



EXPEDITIONARY  
LEARNING

# Grade 5: Module 1

## Overview



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

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

### Guiding Questions And Big Ideas

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

### Performance Task

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



**Content Connections**

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

**NYS Social Studies Core Curriculum**

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



NYSP12 CCLS Assessed in this Module: Reading—Literature	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what a text says using quotes from the text.</li> <li>• I can make inferences using quotes from text.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine a theme based on details in the text.</li> <li>• I can summarize a literary text</li> </ul>
<ul style="list-style-type: none"> <li>• RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</li> </ul>	<ul style="list-style-type: none"> <li>• I can compare and contrast literary elements using details from the text (two or more characters' points of view, settings, events).</li> </ul>
<ul style="list-style-type: none"> <li>• RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the meaning of literal and figurative language (metaphors and similes) in text.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.5.5. Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain how a series of chapters, scenes of stanzas fit together to create a larger literary text.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe how a narrator's point of view influences the description of events</li> </ul>
<ul style="list-style-type: none"> <li>• RL.5.11 Recognize, interpret, and make connections in narratives, poetry and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make connections between texts and ideas to comprehend what I read (RL.5.11)</li> </ul>



<b>NYSP12 CCLS Assessed in this Module: Reading – Informational Text</b>	<b>Long-Term Learning Targets</b>
<ul style="list-style-type: none"><li>RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li></ul>	<ul style="list-style-type: none"><li>I can explain what a text says using quotes from the text.</li><li>I can make inferences using quotes from the text.</li></ul>
<ul style="list-style-type: none"><li>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li></ul>	<ul style="list-style-type: none"><li>I can determine the main idea(s) of an informational text based on key details.</li><li>I can summarize an informational text.</li></ul>
<ul style="list-style-type: none"><li>RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</li></ul>	<ul style="list-style-type: none"><li>I can explain important connections between people, events, or ideas in a historical, scientific, or technical text accurately.</li><li>I can support my explanation using specific details in the text.</li></ul>
<ul style="list-style-type: none"><li>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</li></ul>	<ul style="list-style-type: none"><li>I can determine the meaning of academic words or phrases in an informational text.</li><li>I can determine the meaning of content words or phrases in an informational text.</li></ul>



<p><b>NYSP12 CCLS Assessed in this Module: Reading – Foundational Skills</b></p>	<p><b>Long-Term Learning Targets</b></p>
<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>• Read grade-level text with purpose and understanding.</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• I can read fifth-grade level texts accurately and fluently to make meaning.</li> <li>• I can read fifth-grade texts with purpose and understanding.</li> <li>• I can read fifth-grade texts with fluency.</li> <li>• I can use clues in the text to check my accuracy.</li> <li>• I can reread to make sure that what I'm reading makes sense.</li> </ul>
<p><b>NYSP12 CCLS Assessed in this Module: Writing</b></p>	<p><b>Long-Term Learning Targets</b></p>
<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>• Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>• Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the 6+1 traits to write informative/explanatory texts.</li> <li>• I can write an informative/explanatory text that has a clear topic.</li> <li>• I can group supporting facts together about a topic in an informative/explanatory text.</li> <li>• I can use text, formatting, illustrations, and multi-media to support my topic.</li> <li>• I can develop the topic with facts, definitions, details, and quotations.</li> <li>• I can use linking words and phrases to connect ideas within categories of information (e.g., in contrast, especially).</li> <li>• I can use contextually specific language/vocabulary to inform or explain about a topic.</li> <li>• I can construct a concluding statement or section of an informative/explanatory text.</li> </ul>



<b>NYSP12 CCLS Assessed in this Module: Writing</b>	<b>Long-Term Learning Targets</b>
<p>W.5-3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>• Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>• Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>• Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>• Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>• Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	<p>I can use the 6+1 traits to write narrative texts.</p> <ul style="list-style-type: none"> <li>• I can introduce the narrator/characters of my narrative.</li> <li>• I can organize events in an order that makes sense in my narrative.</li> <li>• I can use dialogue and descriptions to show the actions, thoughts, and feelings of my characters.</li> <li>• I can use transitional words, phrases, and clauses to show passage of time in a narrative text.</li> <li>• I can use sensory details to describe experiences and events precisely.</li> <li>• I can write a conclusion to my narrative.</li> </ul>
<p>W.5-4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>I can produce clear and coherent writing that is appropriate to task, purpose, and audience.</p>
<p>W.5-5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>I can use the writing process to produce clear and coherent writing (with support).</p>



<p><b>NYSP12 CCLS Assessed in this Module: Writing</b></p>	<p><b>Long-Term Learning Targets</b></p>
<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>Apply grade 5 reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].”)</li> <li>Apply grade 5 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].”)</li> </ul>	<p>I can choose evidence from fifth-grade literary or informational texts to support analysis, reflection and research.</p> <ul style="list-style-type: none"> <li>(e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].”)</li> <li>(e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].”)</li> </ul>
<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>I can write for a variety of reasons.</p>
<p><b>NYSP12 CCLS Assessed in this Module: Speaking and Listening</b></p>	<p><b>Long-Term Learning Targets</b></p>
<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>	<p>I can effectively engage in a discussion with my peers.</p> <ul style="list-style-type: none"> <li>I can prepare myself to participate in discussions.</li> <li>I can follow our crew norms when I participate in a conversation.</li> <li>I can ask questions so I’m clear about what is being discussed.</li> <li>I can connect my questions to what others say.</li> <li>I can explain what I understand about the topic being discussed.</li> </ul>





