</td>
</tr>
<tr>
<td>7</td>
<td>The law is the same for everyone; it should be applied in the same way to all.</td>
</tr>
<tr>
<td>8</td>
<td>You should be able to ask for legal help when the rights your country grants you are not respected.</td>
</tr>
<tr>
<td>9</td>
<td>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.</td>
</tr>
<tr>
<td>10</td>
<td>If you go on trial this should be done in public. The people who try you should not let themselves be influenced by others.</td>
</tr>
<tr>
<td></td>
<td>11</td>
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<tr>
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</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>
### Universal Declaration of Human Rights

**Plain Language Version**

<table>
<thead>
<tr>
<th>Number</th>
<th>Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>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.</td>
</tr>
<tr>
<td>22</td>
<td>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.</td>
</tr>
<tr>
<td>23</td>
<td>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.</td>
</tr>
<tr>
<td>24</td>
<td>Each work day should not be too long, since everyone has the right to rest and should be able to take regular paid holidays.</td>
</tr>
<tr>
<td>25</td>
<td>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.</td>
</tr>
<tr>
<td>26</td>
<td>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 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 the country they come from. Your parents have the right to choose how and what you will be taught at school.</td>
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<tr>
<td>27</td>
<td>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.</td>
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<td>28</td>
<td>So that your rights will be respected, there must be an ‘order’ which can protect them. This ‘order’ should be local and worldwide.</td>
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<tr>
<td>29</td>
<td>You have duties towards 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.</td>
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<td>30</td>
<td>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.</td>
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## GRADE 5, MODULE 1: UNIT 1, LESSON 9

### MAIN IDEAS IN INFORMATIONAL TEXT: ANALYZING A FIRSTHAND HUMAN RIGHTS ACCOUNT

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<td>A. Engaging the Reader (5 minutes)</td>
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</tr>
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<td>- Human Rights Challenged and Upheld in “Teaching Nepalis to Read, Plant, and Vote” recording form (begun) (to be completed in Lesson 10)</td>
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<td>A. First Read of Paragraphs 1–5: What Is This Firsthand Account About? (10 minutes)</td>
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<td>C. First and Second Read of Remaining Three Chunks of Text (20 minutes)</td>
<td>- Students’ annotated text of “Teaching Nepalis to Read, Plant, and Vote”</td>
</tr>
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<td>D. Third Read of Entire Text to Find Evidence of Human Rights Being Upheld or Challenged (continues in Lesson 10) (10 minutes)</td>
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</table>

### 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 explain the connections between people and events in “Teaching Nepalis to Read, Plant, and Vote”
- I can cite examples of where human rights were upheld or challenged in “Teaching Nepalis to Read, Plant, and Vote.”
- I can use context clues to help me determine the meaning of new words.

### Ongoing Assessment

- Students’ annotated text of “Teaching Nepalis to Read, Plant, and Vote”
- Human Rights Challenged and Upheld in “Teaching Nepalis to Read, Plant, and Vote” recording form (begun) (to be completed in Lesson 10)
# Main Ideas in Informational Text: Analyzing a Firsthand Human Rights Account

## Lesson Vocabulary
- evidence, cite, justify, human rights, firsthand accounts

## Materials
- Close Readers Do These Things anchor chart (from Lesson 1)
- “Teaching Nepalis to Read, Plant, and Vote” (one per student)
- Human Rights Challenged and Upheld recording form (1 per student)
### MAIN IDEAS IN INFORMATIONAL TEXT: ANALYZING A FIRSTHAND HUMAN RIGHTS ACCOUNT

#### OPENING

**A. Engaging the Reader (5 minutes)**
- **Read the first learning target aloud to students, circling or underlining the word explain.** Point out to students that today their 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 cite and firsthand accounts.** Discuss each word separately, inviting students to give synonyms for these words. Explain to students that they will be applying the concepts from the UDHR to firsthand accounts: real stories about real people. Circle or underline the words upheld and challenged. Invite students to turn and talk about what they think these two words mean. 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: upheld means that the promise is being “kept” and challenged means the promise is being broken.** Point out to students today that as they 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.
- **Read the third learning target aloud.** As they read, they will be looking for new words, as they did in the UDHR, to help them understand the meaning of text.
- **Ask students to briefly turn and talk to a partner “What are some of the human rights you remember from the UDHR?”**

