

Lesson 4: Introducing the Universal Declaration of Human Rights



CCS Standards

- **RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- **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.
 - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
 - c. 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.



Daily Learning Targets

- I can determine the gist and the meaning of unfamiliar words and phrases in Article 3 of the Universal Declaration of Human Rights. (RI.5.4, L.5.4)
- I can make connections between *Esperanza Rising* and the Universal Declaration of Human Rights. (RL.5.1, RI.5.1)

Ongoing Assessment

- Annotated Article 3 of the UDHR for gist and unfamiliar vocabulary (RI.5.4, L.5.4)
- UDHR article numbers on sticky notes in student copies of *Esperanza Rising* (RL.5.1, RI.5.1)

Agenda

1. Opening

- A. Launching Vocabulary Logs (10 minutes)
- B. Reviewing Learning Targets (10 minutes)

2. Work Time

- A. Back-to-Back and Face-to-Face: Reviewing Homework Questions (5 minutes)
- B. Introducing the UDHR (15 minutes)
- C. Introducing the Simplified Version of the UDHR (10 minutes)

3. Closing and Assessment

A. Making Connections between the UDHR and “Las Uvas” (10 minutes)

4. Homework

A. Continue to add symbols to your simplified version of the UDHR.

B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A, students are given vocabulary logs, and identifying the meaning of unfamiliar vocabulary is a big focus of the lesson (RL.5.4, L.5.4). Students will use the logs to collect new academic and topical vocabulary words in lessons and during independent reading.
- By reviewing homework questions in this lesson, students are held accountable for their homework and reminded of what happened in that chapter of the novel. This helps to provide a purpose for introducing the UDHR (RL.5.1).
- In Opening B, students receive an affix list to refer to throughout the rest of the year when determining the meaning of unfamiliar vocabulary (L.5.4b, L.5.4c). Consider laminating this resource for students, as it will be referred to frequently.
- Students are introduced to the UDHR through Article 3 and a video that outlines the story of human rights. They read Article 3 for gist and to determine the meaning of unfamiliar vocabulary (RI.4.5, L.5.4).
- Students are given their own student-friendly copy of the Universal Declaration of Human Rights for reference throughout the module, and they add symbols to the articles to help them remember what each article is about. They then make connections between “Las Uvas” and articles of the UDHR (RL.5.1, RI.5.1).
- Please note that the term *threatened* has been used on the anchor chart rather than *violated*, as this is applicable to more events and situations; however, where human rights have been violated, for example with the death of Papa in this chapter, it is important to recognize this.
- This lesson is the second in a series of three that include built-out instruction for the use of Goal 1 Conversation Cues to promote productive and equitable conversation (adapted from Michaels, Sarah and O'Connor, Cathy. *Talk Science Primer*. Cambridge, MA: TERC, 2012. http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf. Based on Chapin, S., O'Connor, C., and Anderson, N. [2009]. *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K–6*. Second Edition. Sausalito, CA: Math Solutions Publications). As the modules progress, Goal 2, 3, and 4 Conversation Cues will be gradually introduced. Goal 1 Conversation Cues encourage all students to talk and be understood. Consider providing students with a thinking journal or scrap paper.
- Students practice their fluency in this lesson by following along and reading silently in their heads as the teacher reads Article 3 of the UDHR aloud during Work Time B.

- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to human rights. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

How it builds on previous work:

- In the previous lesson, students read pages 4–22, “Las Uvas,” of *Esperanza Rising* and were introduced to the historical setting of the novel. In this lesson, they begin to consider the threats to human rights in “Las Uvas” as they are introduced to the UDHR.

Areas in which students may need additional support:

- Students may need additional support making connections between “Las Uvas” and the UDHR. Consider grouping these students together to receive teacher support.

Assessment guidance:

- As students are working in pairs to determine the gist, look at gist statements on student’s annotated texts to check whether they are on the right track. Use common issues as teaching points for the whole group.
- Collect homework from Lesson 3: *Esperanza Rising*: Questions about “Las Uvas.”

Down the road:

- In the next lesson, students will read Chapter 2, “Las Papayas,” of *Esperanza Rising* and will closely read Article 17 of the UDHR to determine the main ideas and to summarize.
- The affix list and vocabulary logs introduced in this lesson will be referred to throughout the module and the school year.