<b>NYSP12 CCLS Assessed in this Module: Speaking and Listening</b>	<b>Long-Term Learning Targets</b>
<p>SL-5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate.</p>
<b>NYSP12 CCLS Assessed in this Module: Language</b>	<b>Long-Term Learning Targets</b>
<p>L-5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>• Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</li> <li>• Use verb tense to convey various times, sequences, states, and conditions.</li> <li>• Recognize and correct inappropriate shifts in verb tense.*</li> <li>• Use correlative conjunctions (e.g., either/or, neither/nor).</li> </ul>	<p>I can use conventions to send a clear message to my reader.</p> <ul style="list-style-type: none"> <li>• I can what conjunctions, prepositions, and interjections are and how they're used in sentences.</li> <li>• I can use the perfect verb tenses. (e.g., I had walked; I have walked; I will have walked)</li> <li>• I can use verb tense to convey various times, sequences, states, and conditions.</li> <li>• I can identify an inappropriate shift in verb tense.</li> <li>• I can correct an inappropriate shift in verb tense.</li> <li>• I can use correlative conjunctions. (e.g., either/or, neither/nor)</li> </ul>
<p>L-5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• Use punctuation to separate items in a series.*</li> <li>• Use a comma to separate an introductory element from the rest of the sentence.</li> <li>• Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</li> <li>• Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>• Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>	<p>I can use conventions to send a clear message to my reader.</p> <ul style="list-style-type: none"> <li>• I can use punctuation to separate items in a series.</li> <li>• I can use a comma to separate an introductory word or phrase from the rest of the sentence.</li> <li>• I can use a comma to set off the words yes and no (e.g., Yes, thank you).</li> <li>• I can use a comma to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?).</li> <li>• I can use a comma to indicate direct address (e.g., Is that you, Steve?).</li> <li>• I can use underlining, quotation marks, or italics to indicate titles of works.</li> <li>• I can spell grade-appropriate words correctly.</li> <li>• I can consult reference materials to check and correct my spelling.</li> </ul>



NYS P12 CCLS Assessed in this Module: Language		Long-Term Learning Targets
<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>• Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ul>	<p>I can my knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>• I can use a variety of sentence structures in my writing.</li> <li>• I can compare and contrast the varieties of English (e.g., dialects, registers) used in different kinds of texts (e.g., stories, dramas, poems).</li> </ul>	<p>I can use a variety of strategies to read grade appropriate words and phrases I don't know.</p> <ul style="list-style-type: none"> <li>• I can use what the text says (e.g., cause/effect relationships and comparisons in text) to help me understand the meaning of a word or phrase.</li> <li>• I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. (e.g., photograph, photosynthesis)</li> <li>• I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine or clarify the pronunciation and meaning of key words and phrases.</li> </ul>
<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>• Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</li> <li>• Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>	<p>I can analyze the meaning of figurative language.</p> <ul style="list-style-type: none"> <li>• I can interpret the meaning of simple similes in context.</li> <li>• I can interpret the meaning of simple metaphors in context.</li> <li>• I can explain the meaning of common idioms.</li> <li>• I can explain the meaning of common adages.</li> <li>• I can explain the meaning of common proverbs.</li> <li>• I can use relationships between words (synonyms, antonyms, and homographs) to help me understand words.</li> </ul>	<p>I can analyze the meaning of figurative language.</p> <ul style="list-style-type: none"> <li>• I can interpret the meaning of simple similes in context.</li> <li>• I can interpret the meaning of simple metaphors in context.</li> <li>• I can explain the meaning of common idioms.</li> <li>• I can explain the meaning of common adages.</li> <li>• I can explain the meaning of common proverbs.</li> <li>• I can use relationships between words (synonyms, antonyms, and homographs) to help me understand words.</li> </ul>
<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Interpret figurative language, including similes and metaphors, in context.</li> <li>• Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>• Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>	<p>I can analyze the meaning of figurative language.</p> <ul style="list-style-type: none"> <li>• I can interpret the meaning of simple similes in context.</li> <li>• I can interpret the meaning of simple metaphors in context.</li> <li>• I can explain the meaning of common idioms.</li> <li>• I can explain the meaning of common adages.</li> <li>• I can explain the meaning of common proverbs.</li> <li>• I can use relationships between words (synonyms, antonyms, and homographs) to help me understand words.</li> </ul>	<p>I can analyze the meaning of figurative language.</p> <ul style="list-style-type: none"> <li>• I can interpret the meaning of simple similes in context.</li> <li>• I can interpret the meaning of simple metaphors in context.</li> <li>• I can explain the meaning of common idioms.</li> <li>• I can explain the meaning of common adages.</li> <li>• I can explain the meaning of common proverbs.</li> <li>• I can use relationships between words (synonyms, antonyms, and homographs) to help me understand words.</li> </ul>



<b>NYSP12 CCLS Assessed in this Module: Language</b>	<b>Long-Term Learning Targets</b>
<p>L-5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>I can accurately use fifth-grade academic vocabulary to express my ideas.</p>
<p><b>Central Texts</b></p>	
<p>Pam Muñoz Ryan, <i>Esperanza Rising</i> (New York: Scholastic, 2002) ISBN: 978-0-439-12042-5.</p>	
<p>United Nations Office of the High Commissioner for Human Rights, <i>Universal Declaration of Human Rights</i>, adopted and proclaimed by General Assembly resolution 217 A (III) of 10 December 1948, from <a href="http://www.un.org/events/humanrights/2007/.../declaration%20_eng.pdf">www.un.org/events/humanrights/2007/.../declaration%20_eng.pdf</a> (last accessed June 18, 2012)</p>	
<p>Aaron Shepard, <i>Readers On Stage</i> (Shepard Publications, 2004); ISBN 978-0-938497-21-9.</p>	



