EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 1
Overview

What are human rights? Why do we have them, and how are they protected? This unit is designed to help students build knowledge about these questions while simultaneously building their ability to read challenging text closely. Students begin this unit by exploring human rights themes through images and key vocabulary. They then will analyze selected articles from the Universal Declaration of Human Rights (UDHR) through a series of close reading text-dependent tasks and questions, discussions, and writing. They will explore the history of the development and language of universal human rights documents, developing skills to determine the meaning of words and phrases. The Mid-Unit 1 Assessment will be an on-demand quiz of academic vocabulary from the UDHR. Students then will examine firsthand accounts of people's experiences with human rights. This unit culminates with on demand writing, in which they analyze a firsthand account and explain how a family's rights were challenged and how the family responded. Students will cite direct textual evidence to support their claims.

Guiding Questions And Big Ideas

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

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

End of Unit 2 Assessment	**On-Demand Analysis of a Human Rights Account** This assessment addresses standards NYS ELA CCLS RI.5.1, RI.5.2, RI.5.3, RI.5.9, and W.5.9. Students will independently read and annotate another firsthand human rights account. They will then respond in an on-demand format to specific questions that require them to synthesize their learning from this unit and refer directly to both the UDHR and the firsthand account. Students will read 'From Kosovo to the United States,' the firsthand account of Isau Ajet and ask clarifying questions and annotate the text as needed. Then they will respond to a series of questions about the text: what human rights challenges Isau faced, how he responded, and what human rights were upheld. Questions will require students to define human rights as described in the UDHR, to relate Isau's challenges to specific Articles in the UDHR, and to give specific facts, details, or examples from Isau's account so readers can understand their point of view and reasons clearly.

Content Connections

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

NYS Social Studies Core Curriculum

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

Central Texts

1. United Nations Office of the High Commissioner for Human Rights, Universal Declaration of Human Rights, adopted and proclaimed by General Assembly Resolution 217 A (III) of December 10, 1948.

2. United Nations, Universal Declaration of Human Rights: Plain Language Version. www.un.org/cyberschoolbus/humanrights/resources/plain.asp (last accessed August 6, 2012).

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

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

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 1	Getting Ready to Learn about Human Rights: Close Reading of Article 1 of the Universal Declaration of Human Rights (UDHR)	• I can effectively engage in a discussion with my peers. (SL.5.1) • I can summarize portions of a text when reading or listening to information being presented. (SL.5.2) • I can determine the meaning of content words or phrases in an informational text. (RI.4)	• 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.	• Human Rights Thinking Charts • Exit ticket
Lesson 2	Building Background: A Short History of Human Rights	• I can effectively engage in a discussion with my peers. (SL.5.1) • I can determine the main idea(s) of an informational text based on key details. (RI.5.2) • I can explain important connections between people, events, or ideas in an informational text accurately. (RI.5.3)	• I can use text and visual images to help me understand human rights. • I can follow our class norms when I participate in a conversation. • I can explain some of the main events that relate to the history of the Universal Declaration of Human Rights (UDHR) by making a human timeline with my peers.	• Group anchor charts • Annotated texts • Student journals • Exit tickets

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

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 3	Vocabulary: Human Rights	• I can determine the main idea(s) of an informational text based on key details. (RI.5.2) • I can use a variety of strategies to read grade appropriate words and phrases I don't know. (RL.5.4) • I can determine the meaning of academic words or phrases in an informational text. (RI.5.4) • I can determine the meaning of content words or phrases in an informational text. (RI.5.4)	• I can use context clues to help me determine the meaning of words. • I can draw visuals to represent human rights vocabulary words. • I can write to help me deepen my understanding about human rights.	• Students' annotated copies of "A Short History of the UDHR" (homework from Lesson 2) • Students' annotated texts "Background on the UDHR" • Vocabulary sketches (on flash cards)
Lesson 4	Close Reading: The Introduction to the Universal Declaration of Human Rights	• I can determine the main idea(s) of an informational text based on key details. (RI.5.2) • I can explain important connections between people, events, or ideas in a historical, scientific, or technical text accurately. (RI.5.3) • I can determine the meaning of academic words or phrases in an informational text. (RI.5.4) • I can determine the meaning of content words or phrases in an informational text. (RI.5.4) • I can use a variety of strategies to read grade-appropriate words and phrases I don't know. (L.5.4)	• I can use context clues to help me determine the meaning of words. • I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. • I can determine the main ideas of the introduction to the Universal Declaration of Human Rights (UDHR) by reading closely.	• Students' annotated copies of the UDHR • Exit tickets