In advance:

- Strategically pair students for work during this lesson, with at least one strong reader per pair.
- Prepare:
 - Vocabulary logs and academic and domain-specific vocabulary forms. Vocabulary logs could be a notebook in which students glue forms in the front and back, or you could create vocabulary logs by two-sided copying vocabulary forms and putting them in a folder with academic vocabulary forms on the front and domain-specific vocabulary forms on the back. Students will continue to use these logs throughout the year and will only need new ones when they have run out of space; however, to distinguish between the topics they study in each module, they will need to flag where one module ends and a new one begins in the back of their log. If logs are prepared for students in advance, you may not need to use the first 10 minutes of the lesson for students to prepare them.
 - Affix lists (see supporting materials). Consider laminating them, as students will refer to them throughout the year.
 - Technology to play videos during Work Time B (see Technology and Multimedia).
 - How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart (see supporting materials)

Technology & Multimedia

- Preview the videos “The Right to Life” and “The Story of Human Rights” (see Technology and Multimedia).
 - Review the Back-to-Back and Face-to-Face and Thumb-O-Meter protocols (see Classroom Protocols).
 - Post: Learning targets and Close Readers Do These Things anchor chart.
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- Work Time B: Students watch videos whole group. Note that both the videos and accompanying website text may be translated into at least 17 languages by selecting the “Language” option at the top of any page of the website:
 - Video: “The Right to Life.” Video. *Youth for Human Rights*. Youth for Human Rights, n.d. Web. 18 Apr. 2016. <<http://www.youthforhumanrights.org/what-are-human-rights/videos/right-to-life.html>>.
 - Video: “The Story of Human Rights.” Video. *Youth for Human Rights*. Youth for Human Rights, n.d. Web. 20 Apr. 2016. <<http://www.youthforhumanrights.org/what-are-human-rights.html>>.
 - If you are unable to play these videos, instead read the text on that page and on this page: “A Look at the Background of Human Rights.” *Youth for Human Rights*. Youth for Human Rights, n.d. Web. 20 Apr. 2016. <<http://www.youthforhumanrights.org/what-are-human-rights/background-of-human-rights.html>>.
 - Work Times B and C: For students who will benefit from hearing the texts read aloud multiple times, consider using a text to speech tool such as Natural Reader (www.naturalreaders.com), SpeakIt! for Google Chrome (<https://chrome.google.com/webstore/detail/speakit/pgeolalilifpodheeocdmbhehgnkbbak?hl=en-US>), or the Safari reader. Note that to use a web-based text to speech tool like SpeakIt! or Safari reader, you will need to create an online doc—for example, a Google Doc, containing the text.
 - Work Time B: Students annotate the Article 3 text using the comments feature in word-processing software—for example, a Google Doc.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.B.6 and 5.I.B.8

Important points in the lesson itself


- The basic design of this lesson supports ELLs by introducing a log that can help students investigate vocabulary systematically, and then using it as students investigate vocabulary during the lesson. The lesson also uses text, video, and discussion to help students understand the UDHR and its relation to *Esperanza Rising*. In addition, the suggested simplified version of the UDHR can help bridge students to the more complex language of the UDHR.
- ELLs may find making connections between the UDHR and *Esperanza Rising* challenging. Consider first narrowing the focus to one section of *Esperanza Rising* and one article from the simplified UDHR, both of which the student should understand clearly on a general level (see the Meeting Students’ Needs column).

Levels of support*For lighter support:*

- Adapt work with the vocabulary log by encouraging students to find the target word in other texts, highlight the word, read the sentence aloud, and discuss the meaning of the sentence.
- Invite students to discuss what some of the 30 articles of the UDHR might be, then skim the simplified UDHR, and then watch the videos.

For heavier support:

- Adapt work with the vocabulary log by adding other elements that may further help students develop their knowledge of a word. Example:

Word and pronunciation: What is the word, and how do you say it?	universal you-nih-VR-suhl
Forms of the word: What are the different forms of the word?	universal (adjective) universally (adverb)
Definition: What does it mean in your own words?	something that's true for everyone and everything
Translation and Cognate: What is the translation in your home language? Does the word look like a similar word in your home language?	egyetem
Sketch/ diagram/icon	
Synonyms and antonyms: What words have similar meaning? What words have the opposite meaning?	common; international
Collocations: What other words are commonly used with the word?	seem universal, be universal, nearly universal, universal among
Showing sentences: Where else have you read or heard this word? What does it mean in the new sentence?	Darwin never claimed in his great 1872 book, <i>The Expression of Emotions in Man and Animals</i> , that <i>all</i> facial expressions are universal—only a specific set of expressions that he had observed and studied. (http://greatergood.berkeley.edu/article/item/are_facial_expressions_universal)