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



Week		Instructional Focus	Long-Term Targets	Assessments
<b>Unit 2: Esperanza's Story</b>				
<b>Weeks 3-6 (18 sessions)</b>	<ul style="list-style-type: none"> <li>Connecting information with literature: building background knowledge about Mexican immigration, California, and the Great Depression</li> <li>Point of view in a literary text and learning new vocabulary</li> <li>Figurative language and themes in <i>Esperanza Rising</i></li> </ul>	<ul style="list-style-type: none"> <li>I can use quotes to explain the meaning of a literary text. (RL.5.1)</li> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can summarize an informational text. (RI.5.2)</li> <li>I can explain how a series of chapters, scenes, or stanzas fit together to create a larger literary text. (RL.5.3)</li> <li>I can determine the meaning of literal and figurative language (metaphors and similes). (RL.5.4)</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 2 Assessment: Analyzing Sections of <i>Esperanza Rising</i> on My Own (RL.5.1, RL.5.2, RL.5.3, and RL.5.4)</li> </ul>	
	<ul style="list-style-type: none"> <li>Blending informational text with literature: Should the farm workers in <i>Esperanza Rising</i> go on strike?</li> <li>Gathering evidence to create a two-voice poem</li> </ul>	<ul style="list-style-type: none"> <li>I can explain important connections between people, events, or ideas in a historical text accurately. (RL.5.3)</li> <li>I can use quotes to support my inferences in literary texts. (RL.5.1)</li> <li>I can determine the meaning of literal and figurative language (metaphors and similes). (RL.5.4)</li> <li>I can describe how a narrator's point of view influences the description of events. (RL.5.6)</li> </ul>		
	<ul style="list-style-type: none"> <li>Planning, writing critiques, reflection, and revision</li> </ul>	<ul style="list-style-type: none"> <li>I can make inferences using quotes from text. (RL.5.1)</li> <li>I can determine a theme based on details in a literary text. (RL.5.2)</li> <li>I can summarize a literary text. (RL.5.2)</li> <li>I can compare and contrast literary elements using details from the text (two or more characters' points of view, settings, events). (RL.5.3)</li> <li>I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)</li> <li>With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)</li> <li>I can choose evidence from literary or informational texts to support analysis, reflection and research. (W.5.9)</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 2 Assessment: Comparing and Contrast How Two Characters Respond to Challenges (RL.5.1, RL.5.2, RL.5.3, W.5.2, W.5.4, W.5.5, and W.5.9)</li> </ul>	



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 3: Writing Real Stories of Human Rights</b>  <b>Weeks 7-8</b> <b>(12 sessions)</b>	<ul style="list-style-type: none"> <li>Narratives as Theater, Part I: what is Readers Theater?</li> <li>Narratives as Theater, Part II: Esperanza Rising, from novel to script</li> <li>Performing Readers Theater: Esperanza Rising from novel to script</li> </ul>	<ul style="list-style-type: none"> <li>I can explain what a text says using quotes from the text. (RL.5.1)</li> <li>I can make inferences using quotes from text. (RL.5.1)</li> <li>I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4)</li> <li>I can explain how a series of chapters, scenes, or stanzas fit together to create a larger literary text. (RL.5.5)</li> <li>I can describe how a narrator's point of view influences the description of events. (RL.5.6)</li> <li>I can compare and contrast stories in the same genre for approach to theme and topic. (RL.5.9)</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 3 Assessment: Evaluating the Strengths and Limitations of a Novel versus a Script (RL.5.1, RL.5.4, RL.5.5, RL.5.6 and RL.5.9)</li> </ul>
<ul style="list-style-type: none"> <li>Identifying Theme: connecting passages from <i>Esperanza Rising</i> to human rights</li> <li>Drafting individual Readers Theater scripts for a specific scene</li> <li>Our group Readers Theater: refining group scripts and practicing performance</li> </ul>	<ul style="list-style-type: none"> <li>I can determine a theme based on details in the text. (RL.5.2)</li> <li>I can explain how a series of chapters, scenes of stanzas fit together to create a larger literary text. (RL.5.5)</li> <li>I can write narrative texts about real or imagined experiences or events. (W.5.3)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)</li> <li>I can document what I learn about a topic by sorting evidence into categories. (W.5.8)</li> <li>I can choose evidence from literary or informational texts to support analysis, reflection and research. (W.5.9)</li> <li>I can write for a variety of reasons. (W.5.10)</li> <li>I can recognize the differences between different types of narrative (poetry, drama, or other texts) and their connections to larger concepts such as culture and personal experiences. (W.5.11)</li> <li>I can effectively engage in a discussion with my peers. (SL.5.1)</li> <li>I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate. (SL.5.6)</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 3 Assessment: Readers Theater Script Section (W.5.3, W.5.4, and W.5.9)</li> <li>End of Unit 3/Final Performance Task: Human Rights Readers Theater (W.5.3, W.5.4, W.5.5, W.5.10, and W.5.11)</li> </ul>	



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# **Grade 5: Module 1 Assessment Overview**



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

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





**Mid-unit 2 Assessment**

**Analyzing Sections of Esperanza Rising on My Own**

This on-demand assessment centers on standard NYS ELA CCLS RL.5.1, RL.5.2, RL.5.3, and RL.5.4. Students will have read a chapter of *Esperanza Rising* for homework, and will demonstrate their ability to analyze complex text independently. They will analyze the challenges Esperanza faces and how she responds, citing textual evidence. They will also respond to questions regarding academic vocabulary and figurative language. This is a reading assessment: the purpose is for students to demonstrate their ability to analyze literature in general, and Chapter 9 of *Esperanza Rising* specifically. This Mid-Unit 2 Assessment is not intended to formally assess students' writing. Most students will write their responses, in which case it may also be appropriate to assess students on W.5.9. However, if necessary, students may dictate their answers to an adult.

**End of unit 2 Assessment**

**On-Demand Analytical Essay about How Esperanza Changes Over Time**

This assessment centers on standards NYS ELA CCLS RL.5.1, RL.5.2, W.5.2, W.5.4, W.5.5, and W.5.9. Students will write an essay in which they explain how Esperanza changes over time. Specifically, they will analyze Esperanza's growth and development by comparing how she responds to events earlier and later in the novel. Each student will select the two or three key events that best support his/her analysis of Esperanza's growth and development.

