

# Primary Source Exemplar: Human Rights, Conflict and Social Change

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Created **Jun 19, 2014** by *Catherine Hart*

High School

Humanities, Mathematics and Statistics, Science and Technology, Social Sciences

## SUMMARY:

The lessons in this unit are designed for an ELA class. They are intended to be used, if possible, in a collaborative unit with a history teacher using the Universal Declaration of Human Rights.

## LEARNING GOALS:

- Students will be able to explore the meaning, significance, and structure of a declaration.
- Students will be able to analyze primary source documents to identify the significance of details.
- Students will be able to summarize the meaning of the Preamble to the UDHR and provide evidence for their interpretations.
- Students will be able to analyze the details of the Preamble to infer meaning and effect.
- Students will be able to predict a set of rights they expect to see in the Articles of the UDHR.
- Students will be able to paraphrase the Articles and to identify and discuss the significance of key words in each Article.
- Students will be able to create and defend a structure for ordering the Articles
- Students will be able to analyze the structure, key words, and punctuation of both the Preamble and the Articles.

- Students will be able to use evidence from the text in making inferences and defending claims about the text.
- Students will be able to recall and define structural elements of a formal argument
- Students will be able to identify elements of a formal argument in Eleanor Roosevelt’s “Adoption of the Universal Declaration of Human Rights” speech
- Students will be able to evaluate Roosevelt’s argument
- Students will be able to create a claim regarding the effectiveness of Roosevelt’s argument and write an argumentative paragraph asserting and defending their claim using formal argument structure and
- Students will be able to evaluate the argument and structure of Nelson Mandela’s speech entitled “Speech to the United Nations Special Committee Against Apartheid.”
- Students will be able to determine how Mandela used the UDHR as support for his views.
- Students will be able to analyze literary and rhetorical strategies used by Mandela and the impact of these strategies on the tone and meaning of the text

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## Unit Overview

Reviewed and Revised by [Odell Education](#)

## Unit Abstract

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The lessons in this unit are designed for an ELA class. They are intended to be used, if possible, in a collaborative unit with a history teacher using the *Universal Declaration of Human Rights*.

*Note: This lesson is intended to be taught in collaboration with a history teacher. Although it can stand alone as an ELA unit, if it is taught without the aid of a history teacher, the ELA teacher may need to supplement with additional texts to provide historical background and context for both the Universal Declaration of Human Rights and apartheid. Students' understanding of the history and context surrounding the texts will allow them to more deeply understand the significance of author's craft in an analysis of related speeches.*

## Source List

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### Anchor Source

Universal Declaration of Human Rights

### Supporting Sources

Excerpts from “Adoption of the Universal Declaration of Human Rights” by Eleanor Roosevelt

Nelson Mandela “Speech to the United Nations Special Committee against Apartheid”



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[The Story of Human Rights](#)

[The 30 Articles of the Universal Declaration of Human Rights](#)

[History of the Document](#)

## Standards Alignment

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### ELA/Literacy Grade Level Standards

RI.9-10.1 Through an examination of texts, students will learn to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it is shaped and refined by specific details.

RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings, analyze the cumulative impact of specific word choices on meaning and tone

RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient

RI.9-10.9 Analyze seminal US documents of historical significance

L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9 – 10 reading and content

SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence

## Direct Learning Through Questions

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### Essential Questions

- *What are human rights?*
- *How do competing notions of human rights lead to conflict or change?*

### Text Based Questions

- *How can written and/or spoken texts impact the fight for human rights?*
- *How do the choices authors make – especially regarding structure, rhetoric, and vocabulary – impact the tone, purpose, and influence of their texts?*

## Align Assessment with Instruction

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### Formative Assessment Strategies

Details within each lesson

### Culminating/Summative Assessment Task

Details within each lesson

## Consider Background Knowledge and Prerequisite Skills

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### Pre-Assessment of Readiness for Learning

Students should be able to demonstrate understanding of figurative language, word relationships, and nuances in meaning (L.9-10.5)

Students should know how to use context to determine vocabulary meaning and part of speech (L.9-10.4)

Students should be able to conduct short as well as more sustained research projects to answer a question (W.9-10.7)

Students should be able to gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in



answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (W.9-10.8)

Students should know how to summarize and paraphrase.

Students should know how to annotate texts using a variety of strategies

## Provide Support While Building Toward Independence

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### Strategies for Supporting All Students and Building Independence

Details within each lesson

### Additional Suggestions for Support/Extension (Details within each lesson)

**English language learners**

**Students with disabilities**

**Below grade level readers**

**Above grade-level readers**

*Lesson Guidelines: Lessons are structured differently, depending on the particular pedagogical approach and instructional design preference of the educator creating the lesson. For further*

guidance, refer to the [Exemplar Lessons](#) created by our Primary Source Working Group Educators.

## Lesson 1

### Learning Objectives

Students will be able to explore the meaning, significance, and structure of a declaration.

Students will be able to analyze primary source documents to identify the significance of details.

Students will be able to summarize the meaning of the Preamble to the UDHR and provide evidence for their interpretations.