- In Work Time A, model and think aloud referring to the homework while participating in the protocol with an enthusiastic ELL. Prepare cue cards or display prompts, including sentence starters, to support student interaction. Example for homework Question 1: “Mama bites her lip; bandits.”
- Transform the investigation of the How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart into a kinesthetic activity. Copy each cell of the anchor chart onto separate cards or sticky notes. Students can paste the cards into the correct location on the anchor chart.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Throughout this unit, students make connections between *Esperanza Rising* and the UDHR. To support comprehension and make your expectations explicit, provide multiple representations of this connection. For instance, whenever a learning support requires making a connection between the two texts, provide a symbol, word, or phrase that shows the connection (see the Meeting Students' Needs column).
- **Multiple Means of Action and Expression (MMAE):** In this lesson, students are introduced to Article 3 of the UDHR and are asked to identify unknown vocabulary and find the gist simultaneously. These two tasks may be overwhelming to those who may need additional support with reading. To decrease the complexity of the task, consider chunking the two tasks.
- **Multiple Means of Engagement (MME):** To make the vocabulary log relevant to students, ask explicit questions about the purpose of the log and demonstrate how it can be useful to students as they work with unfamiliar texts. Consider giving specific strategies for using the vocabulary log to support reading.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- universal, declaration, human rights, violated (L)
- liberty, security of person (T)

Materials

- ✓ Vocabulary logs (one per student)
- ✓ Glue sticks (one per student)
- ✓ Academic vocabulary forms (three per student)
- ✓ Domain-specific vocabulary forms (three per student)
- ✓ Close Readers Do These Things anchor chart (begun in Lesson 2)
- ✓ Affix List (one per student)
- ✓ Equity sticks (class set; one per student)
- ✓ *Esperanza Rising* (from Lesson 2; one per student)
- ✓ Homework: *Esperanza Rising*: Questions about “Las Uvas” (from Lesson 3 homework resources; one per student)
- ✓ Homework: *Esperanza Rising*: Questions about “Las Uvas” (example, for teacher reference)
- ✓ “The Right to Life” (video; play in entirety; see Teaching Notes)
- ✓ Article 3 of the UDHR (one per student and one to display)
- ✓ Domain-Specific Word Wall (begun in Lesson 3)

- ✓ “The Story of Human Rights” (video; play in entirety; see Teaching Notes)
- ✓ Simplified version of the UDHR (one per student and one to display)
- ✓ Sticky notes (three per student)
- ✓ How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart (new; co-created with students during Closing and Assessment A)
- ✓ How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart (example, for teacher reference)

Opening

A. Launching Vocabulary Logs (10 minutes)

- Distribute **vocabulary logs** and **glue sticks**.
- Explain that students will record academic vocabulary in the front of the vocabulary log and domain-specific vocabulary in the back.
- Distribute **academic vocabulary forms** for students to glue in the front of their vocabulary logs.
- Guide students through gluing academic vocabulary forms in the front of their logs.
- Distribute **domain-specific vocabulary forms** for students to glue in the back of their vocabulary logs.
- Guide students through gluing domain-specific vocabulary forms in the back of their logs.
- Invite students to read through the definitions of academic vocabulary and domain-specific vocabulary at the top of the vocabulary forms.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: To ensure that the general purpose of the vocabulary log is transparent, cue students to problem-solve. Ask:
“Can you figure out why we are using this vocabulary log?” Tell students you will give them time to think and discuss with their partner. (Responses will vary, but may include: to expand my knowledge and use of the word; to relate the word to a meaningful, larger context; to create a personalized reference for new words; to reinforce what we read by visualizing and writing it.) (MME)
- For ELLs and students who may need additional support with comprehension: Encourage students to explain how academic and domain-specific vocabulary are different and to identify an example of each in their independent research book. Consider making an anchor chart with a Venn Diagram to capture student responses. (MMR)

Opening

B. Reviewing Learning Targets (10 minutes)

- Move students into pairs and invite them to label themselves A and B.
- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:

"I can determine the gist and the meaning of unfamiliar words and phrases in Article 3 of the Universal Declaration of Human Rights."

"I can make connections between Esperanza Rising and the Universal Declaration of Human Rights."