**Mid-unit 3 Assessment**

**Evaluating a Novel versus a Script**

This assessment centers on standard NYS ELA CCLS RL.5.1, RL.5.4, RL.5.5, RL.5.6, and RL.5.9. Students will reread a passage from *Esperanza Rising* and a scene from a Readers Theater written by Pam Muñoz Ryan. They will compare and contrast the texts using a Venn diagram and then answer text-dependent questions using evidence from both texts in their answers.

**End of unit 3 Assessment**

**Individual Scene of a Readers Theater Script**

This on-demand assessment centers on standards NYSP12 ELA CCLS W.5.3, W.5.4, and W.5.9. Students will write their best draft of their narrative (in the form of a scene of a Readers Theater script). The focus is on showing the connection between one article of the Universal Declaration of Human Rights and selected passages from *Esperanza Rising*, in order to demonstrate characters' experiences with human rights challenges and how they overcame those challenges.



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# Grade 5: Module 1

## Performance Task



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GRADE 5: MODULE 1: PERFORMANCE TASK  
Readers Theater Script and Performance of Scenes  
from *Esperanza Rising*

**Summary of Task**

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

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

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

**Format**

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

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

**Standards Assessed Through This Task**

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



**Student-Friendly Writing Invitation/Task Description**

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

**Key Criteria For Success (Aligned With NYSP12 ELA CCLS)**

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



### Options For Students

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

### Options For Teachers

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

### Resources and Links

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



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# Grade 5: Module 1: Unit 1 Overview



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

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

### Guiding Questions And Big Ideas

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

### Mid-Unit 1 Assessment

#### Human Rights Vocabulary and Common Prefixes

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



### End of Unit 2 Assessment

#### On-Demand Analysis of a Human Rights Account

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

### Content Connections

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

### NYS Social Studies Core Curriculum

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

### Central Texts

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





Secondary Texts

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



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

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
<b>Lesson 1</b>	Getting Ready to Learn about Human Rights: Close Reading of Article 1 of the Universal Declaration of Human Rights (UDHR)	<ul style="list-style-type: none"> <li>I can effectively engage in a discussion with my peers. (SL.5.1)</li> <li>I can summarize portions of a text when reading or listening to information being presented. (SL.5.2)</li> <li>I can determine the meaning of content words or phrases in an informational text. (RI.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can follow our class norms when I participate in a discussion.</li> <li>I can determine words I know and words I don't know.</li> <li>I can summarize Article 1 of the UDHR.</li> </ul>	<ul style="list-style-type: none"> <li>Human Rights Thinking Charts</li> <li>Exit ticket</li> </ul>
<b>Lesson 2</b>	Building Background: A Short History of Human Rights	<ul style="list-style-type: none"> <li>I can effectively engage in a discussion with my peers. (SL.5.1)</li> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can explain important connections between people, events, or ideas in an informational text accurately. (RI.5.3)</li> </ul>	<ul style="list-style-type: none"> <li>I can use text and visual images to help me understand human rights.</li> <li>I can follow our class norms when I participate in a conversation.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Group anchor charts</li> <li>Annotated texts</li> <li>Student journals</li> <li>Exit tickets</li> </ul>



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

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
<b>Lesson 3</b>	Vocabulary: Human Rights	<ul style="list-style-type: none"> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can use a variety of strategies to read grade appropriate words and phrases I don't know. (L.5.4)</li> <li>I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)</li> <li>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can use context clues to help me determine the meaning of words.</li> <li>I can draw visuals to represent human rights vocabulary words.</li> <li>I can write to help me deepen my understanding about human rights.</li> </ul>	<ul style="list-style-type: none"> <li>Students' annotated copies of "A Short History of the UDHR" (homework from Lesson 2)</li> <li>Students' annotated texts "Background on the UDHR"</li> <li>Vocabulary sketches (on flash cards)</li> </ul>
<b>Lesson 4</b>	Close Reading: The Introduction to the Universal Declaration of Human Rights	<ul style="list-style-type: none"> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can explain important connections between people, events, or ideas in a historical, scientific, or technical text accurately. (RI.5.3)</li> <li>I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)</li> <li>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</li> <li>I can use a variety of strategies to read grade-appropriate words and phrases I don't know. (L.5.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can use context clues to help me determine the meaning of words.</li> <li>I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means.</li> <li>I can determine the main ideas of the introduction to the Universal Declaration of Human Rights (UDHR) by reading closely.</li> </ul>	<ul style="list-style-type: none"> <li>Students' annotated copies of the UDHR</li> <li>Exit tickets</li> </ul>



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

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
<b>Lesson 5</b>	Mid-Unit 1 Assessment: Human Rights Vocabulary and Common Prefixes	<ul style="list-style-type: none"> <li>I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. (L.5.4)</li> <li>I can accurately use academic vocabulary to express my ideas. (L.5.6)</li> <li>I can write for a variety of reasons. (W.5.10)</li> </ul>	<ul style="list-style-type: none"> <li>I can use strategies to determine the correct meaning of vocabulary words related to human rights.</li> <li>I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means.</li> <li>I can use human rights vocabulary words correctly in my writing.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to the UDHR note-catcher (from Lesson 4)</li> <li>Mid-Unit 1 Assessment: Human Rights Vocabulary and Common Prefixes (L.5.4, L.5.6, and W.5.10)</li> </ul>
<b>Lesson 6</b>	Close Reading: “Unpacking” Specific Articles of the UDHR	<ul style="list-style-type: none"> <li>I can effectively engage in a discussion with my peers. (SL.5.4b)</li> <li>I can determine the main ideas of an informational text based on key details (RI.5.2)</li> <li>I can make inferences using quotes from the text. (RI.5.1)</li> <li>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</li> <li>I can explain important connections between people, events, or ideas in a historical, scientific, or technical text accurately. (RI.5.3)</li> </ul>	<ul style="list-style-type: none"> <li>I can follow our class norms when I participate in a discussion.</li> <li>I can summarize Articles 2 and 3 of the UDHR.</li> <li>I can use context clues to help me determine the meaning of words.</li> <li>I can visualize what the authors of the UDHR wanted for all people (found in Articles 2 and 3).</li> </ul>	<ul style="list-style-type: none"> <li>UDHR note-catchers (for Articles 2 and 3)</li> <li>Anchor charts (for Articles 2 and 3)</li> </ul>