#### MEETING STUDENTS’ NEEDS

- **ELL language acquisition can be facilitated by interacting 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.”**
A. First Read of Paragraphs 1–5: What Is This Firsthand Account About? (10 minutes)

- Distribute “Teaching Nepalis to Read, Plant, and Vote,” one per student. Tell students 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: very short, very hard bits of text. Today they will be reading longer text for the first time.
- Read the first four 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 so may require some different approaches. Point out that the steps they listed are not a “formula”: the main goal of a close read is to pay very careful attention to text, re-reading, and continuing to think about it more precisely.
- Encourage student 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.
- Have students turn and talk with a partner about their annotations and questions. As students talk in pairs, circulate to listen in, in order to gauge students’ understanding and 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: “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: “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 boy 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.”
- Ask students to repeat the same process with paragraphs 2–4:
  - Reread
  - Annotate for gist and ask clarifying questions
  - Return to the text to find answers

If needed and if possible, consider providing ELLs firsthand accounts in their L1 partnered with another student who speaks their L1.

As a scaffold, this longer text has been broken into sections. This models for students (and teachers) how to chunk text.

Struggling readers benefit from a clear purpose and narrowed focus. Consider numbering the paragraphs and asking struggling readers to focus in on one paragraph in each section that carries a great deal of meaning related to human rights: (paragraphs 2 or 3, paragraph 6, etc.)
### GRADE 5, MODULE 1: UNIT 1, LESSON 9

**MAIN IDEAS IN INFORMATIONAL TEXT: ANALYZING A FIRSTHAND HUMAN RIGHTS ACCOUNT**

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
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</table>
| * 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 to 4, and what questions remain and circulate to listen in, in order to gauge students’ understanding and 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 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.  
  • For example, 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. 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 reads. 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. |  
| • If needed and if possible, consider providing ELLs firsthand accounts in their L1 partnered with another student who speaks their L1.  
  • As a scaffold, this longer text has been broken into sections. This models for students (and teachers) how to chunk text.  
  • Struggling readers benefit from a clear purpose and narrowed focus. Consider numbering the paragraphs and asking struggling readers to focus in on one paragraph in each section that carries a great deal of meaning related to human rights: (paragraphs 2 or 3, paragraph 6, etc.) |
# GRADE 5, MODULE 1: UNIT 1, LESSON 9

## MAIN IDEAS IN INFORMATIONAL TEXT: ANALYZING A FIRSTHAND HUMAN RIGHTS ACCOUNT

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<tr>
<td><strong>B. Second Read of Paragraphs 1–5: Annotating for Vocabulary Related to Human Rights</strong> (10 minutes)</td>
<td>• If necessary, ask students to first focus on just one person in this story: Bishnu, Dinesh, or Ratna.</td>
</tr>
<tr>
<td>• 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 actually reread the UDHR. Today, the goal is to work with just the vocabulary in the context of this firsthand account and think about what words connect to human rights.</td>
<td>• Provide ELLs bilingual word-for-word translation dictionaries or online translation sources, such as Google Translate, to assist with comprehension.</td>
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<tr>
<td></td>
<td>• If students read a story in their L1, they can try talk about it in English with a partner.</td>
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<td></td>
<td>• When ELLs are asked to produce language, consider providing a sentence frame, sentence starter, or a cloze sentence to assist with language production and the structure required.</td>
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<tr>
<td></td>
<td>• 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.</td>
</tr>
<tr>
<td>• 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.</td>
<td>• ELLs may need to be reminded that the word <em>face</em> has multiple meanings. In this context, it means “deal with”.</td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
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<td>• 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, students should do this first individually, then talk with a partner about what they found.</td>
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<tr>
<td>• Circulate to listen in, gauging students’ understanding and patterns of clarity or confusion. After a few minutes, ask a few students to share out.</td>
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<td><strong>C. First and Second Read of Remainder of Text (15 minutes)</strong></td>
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<td>• 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.</td>
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<tr>
<td>• Repeat this cycle with the second section of text (paragraphs 5–7).</td>
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<tr>
<td>• Read aloud as students follow along.</td>
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<td>• Students to read for gist, ask clarifying questions, annotate, and then talk with a partner.</td>
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<tr>
<td>• Students reread, underlining words related to human rights, then talk with a partner.</td>
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<td>• Repeat again for section 3 (paragraphs 8–10) and section 4 (paragraphs 11–end)</td>
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D. Third Read of Entire Text to Find Evidence of Human Rights Being Upheld or Challenged (continues in Lesson 10) (10 minutes)