- Underline *Universal Declaration of Human Rights* in the first learning target and remind students what *human rights* are (things that all humans are entitled to).
- Focus students on the word *universal*. Explain that underlining or circling the meaning of unfamiliar words can help you to find them quickly when you are ready to try to work out what they mean. Point out this strategy on the **Close Readers Do These Things anchor chart**.
- Invite students to turn and talk to their partner, and then cold call students to share out:
"What strategies can you use to figure out the meaning of new words like universal?"
- As students share out, connect their responses to the strategies on the Close Readers Do These Things anchor chart. Students may not realize without guidance that they can use affixes and roots to determine the meaning of unfamiliar words, so you may have to tell them this.
- Invite students to clap the syllables as you say them aloud: u-ni-ver-sal.
- Invite students to select a strategy and determine the meaning of *universal* (done by everyone, applies to everyone).
- Invite students to turn and talk with their partner, and then cold call students to share out:
"Is this an academic or domain-specific vocabulary word? How do you know?" (academic, because it could be applied to any topic)
- Model recording this word on a displayed vocabulary form and invite students to do the same on the form in the front of their vocabulary logs.
- Focus students on the word *declaration*.
- Distribute the **Affix List**.
- Draw the following chart on the board:

Prefix	Root	Suffix

- Remind students that a prefix is letters at the beginning of a word that change the meaning, and a suffix is letters at the end of a word that change the meaning. The root is the remaining word once you remove the prefix and suffix, and that will usually give you a clue to the meaning of the word.

- Relate this to the affix list, which has a section of common prefixes, a section of common roots, and a section of common suffixes.
- Invite students to look at the suffixes in their affix list to identify the suffix on the word *declaration* and what that suffix means. Add it to the chart.

Prefix	Root	Suffix
	Declar (say something in a formal way)	-ation (act of, state of, result of)

- Show students the word that is left without the suffix: *declar*. Tell students that this is the root and write it in the chart, as above.
- Invite students to use the Close Readers Do These Things anchor chart to determine a strategy for working out the meaning of *declar*.
- Tell students that this root often has an E at the end—declare—and invite pairs to determine the meaning of the word using their chosen strategy and to say the definition to each other in their own words. (say something in a formal way)
- Use **equity sticks** to select students to share out and record their responses on the chart. See above.
- Confirm for students that a declaration is the act of declaring something, so the act of making a formal statement or announcement.
- Invite students to turn and talk to their partner, and then cold call students to share out:
“Is this an academic or domain-specific vocabulary word? How do you know?” (academic, because it could be applied to any topic)
- Model recording this word on a displayed vocabulary form and invite students to do the same on the form in the front of their vocabulary logs.
- Add *universal* and *declaration* to the Academic Word Wall and invite students to add translations in home languages.

Meeting Students' Needs

- For ELLs and students who need additional supports with comprehension: Mini Language Dive. Ask students about the meaning of the learning targets. Tell them you will give them time to think and discuss with their partner. Write and display their responses next to the learning target. Examples:
 - “What does it mean to *explain* the UDHR?” (describe and discuss in conversation or writing; make the UDHR clear for someone else by providing additional details)
 - “Can you explain why we are reading the UDHR?” (Responses will vary, but may include: We are reading the UDHR because we want to know what our human rights are and how they can be threatened.)
 - [Underline “determine the meaning of” and “make connections between.”] “Why do we want to determine the meaning of unfamiliar words and phrases? Why do we want to make connections between the texts? How are these phrases the same?” (Responses will vary, but may include: We want to determine the meaning of unfamiliar language to understand the text and become better readers. We want to make connections to more deeply understand *Esperanza Rising* and know how the United Nations would say human rights are threatened in

Esperanza Rising. Both of these phrases are verb phrases, with verb + noun (direct object) + preposition. These are common academic collocations—words that are used together—in our classroom, so we will encounter them frequently.) (MMR)

- For ELLs and students who may need additional support with comprehension: To provide heavier support, whenever the learning target requires students to make connections between *Esperanza Rising* and the UDHR, display a note that symbolizes the learning target and say the learning target. Example:
— “Las Uvas” <-> Articles 1, 3, 5, 25 (MMR)
- For ELLs: Invite students to use their translation dictionary to further investigate the meanings of *universal* and *declaration*. Consider drawing on home language assets by asking students if they recognize cognates or borrowed words, e.g., *deklarasyon* in Tagalog, *dichiarazione* in Italian. Students can discuss the parts of speech of each word. They can add simpler English synonyms to the Word Wall in a lighter color next to the new academic vocabulary (e.g., *common*, *international*).
- Provide an example of using the strategies to figure out unknown vocabulary by modeling with a think-aloud for the word *universal*. (MMR)
- For ELLs: Consider asking students to share and compare examples of affixes from their home language.