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

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
<b>Lesson 7</b>	Close Reading: Becoming Experts on Specific Articles of the UDHR	<ul style="list-style-type: none"> <li>I can effectively engage in a discussion with my peers. (SL.5.1b)</li> <li>I can determine the main ideas of an informational text based on key details (RI.5.2)</li> <li>I can make inferences using quotes from the text (RI.5.1)</li> <li>I can explain important connections between people, events, or ideas in a historical, scientific, or technical text accurately. (RI.5.3)</li> </ul>	<ul style="list-style-type: none"> <li>I can follow our class norms when I participate in a discussion.</li> <li>I can summarize articles of the UDHR (choices: 6, 14, 16, 17, 20, 23, 25, or 26).</li> <li>I can use context clues to help me determine the meaning of words.</li> <li>I can visualize what the authors of the UDHR wanted for all people.</li> </ul>	<ul style="list-style-type: none"> <li>UDHR articles anchor charts</li> <li>Exit ticket</li> </ul>
<b>Lesson 8</b>	Summarizing Complex Ideas: Comparing the Original UDHR and the “Plain Language” Version	<ul style="list-style-type: none"> <li>I can use quotes to explain the meaning of informational texts. (RI.5.1)</li> <li>I can compare and contrast multiple accounts of the same event or topic (RI.5.6)</li> <li>I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. (L.5.4)</li> <li>I can write for a variety of reasons (W.5.10)</li> </ul>	<ul style="list-style-type: none"> <li>I can skim and scan the original UDHR looking for repeated words.</li> <li>I can explain why certain words in the original UDHR are repeated.</li> <li>I can compare the original UDHR, the Plain Language version, and my own summaries of specific UDHR articles, by focusing on specific word choice.</li> <li>I can skim and scan the original UDHR looking for repeated words.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary flash cards baggies</li> <li>UDHR rewrites</li> <li>Opinion writing (journal entry)</li> </ul>



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

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
<b>Lesson 9</b>	Main Ideas in Informational Text: Analyzing a Firsthand Human Rights Account	<ul style="list-style-type: none"> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can explain important connections between people, events, or ideas in an informational text accurately. (RI.5.3)</li> <li>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the connections between people and events in "Teaching Nepalis to Read, Plant, and Vote."</li> <li>I can use context clues to help me determine the meaning of new words.</li> </ul>	<ul style="list-style-type: none"> <li>Students' annotated text of "Teaching Nepalis to Read, Plant, and Vote"</li> </ul>
<b>Lesson 10</b>	Main Ideas in Informational Text: Analyzing a Firsthand Human Rights Account for Connections to Specific Articles of the UDHR	<ul style="list-style-type: none"> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can explain important connections between people, events, or ideas in an informational text accurately. (RI.5.3)</li> <li>I can choose evidence from informational texts to support analysis, reflection, and research. (RI.5.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can cite examples of where human rights were upheld or challenged in "Teaching Nepalis to Read, Plant, and Vote."</li> <li>I can explain how specific articles of the UDHR relate to this firsthand account.</li> </ul>	<ul style="list-style-type: none"> <li>Annotated text of "Teaching Nepalis to Read, Plant, and Vote" (begun in Lesson 9, completed in Lesson 10)</li> </ul>



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

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
<b>Lesson 11</b>	End of Unit 1 Assessment: On-Demand Analysis of a Human Rights Account	<ul style="list-style-type: none"> <li>I can explain what a text says using quotes from the text. (RI.5.1)</li> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can explain important connections between people, events, or ideas in an informational text accurately. (RI.5.3)</li> <li>I can choose evidence from informational texts to support analysis, reflection, and research. (RI.5.9)</li> <li>I can choose evidence from literary or informational texts to support analysis, reflection and research. (W.5.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can cite examples of where human rights were upheld or challenged in "From Kosovo to the United States."</li> <li>I can explain how specific articles of the UDHR relate to this firsthand account.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 1 Assessment: On-Demand Analysis of a Human Rights Account (RI.5.1, RI.5.2, RI.5.3, RI.5.9, and W.5.9)</li> </ul>



**Optional: Experts, Fieldwork, And Service**

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

**Optional: Extensions**

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





**EXPEDITIONARY  
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# **Grade 5: Module 1: Unit 1**

## **Recommended Texts**



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Unit 1 builds students background about human rights and the Universal Declaration of Human Rights. The list below includes works with a range of Lexile® text measures on this topic. This provides appropriate independent reading for each student to help build content knowledge.