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

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 5	Mid-Unit 1 Assessment: Human Rights Vocabulary and Common Prefixes	• I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. (L.5.4) • I can accurately use academic vocabulary to express my ideas. (L.5.6) • I can write for a variety of reasons. (W.5.10)	• I can use strategies to determine the correct meaning of vocabulary words related to human rights. • I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. • I can use human rights vocabulary words correctly in my writing.	• Introduction to the UDHR note-catcher (from Lesson 4) • Mid-Unit 1 Assessment: Human Rights Vocabulary and Common Prefixes (L.5.4, L.5.6, and W.5.10)
Lesson 6	Close Reading: "Unpacking" Specific Articles of the UDHR	• I can effectively engage in a discussion with my peers. (SL.5.1b) • I can determine the main ideas of an informational text based on key details (RI.5.2) • I can make inferences using quotes form the text. (RI.5.1) • I can determine the meaning of content words or phrases in an informational text. (RI.5.4) • I can explain important connections between people, events, or ideas in a historical, scientific, or technical text accurately. (RI.5.3)	• I can follow our class norms when I participate in a discussion. • I can summarize Articles 2 and 3 of the UDHR. • I can use context clues to help me determine the meaning of words. • I can visualize what the authors of the UDHR wanted for all people (found in Articles 2 and 3).	• UDHR note-catchers (for Articles 2 and 3) • Anchor charts (for Articles 2 and 3)

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

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 7	Close Reading: Becoming Experts on Specific Articles of the UDHR	• I can effectively engage in a discussion with my peers. (SL.5.1b) • I can determine the main ideas of an informational text based on key details (RI.5.2) • I can make inferences using quotes form the text (RI.5.1) • I can explain important connections between people, events, or ideas in a historical, scientific, or technical text accurately. (RI.5.3)	• I can follow our class norms when I participate in a discussion. • I can summarize articles of the UDHR (choices: 6, 14, 16, 17, 20, 23, 25, or 26). • I can use context clues to help me determine the meaning of words. • I can visualize what the authors of the UDHR wanted for all people.	• UDHR articles anchor charts • Exit ticket
Lesson 8	Summarizing Complex Ideas: Comparing the Original UDHR and the "Plain Language" Version	• I can use quotes to explain the meaning of informational texts. (RI.5.1) • I can compare and contrast multiple accounts of the same event or topic (RI.5.6) • I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. (L.5.4) • I can write for a variety of reasons (W.5.10)	• I can skim and scan the original UDHR looking for repeated words. • I can explain why certain words in the original UDHR are repeated. • I can compare the original UDHR, the Plain Language version, and my own summaries of specific UDHR articles, by focusing on specific word choice. • I can skim and scan the original UDHR looking for repeated words.	• Vocabulary flash cards baggies • UDHR rewrites • Opinion writing (journal entry)

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

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 9	Main Ideas in Informational Text: Analyzing a Firsthand Human Rights Account	• I can determine the main idea(s) of an informational text based on key details. (RI.5.2) • I can explain important connections between people, events, or ideas in an informational text accurately. (RI.5.3) • I can determine the meaning of content words or phrases in an informational text. (RI.5.4)	• I can explain the connections between people and events in "Teaching Nepalis to Read, Plant, and Vote." • I can use context clues to help me determine the meaning of new words.	• Students' annotated text of "Teaching Nepalis to Read, Plant, and Vote"
Lesson 10	Main Ideas in Informational Text: Analyzing a Firsthand Human Rights Account for Connections to Specific Articles of the UDHR	• I can determine the main idea(s) of an informational text based on key details. (RI.5.2) • I can explain important connections between people, events, or ideas in an informational text accurately. (RI.5.3) • I can choose evidence from informational texts to support analysis, reflection, and research. (RI.5.9)	• I can cite examples of where human rights were upheld or challenged in "Teaching Nepalis to Read, Plant, and Vote." • I can explain how specific articles of the UDHR relate to this firsthand account.	• Annotated text of "Teaching Nepalis to Read, Plant, and Vote" (begun in Lesson 9, completed in Lesson 10)

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

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 11	End of Unit 1 Assessment: On-Demand Analysis of a Human Rights Account	• I can explain what a text says using quotes from the text. (RI.5.1) • I can determine the main idea(s) of an informational text based on key details. (RI.5.2) • I can explain important connections between people, events, or ideas in an informational text accurately. (RI.5.3) • I can choose evidence from informational texts to support analysis, reflection, and research. (RI.5.9) • I can choose evidence from literary or informational texts to support analysis, reflection and research. (W.5.9)	• I can cite examples of where human rights were upheld or challenged in "From Kosovo to the United States." • I can explain how specific articles of the UDHR relate to this firsthand account.	• End of Unit 1 Assessment: On-Demand Analysis of a Human Rights Account (RI.5.1, RI.5.2, RI.5.3, RI.5.9, and W.5.9)

Optional: Experts, Fieldwork, And Service

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

Optional: Extensions

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