Work Time

A. Back-to-Back and Face-to-Face: Reviewing Homework Questions (5 minutes)

- Invite students to retrieve their copies of ***Esperanza Rising*** and their **Homework: *Esperanza Rising*: Questions about “Las Uvas.”**
- Tell them they are going to participate in the Back-to-Back and Face-to-Face protocol to share what they wrote for homework.
- Have students find a partner and stand back-to-back with each other, being respectful of space.
- Ask students the following question and give them 30 seconds to consider what they wrote for homework and how they will respond:
“What happened in this chapter, ‘Las Uvas?’” (Esperanza and her family are waiting for her father to come back from working in the fields, but he is killed by bandits.)
- Invite students to turn face-to-face to share their responses. Refer to **Homework: *Esperanza Rising*: Questions about “Las Uvas” (example, for teacher reference)** to clarify any misconceptions.
- Have students repeat this process with a new partner for the next question:
“How do you feel about what happened? Do you think it was right or wrong? Why?” (Responses will vary, but may include: It is wrong because it is wrong to kill people.)

Meeting Students' Needs

- Provide differentiated mentors by purposefully pre-selecting student partnerships. Consider meeting with the mentors in advance to encourage them to share their thought process with their partner. (MMAE)

Work Time

B. Introducing the UDHR (15 minutes)

- Play **“The Right to Life.”**
- Invite students to turn and talk with their partner, and then select volunteers to share out:
“What is the message of this video?” (Everyone has the right to life.)
- Tell students that the right to life is one of the articles of the Universal Declaration of Human Rights.
- Distribute and display **Article 3 of the UDHR.**
- Invite students to follow along, reading silently in their heads as you read it aloud.
- Give students 3 minutes to work with their partner to:
 - Determine the gist.
 - Circle the unfamiliar vocabulary using the strategies recorded on the Close Readers Do These Things anchor chart.
 - Record new vocabulary in their vocabulary logs.
- Refocus whole group and cold call students to share the gist with the whole group (right to life and right to be safe).
- Focus students specifically on the words/phrases *liberty* and *security of person* in Article 3.
- Ask, and then cold call students to share:
“What does liberty mean?” (to be free)
“What does security of person mean?” (to be safe)
- Record these words on the **domain-specific word wall** and invite students to add translations in native languages.
- Invite students to say Article 3 of the UDHR to each other in their own words, with partner B going first and then partner A, and use equity sticks to select students to share with the whole group.
- Tell students that this is one part of a longer text that lists 30 human rights. It is called the Universal Declaration of Human Rights, and they are now going to learn a little bit more about who wrote this document and why.
- Play **“The Story of Human Rights.”** If you are unable to play this video, instead read the text on that page and on this page: <http://www.youthforhumanrights.org/what-are-human-rights/background-of-human-rights.html>.
- Invite students to turn and talk with their partner, and then select volunteers to share out:
“What is the Universal Declaration of Human Rights?” (a list of rights, written by the United Nations, that all humans are entitled to)
“Why was it written?” (because lots of terrible things happened to people that no one wanted to see happen again)
“Why do these rights matter? Why are we reading about them?” (They matter because they help us to remember how people should be treated, and so how to treat others. They tell us what we are all entitled to, and we are reading about them so that we know how to recognize when our human rights, or those of others, are being threatened and can take action.)

- If productive, use a Goal 1 Conversation Cue to encourage students to clarify the UDHR conversation:
“So, do you mean ____?” (Responses will vary.)
- To promote equity, consider emphasizing that the earliest human rights recording took place in 539 BC by Cyrus the Great in Babylon, which is in the country now known as Iraq. Add a labeled pin to the map.
- Tell students they are now going to use the Thumb-O-Meter protocol to reflect on their progress toward the first learning target. Remind them that they used this protocol in Lesson 2 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the Thumb-O-Meter protocol using the first learning target. Scan the responses and make a note of students who may need more support with this moving forward.