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

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

**Common Core Band Level Text Difficulty Ranges:**  
(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

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

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



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



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



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

## **Getting Ready To Learn About Human Rights**

### **Close Reading of Article 1 of the Universal Declaration of Human Rights (UDHR)**



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

- I can effectively engage in a discussion with my peers. (SL.5.1)
- I can summarize portions of a text when reading or listening to informational being presented. (SL.5.2)
- I can determine the meaning of content words or phrases in an informational text. (RI.4)

**Supporting Learning Targets**

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

**Ongoing Assessment**

- Human Rights Thinking Charts
- Exit ticket

**Agenda**

- Opening
  - Engaging the Reader: Thinking about the Words “Human” and “Rights” (10 minutes)
  - Check In (5 minutes)
- Work Time
  - Text Structure: Scanning the UDHR (5 minutes)
  - Introducing Close Reading: Article 1 of the UDHR (15 minutes)
  - Begin Close Reading Anchor Chart (10 minutes)
  - Return to Key Concept: Thinking about “Human Rights” (10 minutes)
- Closing and Assessment
  - Debrief (5 minutes)
- Homework

**Teaching Notes**

- This opening series of lessons is designed to help students begin to think about what it means to read closely and the many ways that good readers attempt to figure out word meanings. You may want to carefully study the assessment in Lesson 5 to understand how to best use time in these opening lessons. The goal in these opening lessons is not for students to fully understand the UDHR, but to begin to build background knowledge about this important document while also gaining confidence with challenging texts and word solving/learning strategies.
- Students work with a UDHR note-catcher in this lesson. This note-catcher includes selected articles of the UDHR and, in some instances, selected sections of a particular article (to focus students on the concepts most relevant to this module).
- You may want to ask students to keep a pocket folder in their desks or cubbies for this module. They will receive many handouts that are used across multiple lessons.
- Some vocabulary is not academic or domain-specific, and students may benefit from instruction or review: *fist, struggle, compliment, group*.
- This lesson includes many simple protocols or “routines” that support collaborative work.
- Review: Fist to Five, Write-Pair-Share, Say Something, and Gallery Walk protocols (see Appendix 1).
- Post: Learning targets.



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



Opening

**A. Engaging the Reader: Thinking about the Words “Human” and “Rights” (10 minutes)**

- Make sure 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 about the importance of learning targets: They help students know what they are expected to learn and do during a lesson. Tell them you will be asking them to check in throughout the lesson about how they think they are doing with the learning targets.
  - Underline or circle the word *follow*. Ask students to give you synonyms for that word and write these under or over the word *follow*. Listen for: “do what you’re supposed to,” “obey.” Repeat for *participate* (“do,” “join in,” “be part of”).
  - 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 describe what something means.”
  - Place students in groups of four and give each group a large piece of chart paper and one colored marker. Have students write the words “Human” and “Rights” in large letters either at the top or in the middle of their chart paper. Instruct students to talk first, then to use just one color and write or draw the meanings of the words “human” and “rights.”
  - Remind students to pay close attention to the class norms as they work. As groups work, circulate and remind them of the norms as needed.

*Note: If you have not established class norms for group work, do so before continuing this lesson. Suggested norms include “look at and listen to the person speaking,” “take turns speaking so that everyone has a chance,” “respect each other’s ideas,” “ask questions so that you understand each other.”*

Meeting Students’ Needs

- Consider letting struggling students draw small pictures or images that represent words. This helps them process language even when they cannot read the words.
- Asking students what they *think* they know encourages them to stay open to new thinking.





<b>Opening</b>	<b>Meeting Students' Needs</b>
<p><b>B. Check In (5 minutes)</b></p> <ul style="list-style-type: none"><li>• After about 10 minutes, refocus students whole group. Use the Fist to Five protocol to have students rate how they did attending to the first learning target. Ask students to indicate with their fist if they did not attend to the class norms at all, or five fingers if they attended to all class norms consistently. They can choose to show one to four fingers to indicate that their attention to norms was somewhere in between.</li><li>• Then have students rate their group. If many ratings are below four, review the norms.</li></ul>	<ul style="list-style-type: none"><li>• Consider partnering an ELL with a student who speaks the same home language when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their home language.</li><li>• Modeling the protocol with your own fingers gives students a visual of what you are asking for. Consider having a visual chart for the meaning of each level of Fist to Five.</li></ul>



Work Time

Meeting Students' Needs

**A. Text Structure: Scanning the UDHR (5 minutes)**

- Distribute copies of the Universal Declaration of Human Rights to each student and display it on a document camera or interactive white board.
- Say: "This is a really cool primary source called the Universal Declaration of Human Rights, sometimes called the UDHR. We will learn more about this document in the next few days. Look it over. What do you notice about the way this document is structured or laid out on this page?"
- Do NOT explain the content of the text; simply give students a moment to get oriented and notice how the document is structured.
- If needed, tell your students what a *primary source* is. The Library of Congress describes primary sources as the "raw materials of history." They are original documents and objects that were created during a specific time period.
- Ask students to turn and talk about what they notice about how this document is set up on the page. Call on a few to share some of the things they have noticed. Highlight the areas that students point out, writing their thoughts in the margins of the document. Listen for: "introduction/preamble," "numbered list," "short paragraphs," etc.
- Tell them that you will discuss how this text is set up, or the "text structure," more throughout the unit.
- Ask students if they noticed another way that the document identifies the numbered paragraphs. Listen for a student to point out that there are 30 articles.
- Say: "The Universal Declaration of Human Rights has 30 different articles, or specific sections. Each article identifies a different right, or claim, about something that the people who wrote this document believe should be true for all human beings. Over the next few days, we will be looking closely at some of these rights or claims."
- Write on your interactive white board or document camera: "Articles in the UDHR are claims about things that the authors of this document believe should be true for all human beings."

- When possible and beneficial, provide text or materials in ELLs home language. This can help them understand materials presented in English. Copies of the UDHR in various languages can be found at: [www.ohchr.org/EN/UDHR/Pages/SearchByLang.aspx](http://www.ohchr.org/EN/UDHR/Pages/SearchByLang.aspx).