- Tell students that they will talk about this text more tomorrow, and that they will not have enough time in this lesson to answer all of the questions below fully. But ask them to begin to write in response to the following questions (See Supporting Materials, Human Rights Challenged and Upheld: “Teaching Nepalis to Read, Plant, and Vote” recording form):
  - “How are Bishnu, Dinesh, and Ratna related to each other?”
  - “Describe Bishnu’s childhood.”
  - “What (if any) human rights challenges did Bishnu, Dinesh, and Ratna face? Cite evidence from the text for your answer.”
  - “How did these three people respond to the challenges they faced? Cite evidence from the text for your answer.”
  - “Who helped to uphold human rights? How? Cite evidence from the text for your answer.”

- Collect students’ recording forms, which likely will be quite incomplete at this point. Use these as an ongoing assessment to gauge their understanding of this text. Remember that students will work with the text again in Lesson 10, so it is fine if their understanding is emerging or incomplete at this point.
# Grade 5, Module 1: Unit 1, Lesson 9

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

### Closing and Assessment

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<td>• Consider allowing students to draw their observations, ideas, or notes when appropriate.</td>
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<td>• Ask students to think on their own, and then share with a partner, in response to this prompt: “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.”</td>
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<td>• Using the <strong>Fist to Five protocol</strong>, have students show their mastery of the learning targets, noting any 0 to 3s. Make sure to touch base with students who did not seem to master the learning targets.</td>
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### Homework

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<td>• Go back through the text and make 3 to 5 flashcards from the new vocabulary you learned today.</td>
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<td>• Put the word on one side and the definition you learned in class on the other. Talk with someone at home about what they read. If possible, discuss with that person: “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.</td>
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GRADE 5, MODULE 1: UNIT 1, LESSON 9
Human Rights Challenged and Upheld in “Teaching Nepalis to Read, Plant, and Vote”
(Recording form: begun in Lesson 9, completed in Lesson 10)

Name: 
Date: 

How are Bishnu, Dinesh, and Ratna related to each other?

Describe Bishnu’s childhood.
GRADE 5, MODULE 1: UNIT 1, LESSON 9

Human Rights Challenged and Upheld in “Teaching Nepalis to Read, Plant, and Vote”
(Recording form: begun in Lesson 9, completed in Lesson 10)

What (if any) human rights challenges did Bishnu, Dinesh, and Ratna face? Cite evidence from the text for your answer.

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

How did these three people respond to the challenges they faced? Cite evidence from the text for your answer.

________________________________________________________________________

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In paragraph 6, it states: “This really inspired Dinesh to follow in his father’s footsteps as a champion of education.” What does the word *champion* mean in this context?
### 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**

#### LONG-TERM TARGETS ADDRESSED (BASED ON NYSP12 ELA CCLS)

<table>
<thead>
<tr>
<th>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</th>
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<tbody>
<tr>
<td>I can explain important connections between people, events, or ideas in an informational text accurately. (RI.5.3)</td>
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<tr>
<td>I can choose evidence from informational texts to support analysis, reflection, and research. (RI.5.9)</td>
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#### 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
- Human Rights Challenged and Upheld in “Teaching Nepalis to Read, Plant, and Vote” (begun in Lesson 9, completed in Lesson 10)

#### AGENDA

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

#### TEACHING NOTES

- In advance: prepare two envelopes for each small group: evidence strips and UDHR article strips (see Supporting Materials, below)
- 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 on the end of Unit 1 assessment and throughout Units 2 and 3 when they study *Esperanza Rising.*
# 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

<table>
<thead>
<tr>
<th>LESSON VOCABULARY</th>
<th>MATERIALS</th>
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| determine, clues, text, annotate, cite, justify, human rights, firsthand accounts | • Anchor charts of 11 UDHR articles (from Lesson 7)  
• Colored markers and tape (by each of the 11 anchor charts)  
• UDHR note-catcher (from Lesson 1, 6, 7, 8)  
• “Teaching Nepalis to Read, Plant, and Vote” (complete text, from Lesson 9)  
• Envelopes (two per small group)  
• Evidence strips from “Teaching Nepalis to Read, Plant, and Vote” (for each group: one envelope of evidence strips)  
• UDHR article strips (For each group: one envelope of 10 articles, cut into strips, preferably on different color paper than the evidence strips)  
• Document camera  
• Students’ partially completed Human Rights Challenged and Upheld recording forms (from Lesson 9) |
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