Meeting Students' Needs

- For ELLs: Consider creating home language groups and inviting students to watch the videos or read the text in one of the many home languages provided at the Youth for Human Rights website. Students can begin by discussing the material in home languages, then move to whole group discussion in English.
- For ELLs and students who may need additional support with comprehension: Ask:
“How do the visuals in the videos help us understand the language?” Tell students you will give them time to think and discuss with their partner. (Responses will vary, but may include: the bookshelf falling over illustrates a mistake; the people smiling and closing their eyes illustrate the feeling of being alive.) (MMR)
- For students who may find it overwhelming to identify unknown vocabulary and the gist of Article 3: Consider chunking the task into two parts. Instruct students to first skim the article for unknown vocabulary and have them record the words in their vocabulary logs. The second task will be to identify the gist. (MMR, MMAE)

Work Time

C. Introducing the Simplified Version of the UDHR (10 minutes)

- Refocus whole group.
- Distribute and display the **simplified version of the UDHR**. Tell students that they will dig into the actual articles of the UDHR throughout this unit, but like the excerpt of the preamble, it is very complex.
- Tell students that this version is a quick reference for them, written in simplified language, to refer to as they read *Esperanza Rising*.
- Point out that each number represents a different article of the UDHR and remind students that they already looked at Article 3.
- Invite students to compare the actual Article 3 to the version on their handout.

- Ask students to turn and talk with their partner, and then cold call students to share with the whole group:

“How are they the same?” (They say the same thing but in different language.)

“How are they different?” (The choice of words is different; for example, it says “safety” on the simplified version, rather than “security of person.”)

- In the remaining time, invite students to work with their partner to read through the simplified version and to draw small symbols as reminders of what each of the articles means as they work through.

Meeting Students’ Needs

- For ELLs: Invite students to notice and highlight language patterns in the simplified version. (Example: “We all _____. Nobody has any right to _____. Nobody should _____.”) Ask:

“Is this language you use in everyday conversation? How is this language special to this document?” (usually not; this language is declarative, suitable for a formal document like the simplified UDHR)

- For ELLs and students who may need additional support with reading: Suggest that students who need lighter support paraphrase the articles for those who need heavier support and allow students to compare the English version to the translated version in their home language at the website if possible. (MMR, MMAE)

Closing and Assessment

A. Making Connections between the UDHR and “Las Uvas” (10 minutes)

- Tell students that they are going to have 5 minutes to work with their partner to look over the simplified UDHR text and “Las Uvas” in *Esperanza Rising* to answer the following posted question:

“Which human rights have been threatened in ‘Las Uvas’?”

- Underline the word *threatened*. Select volunteers to respond:

“What does it mean to be threatened?” (cause someone or something to be at risk or in danger) If students aren’t sure of the meaning, invite a volunteer to look up the word in the dictionary.

- Emphasize that students will be looking for instances in “Las Uvas” that go against the articles of the UDHR.
- Tell students that when they find an instance, they need to record the number of the article that it goes against on a sticky note and stick it in their book to remind them. Model an example.
- Distribute **sticky notes**.
- After 5 minutes, refocus whole group.
- Cold call students to share out. As they share out, capture their responses on the **How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart**. Refer to **How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart (example, for teacher reference)** as necessary.

- If productive, use a Goal 1 Conversation Cue to encourage students to clarify the conversation about connections between the UDHR and “Las Uvas”:

“So, do you mean ____?” (Responses will vary.)

- Focus students on how you have quoted on the anchor chart, using quotation marks to show which part came directly from the text and making sure to use the exact words from the text.
- Emphasize that in this chapter, the human rights were not only threatened, they were *violated*, which means the threat was carried out and the right was ignored.
- Invite them to turn and talk to their partner, and then use equity sticks to select students to share out:

“How did the strategies on the Close Readers Do These Things help you to better understand the text?” (Responses will vary.)

- Tell students they are now going to use the Thumb-O-Meter protocol to reflect on their progress toward the final learning target. Remind them that they used this protocol in Lesson 2 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the Thumb-O-Meter protocol using the final learning target. Scan the responses and make a note of students who may need more support with this moving forward.

Meeting Students' Needs

- For ELLs and students who may need additional support with new vocabulary: Ask:

“What is the difference between the words threatened, threaten, and threat?” (Threatened is part of a passive verb. It’s an action word, but we don’t know who has done the threatening. It means put in danger by someone or something. Threaten is a verb, an action word that means to put in danger. Threat is a noun or a thing. It is the word for the danger, pain, or injury someone wants to do.) (MMR)

- For ELLs and students who may need additional support with writing: To provide heavier support, model doing quick sketches on sticky notes as placeholders for information. Say: “You can sketch first so that you don’t forget the information you want to share.” Consider marking key sections of the text and asking students why these sections illustrate threats to human rights. (MMAE)

Homework

- Continue to add symbols to your simplified version of the UDHR.
- Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 2. (MMAE, MMR)