Work Time	Meeting Students' Needs
<p><b>B. Introducing Close Reading: Article 1 of the UDHR (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to turn and talk about what claims they think the authors of the UDHR might make about things that should be true for all human beings.</li> <li>• Invite a spokesperson for each group to share their initial ideas. They might suggest things like: “right to safety,” “right to travel,” etc. Let this list be emergent at this point; students will have several weeks to delve into this.</li> <li>• Have students store their copies of the complete UDHR in their folders.</li> <li>• Distribute and display the UDHR Note-catcher. Ask students to share what they notice about the note-catcher. Listen for: “There are four boxes,” “Some of the articles from the primary source are listed here,” “There is a row for each article,” “There are bolded words in the article,” etc. Tell students they will work on understanding some of the articles from the UDHR with this note-catcher.</li> <li>• Read Article 1 aloud twice, with students following along (this promotes fluency). Do not explain the text.</li> <li>• Have students think silently, and then turn and tell a partner what they think this first article might mean. Ask them to share their thinking with the class.</li> <li>• Ask students to talk to their partners about the words they know and the words they don’t know from the first article. Ask them to circle words they aren’t sure of. They will likely circle <i>dignity</i>, <i>endowed</i>, and <i>conscience</i>.</li> <li>• See if any students know these words. If not, since these words are difficult to determine from context, tell them the meaning of these words. Write simple definitions on the interactive white board or document camera:           <ul style="list-style-type: none"> <li>* <i>dignity</i> = the state of being valued and worthy of respect</li> <li>* <i>endowed</i> = given</li> <li>* <i>conscience</i> = an inner sense of right and wrong</li> </ul> </li> <li>• If students circle <i>brotherhood</i>, prompt them to try to figure out the meaning from context:           <ul style="list-style-type: none"> <li>* “We know what brothers are—two boys with the same parents. Have you heard other meanings of the word <i>brother</i>, though?”</li> <li>* “Have you heard groups of people called brothers? When? Why? So what might a <i>brotherhood</i> be?”</li> </ul> </li> <li>• Tell students that to understand difficult text, good readers almost always have to read it more than once, especially after they have learned more about the words in the text.</li> <li>• Ask students to reread just the first sentence of Article 1, focusing on words or phrases that might help them determine what claim the authors of the UDHR are making about what should be true for all people. Have students underline no more than two or three pivotal words and share them with a partner. Ask a few students to share and have class members give a thumbs-up if they chose the same word(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Narrowing the number of questions students focus on helps those who have difficulty processing and transferring a lot of language at once.</li> <li>• Increase interactions with vocabulary in context. This increases the rate of vocabulary acquisition for ELLs.</li> <li>• Allowing students who struggle with language to just contribute to the discussion orally or providing a scribe for them to dictate to ensures they are active participants.</li> <li>• 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.</li> </ul>



**Work Time (continued)**

**Meeting Students' Needs**

- Invite a student who underlined the phrase “born free and equal” to explain why he or she chose that phrase. Listen for a response such as: “This makes me think that everyone is equal when they are born. *Equal* means we should be treated with the same respect and have the same rights.”
- Tell students to read and talk about Article 1 again, looking for and thinking about words that may help them determine the right that the article is referring to.
- Have students reread the entire article aloud, inserting the synonyms/phrases that you put on the displayed copy above or below the original words on their note-catcher.
- Ask students if they feel more certain about the first right the authors of the UDHR believe all people should have. Ask them to try to say the meaning of this first article in their own words in the second column of the note-catcher.
- Ask students to picture in their mind what it would look like if Article 1 was turned into a picture. Have a student share his or her visualization. (For example, a student might visualize people holding hands in *brotherhood* or draw two or more people with an = sign in front of them to show that all people are equal.)
- Invite students to share their visualization with a partner and then sketch that image in the third column. Their drawing will help them remember what Article 1 refers to. Tell them it does not matter how good their sketch is; the drawing will help them remember the main meaning.
- Repeat the process for the fourth column of the note-catcher, visualizing what “breaking the promise” of Article 1 might look like. Have students store the note-catchers in their folders.



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



**Work Time**

**D. Return to Key Concept: Thinking about “Human Rights” (10 minutes)**

- Ask students to return to the chart they started where they wrote about the words “human” and “rights.” Ask them to think now about the phrase “human rights.” They should think and talk about all that they read and talked about today. Say: “We learned about one thing that the authors of the UDHR claim should be true for all people, a ‘right.’ Why do you think they needed to write a document like this? Why should we pay attention to human rights? Write your ideas on your chart.”

**Meeting Students’ Needs**

- All students developing academic language will benefit from direct instruction of academic vocabulary.
- Students who need additional supports may benefit from partially filled-in graphic organizers. An example can be found at the end of this lesson.



<b>Closing and Assessment</b>	<b>Meeting Students' Needs</b>
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>Using the Fist to Five protocol, ask students to rate themselves on meeting each learning target: following class norms during discussions, identifying words they know and don't know, and putting Article 1 of the UDHR in their own words.</li><li>Ask students to complete an exit ticket on a sticky note:<ul style="list-style-type: none"><li>* "The authors of the UDHR claim that all people are ..."</li></ul></li><li>Collect this to check on students' thinking.</li></ul>	<ul style="list-style-type: none"><li>Providing the learning targets written individually for students who have difficulty processing information on the board allows them to stay focused. An example can be found at the end of this lesson.</li><li>Students can share in triads or with partners if you have many students for whom sharing out in front of everyone is difficult.</li><li>Providing a sentence stem already written on the sticky note allows students who have difficulty writing to participate in a timely fashion.</li></ul>
<b>Homework</b>	<b>Meeting Students' Needs</b>
<ul style="list-style-type: none"><li>Choose an independent reading book related to the topic of this unit (see recommended texts).</li></ul> <p><i>Note: Each unit in this module is accompanied by an extensive list of books at a variety of reading levels. Students should use the library to obtain book(s) about the topics under study at their independent reading level. These books should be used in a variety of ways: as independent and partner reading in the classroom whenever time allows, as read-alouds by the teacher to entice students into new books, and as an ongoing homework expectation.</i></p>	<ul style="list-style-type: none"><li>Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recording. In addition, the site <a href="http://www.novelnewyork.org">www.novelnewyork.org</a> 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.</li></ul>



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

## Supporting Materials

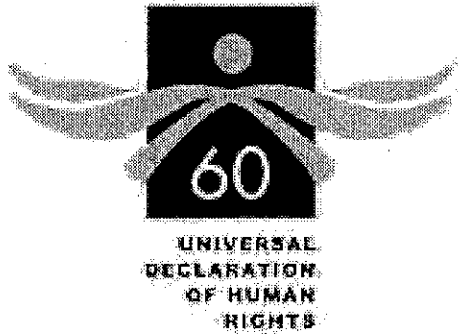


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Dignity and justice for all of us



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

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

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

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

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

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,  
Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,  
Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,  
Whereas it is essential to promote the development of friendly relations between nations,  
Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have

determined to promote social progress and better standards of life in larger freedom,  
Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,  
Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,  
Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Source: United Nations.