<table>
<thead>
<tr>
<th>OPENING</th>
<th>MEETING STUDENTS’ NEEDS</th>
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<tr>
<td><strong>A. Revisiting 11 Articles from the UDHR (5 minutes)</strong></td>
<td>• ELL language acquisition can be facilitated by interacting with native speakers of English who provide models of language.</td>
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<tr>
<td>• Post the anchor charts of 11 UDHR articles around the room. Place a colored marker and some tape by each chart.</td>
<td>• 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.</td>
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<tr>
<td>• 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: “What is this article mostly about? If you had to give it nickname, what would you call it?” Give students 3 to 4 minutes to talk. Invite them to add their thinking to the chart for their Article. Invite a few groups to share out, to check for understanding. Then ask students to return to their seats, where they will continue “nicknaming” the articles.</td>
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</table>
MAIN IDEAS IN INFORMATIONAL TEXT: ANALYZING A FIRSTHAND HUMAN RIGHTS ACCOUNT
FOR CONNECTIONS TO SPECIFIC ARTICLES OF THE UDHR

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<tr>
<td><strong>A. Summarizing: “Nicknaming” 11 UDHR Articles (10 minutes)</strong></td>
<td>• If needed and if possible, consider providing ELLs firsthand accounts in their L1 partnered with another student who speaks their L1.</td>
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<td>• 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 be practicing “citing examples”: finding specific passages in the text to prove a point. The main focus of today is to find specific connections between this firsthand account and the UDHR students have been studying throughout Unit 1.</td>
<td>• As a scaffold, this longer text has been broken into sections. This models for students (and teachers) how to chunk text.</td>
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<tr>
<td>• Ask students to briefly turn and talk to a partner about today’s learning target. How will they go deeper with this text today?</td>
<td>• 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.).</td>
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<tr>
<td>• Ask students to locate their <strong>UDHR note-catcher</strong> (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.</td>
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<tr>
<td>• As students work, circulate to listen in and support as needed. This is also a good time to distribute to each group two envelopes: <strong>evidence strips and UDHR article strips.</strong></td>
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### MAIN IDEAS IN INFORMATIONAL TEXT: ANALYZING A FIRSTHAND HUMAN RIGHTS ACCOUNT
FOR CONNECTIONS TO SPECIFIC ARTICLES OF THE UDHR

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**B. Sorting Evidence: Relating Specific Passages in “Teaching Nepalis to Read, Plant, and Vote” to UDHR Articles (15 minutes)**

- Ask students to briefly turn and talk to a partner about what they remember from “Teaching Nepalis to Read, Plant, and Vote,” the firsthand account they read in Lesson 9.
- Direct students’ attention to the two envelopes on their table. Explain: “Yesterday, when we read this firsthand account twice, many of you were referring to specific passages in the text to explain your thinking. That is something good readers do. Today, we are going to continue practicing that skill. Specifically, we will be thinking about how particular passages in this firsthand account relate to the articles from the UDHR that we have been studying.”
- Invite students to open both envelopes and orient themselves to the contents.
- Tell students: “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.”
- “What human right was being challenged? What human right was being upheld?” Write these questions where all students can see them.
- Briefly model using the doc cam, as students watch. “For example, here is an evidence strip that says: ‘Back then, parents arranged to have their children married very young.’ I remember there is a UDHR article about marriage. I nicknamed it ‘right to marry.’ Here it is: Article 16. I’m going to put this strip there, because it sounds like he didn’t get to choose his own wife, his parents chose for him. I think his human rights were violated.”
- Tell students that they should take turns reading the evidence strips out loud. Then as a group they should discuss which UDHR article that evidence belong with.
- Emphasize that many of the evidence strips could be matched with more than one of the UDHR articles. There is not always a single right answer. Students need to provide reasons why they matched a piece of evidence with a given UDHR article.
- 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: “Why did you match that piece of evidence with that article from the UDHR?” “Explain your thinking.” “Tell me more.”
  When you hear students providing reasons or details, give them specific praise. “I love how you’re not just putting those two strips together, but that you explained why that evidence relates to that UDHR article.”
- If necessary, ask students to first focus on just one person in this story: Bishnu, Dinesh, or Ratna.
- When ELLs are asked to produce language, consider providing a sentence frame, sentence starter, or a cloze sentence to assist with language production and the structure required. For example: “This piece of evidence is about ______. It relates to this article of the UDHR because__________.”
### 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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<td><strong>C. Discussion: Supporting a Point of View with Text-Based Evidence (15 minutes)</strong>&lt;br&gt;  • After 10–15 minutes, ask students to pause. Compliment them on strong comments they made.&lt;br&gt;  • Tell students that now they should find a partner in their group, and choose just one evidence strip they feel like they really understand.&lt;br&gt;  • Invite them to take that sentence strip and go back to the anchor chart for the UDHR they think it relates to. Ask students to tape their piece of evidence onto the anchor chart, and then write in an explanation: “This piece of evidence shows that this human right was upheld/challenged because . . .”</td>
<td>• Consider providing a sentence frame, sentence starter, or a 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 ________________.”</td>
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<tr>
<td><strong>D. Opinion Writing: What Human Right Was Upheld or Challenged? (15 minutes)</strong>&lt;br&gt;  Return students’ Human Rights Challenged and Upheld recording form (partially completed in Lesson 9)&lt;br&gt;  • 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 much time they have spent reading, writing, and talking. Encourage them to now capture that thinking on paper.&lt;br&gt;  • Circulate to support as needed.&lt;br&gt;  • Collect students’ completed Human Rights Challenged and Upheld recording form.</td>
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## CLOSING AND ASSESSMENT

**A. Debrief (5 minutes)**
- Ask students to think on their own, and then share with a partner, in response to this prompt: “How did working with the evidence strips help you understand this firsthand account?”
- Tell students that tomorrow in their End of Unit assessment they will have a chance to again practice closely reading a firsthand account and supporting their point of view with evidence. They will read a new firsthand account and relate it to an Article from the UDHR.

## MEETING STUDENTS’ NEEDS
- Consider allowing students to draw their observations, ideas, or notes when appropriate.

## HOMEWORK

- 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.

## MEETING STUDENTS’ NEEDS
GRADE 5, MODULE 1: UNIT 1, LESSON 10
Evidence Strips from “Teaching Nepalis to Read, Plant, and Vote” by Lesley Reed

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

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.
GRADE 5, MODULE 1: UNIT 1, LESSON 10
Evidence Strips from “Teaching Nepalis to Read, Plant, and Vote” by Lesley Reed

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:
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. 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 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.
(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 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.
(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 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.
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 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.
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.
GRADE 5, MODULE 1: UNIT 1, LESSON 11
END OF UNIT 1 ASSESSMENT: ON-DEMAND ANALYSIS OF A HUMAN RIGHTS ACCOUNT

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 “From Kosovo to the United States.”
• I can explain how specific articles of the UDHR relate to this firsthand account.

ONGOING ASSESSMENT

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

AGENDA

1. Opening
   A. Engaging the Reader (5 minutes)
   B. Vocabulary Review: Quiz-Quiz-Trade (10 minutes)
2. Work Time
   A. End of Unit 1 Assessment: On-demand Analysis of a Human Rights Account (35 minutes)
3. Closing and Assessment
   A. Debrief (10 minutes)

TEACHING NOTES

• From Kosovo to the United States” is a challenging text. Consider having ELLs or struggling readers read through section 1 (paragraph 15), ending with “They gave us blankets and even diapers for my two little cousins.”
### LESSON VOCABULARY
- support, provide, conclusions, implications, facts, human rights, evidence, violations, analysis, quotes

### MATERIALS
- “From Kosovo to the United States” (one per student)
- End of Unit 1 Assessment (one per student)

### OPENING
#### A. Engaging the Reader (5 minutes)
- Say: “For the past two weeks, we have been studying human rights. We learned new vocabulary words, read closely the UDHR and firsthand accounts of human rights stories from around the world. Now we are going to put all of that new knowledge to use by writing an essay about human rights.”
- Read the learning targets, circling or underlining the words analysis, support, facts, provide, and evidence. 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.
- Modeling the protocol with your own fingers gives students a visual reference. Consider having a visual chart for the meaning of each level from Fist to Five.