**Article 1.**

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

**Article 2.**

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

**Article 3.**

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

**Article 4.**

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

**Article 5.**

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

**Article 6.**

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

**Article 7.**

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

**Article 8.**

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

**Article 9.**

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

**Article 10.**

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

**Article 11.**

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

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

**Article 12.**

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

**Article 13.**

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

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

**Article 14.**

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

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



**Article 15.**

- (1) Everyone has the right to a nationality.
- (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

**Article 16.**

- (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- (2) Marriage shall be entered into only with the free and full consent of the intending spouses.
- (3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

**Article 17.**

- (1) Everyone has the right to own property alone as well as in association with others.
- (2) No one shall be arbitrarily deprived of his property.

**Article 18.**

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

**Article 19.**

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

**Article 20.**

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

**Article 21.**

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

**Article 22.**

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

**Article 23.**

- (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

**Article 24.**

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



**Article 25.**

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

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

**Article 26.**

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

**Article 27.**

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

**Article 28.**

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

**Article 29.**

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

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

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

**Article 30.**

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

United Nations Department of Public Information

For more information

[www.ohchr.org/english/issues/education/training/udhr.htm](http://www.ohchr.org/english/issues/education/training/udhr.htm) [www.un.org/cyberschoolbus/humanrights/index.asp](http://www.un.org/cyberschoolbus/humanrights/index.asp)

Source: United Nations.



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



Article	Paraphrase or Summary (in your own words)	Sketch: An example of "keeping the promise" of this Article (Draw what it looks like.)	Sketch: An example of "breaking the promise" of this Article (Draw what is does NOT look like.)
<p><b>Article 6</b> Everyone has the right to recognition everywhere as a person before the law.</p>			
<p><b>Article 14</b> (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.</p>			
<p><b>Article 16</b> (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.</p>			

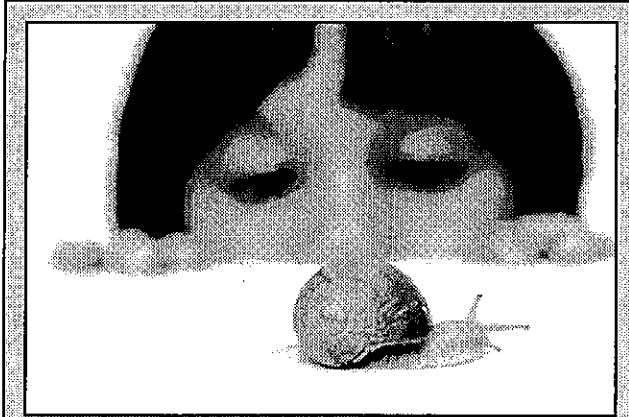


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<p><b>Article 17</b> (1) Everyone has the right to own property alone as well as in association with others. (2) No one shall be arbitrarily deprived of his property.</p>			
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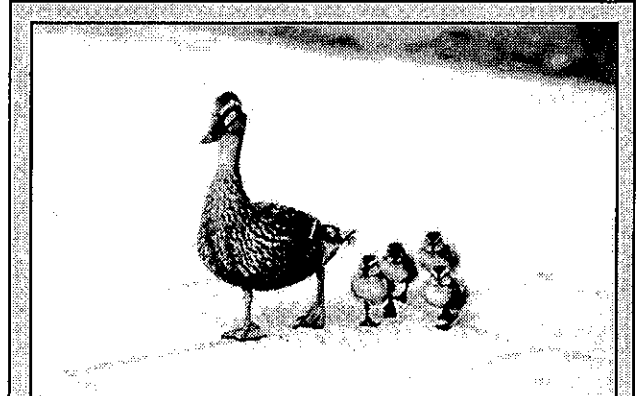


Article	Paraphrase or Summary (in your own words)	Sketch: An example of “keeping the promise” of this Article (Draw what it looks like.)	Sketch: An example of “breaking the promise” of this Article (Draw what is does NOT look like.)
<p>Article 25 (1) Everyone has the right to a standard of living adequate 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.</p>			
<p>Article 26 (1) Everyone has the right to an education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made available, and higher education shall be equally accessible to all on the basis of merit.</p>			





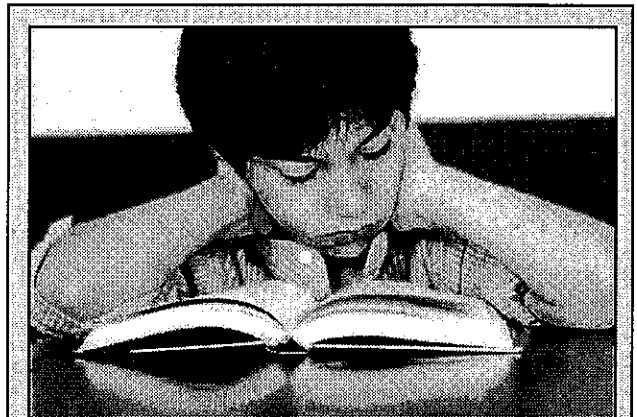
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