#### B. Vocabulary Review: Quiz-Quiz-Trade (10 minutes)
- Following the Quiz-Quiz-Trade strategy in the Vocabulary strategies document, have students review their vocabulary words on their flash cards. Circulate while students are playing making sure that they are using academic vocabulary as well as domain-specific vocabulary and that they are defining and using words correctly. Take the opportunity to reteach words if necessary.
- Reviewing academic vocabulary assists all students developing academic language.
- ELL language acquisition can be facilitated by interacting with native speakers of English who provide models of language.
### A. End of Unit 1 Assessment: On-demand Analysis of a Human Rights Account (35 minutes)

- 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 students that they have also been practicing reading and analyzing text. Today is an opportunity for them to show what they know. Encourage them.
- Distribute “From Kosovo to the United States” and the End of Unit 3 assessment.
- Read the instructions aloud and make sure students understand the criteria for success.
- Do NOT preview the text with students. Point out to students that there is some basic background information about Kosovo at the top of the page. Encourage them to use their background knowledge to figure out other unfamiliar words from context, and also not to worry too much about all the names of foreign places.
- Remind them of the resources they may use: the UDHR, their UDHR note-catcher, their vocabulary flash cards, and their notes/journals.

### WORK TIME

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<tr>
<td>• ELLs may use bilingual dictionaries and translators.</td>
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<tr>
<td>• ELLs may be provided extended time to complete the writing task. ELLS are provided extended time on NY state exams.</td>
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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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<th>CLOSING AND ASSESSMENT</th>
<th>MEETING STUDENTS’ NEEDS</th>
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<tr>
<td><strong>A. Debrief (10 minutes)</strong></td>
<td>For students needing additional supports, providing a sentence stem already written on the sticky note allows students who have difficulty writing to still participate in a timely fashion.</td>
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<tr>
<td>• Ask students to form a circle as a class. Go around the circle, with each student filling in the blanks to this sentence when it is their turn: “I used to think human rights were ________. Now I know human rights are __________.” Allow every student to share out loud.</td>
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<th>HOMEWORK</th>
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<td>• None</td>
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“From Kosovo to the United States,” Isau Ajeti (as told to Blanche Gosselin)

Basic Background:

- Kosovo is a region in southeastern Europe.
- Ethnic Albanians are the largest ethnic group in Kosovo.
- NATO is the North Atlantic Treaty Organization. NATO soldiers are often sent to countries to help.

The article “From Kosovo to the United States,” by Isau Ajeti (as told to Blanche Gosselin, is available to New York State educators free at the online resource www.novelny.org. We are seeking permission to share this article electronically. The direct link to the material is as follows: http://web.ebscohost.com.dmvgateway.nysed.gov/ehost/detail?vid=7&hid=122&sid=9d93be60-5241-455e-b908-507b430575240sessionmgr114&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=prh&AN=13048068
The article “From Kosovo to the United States,” by Isau Ajeti (as told to Blanche Gosselin, is available to New York State educators free at the online resource www.novelny.org. We are seeking permission to share this article electronically. The direct link to the material is as follows: http://web.ebscohost.com.dmvgateway.nysed.gov/ehost/detail?vid=7&hid=122&sid=9d93bc60-5241-455c-b908-507b4305752d%40sessionmgr114&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=prh&AN=13048068
End of Unit 1 Assessment: On-demand Analysis of a Human Rights Account

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. Annotate the text and ask yourself clarifying questions. Then answer the questions below. Be sure to give specific facts, details, or examples from Isau's account and from the UDHR so readers can understand your explanation clearly.

Criteria for Success:
- Writing focuses on specific rights as defined in the UDHR
- Minimum of three facts or details from the personal account referenced
- Minimum of at least one direct quote from the UDHR
- Vocabulary about human rights used appropriately
- Correct definition of human rights

Answer the questions below. When you are finished, turn in your answers and your annotated text.

1. Why did Isau Ajeti leave Kosovo in 1999?

2. Describe what Isau saw and heard on the day he left Kosovo in 1999. Be specific.
3. How did Isau and his family get from Kosovo to Macedonia?

4. What specific human rights challenges did Isau and his family face? State the article(s) of the UDHR that connect to these challenges. Be sure to give specific evidence from both the UDHR and from the Isau’s firsthand account to support your answer.

5. How did Isau and his family respond to the challenges they faced? Cite evidence from his firsthand account for your answer.

6. What specific human rights were upheld? Who helped Isau and his family, and how did they help? State the article(s) of the UDHR that connect. Be sure to cite specific evidence from both the UDHR and Isau’s firsthand account for your answer.