Students will be able to analyze the details of the Preamble to infer meaning and effect.

### Standards Addressed

CCSS Math Content Standards, CCSS Math Practice Standards, CCSS ELA Reading or Writing Anchor Standards, CCSS ELA Standards, Next Generation Science Standard, History / Social Science Standards)

(RI.9-10.1) Students will be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

(RI.9-10.2) Students will be able to determine a central idea of a text and analyze its development over the course of the text, including how it is shaped and refined by specific details.

(RI.9-10.4) Students will be able to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings, analyze the cumulative impact of specific word choices on meaning and tone.

(L.9-10.4) Students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content.

(W.9-10.1) Students will be able to write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence

## Instructional Approach

### Introduce the Lesson

The teacher should ask students to define the word declaration. The teacher should also ask students if they have ever made a declaration and if they know of any famous declarations.

The teacher should ask students to describe the characteristics of a declaration.

The teacher should ask students how a declaration might be structured and how it might be considered an argument.

### Model and Demonstrate Desired Learning

The teacher should ask students to define “primary source document” and then discuss the significance of these resources. Prompt students to list examples of primary source documents and how they might be important.

Tell students that they are going to read a document about human rights and analyze it for its purpose and significance by looking at its details.

### Provide Guided Practice



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The teacher will provide students with a copy of the Preamble to the UDHR and ask students to read the text silently. Note: The teacher should ensure that the copy provided to the students includes the date and the author (the United Nations).

The teacher should ask students to read the text once for overall meaning. The teacher should tell students that this is a difficult text but that they are reading it this time just to get an overall sense of its meaning. They do not have to understand the details or all of the vocabulary at this point. Students should be challenged to write a sentence summarizing the argument of the declaration and providing evidence for their summary. Students should share their summaries and reasoning with one another or the whole class to ensure basic understanding.

Students should be required to read the text a second time and annotate as they read, specifically marking unfamiliar vocabulary and areas of the text they think are important as well as areas of the text about which they are confused or have questions.

After this second reading, the teacher should ask students to share unfamiliar words and phrases and guide the students in determining the meaning based on context. If necessary, the teacher should also provide dictionaries so students can determine the meaning of words that cannot be defined through context. The teacher should focus on words/phrases with structural and technical importance as well as words/phrases that are significant to the content (such as inherent dignity, aspiration, strive, etc.). Additionally, the students should share questions they have about the text. The teacher should guide the students in finding answers to those that are essential for an overall understanding of the text.

Finally, students will read the text a third time for more in depth analysis and inference. The teacher will provide students with a primary source document analysis handout. The teacher can create his or her own or use one of the following:

[http://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)

<http://historyexplorer.si.edu/PrimarySources.pdf> (pages 12 - 14)

Students can work alone, in pairs, or in small groups to complete the analysis. If students work alone for this primary source document analysis, they should be given the opportunity to share their answers with a partner or small group before the whole class discussion.

The teacher should guide students in a discussion of their answers with an emphasis on textual evidence in the UDHR. The teacher should focus the discussion specifically on the details that impact purpose (argument) and tone.

To conclude the lesson, the teacher should ask students to write a paragraph that explains the purpose and tone of the Preamble. Students should be required to use specific evidence from the text to support their reasoning.

## **Integrate Formative Checks**

*The teacher will check understanding of the concept of human rights as well as the concept of primary source documents using the following checks:*

One-sentence summaries

Class discussion

Text annotations

Universal Declaration of Human Rights primary source document analysis handout

- Additionally, during discussion of the UDHR, the teacher will assess the use of specific and detailed evidence from the text as well as the impact of details and specific words on the development of the text as a whole.

## **Student Tasks**

### **Literacy and Subject Specific Knowledge Tasks**

*Outline student tasks in the following areas:*

#### ***Reading task***

*Indicate how students will approach the text (independent silent reading or read aloud), how students will question the text and how students will analyze details.*

Students will initially read the text independently and then will re-read individually, in pairs, or in small groups based on the teacher's assessment. Students will be asked to read the text first for an overall understanding of what the text says; however, subsequent readings will challenge them to make inferences regarding purpose and tone based on an understanding of textual details. Students will be asked to use annotations to promote engagement with the text, and they will also be provided with a primary source document analysis worksheet to guide their analysis of the text.

### ***Vocabulary task***

*Indicate how student vocabulary and academic language will be developed.*

Students will identify unfamiliar words and the teacher will guide students in a discovery of word meaning through an emphasis on contextual clues. Additionally, students will be encouraged to use a dictionary as necessary to define words that are not addressed through context. Students will look at words that are significant to the content of the text and also words that help structure the text.

### ***Sentence syntax task***

*Indicate how students will learn to speak thoughtfully and with precision.*

Students will be asked to share their understanding with their peers using partners, small groups or a whole group format. As they share their ideas, they will also be required to support their findings with evidence from the text.

### ***Inquiry and analysis task***

*Indicate how students will build attention to detail and grow in analyzing, selecting and connecting detail.*

The emphasis on annotating the text as well as the primary source document analysis worksheet will help students identify and analyze significant details in the text.

### ***Writing (or other production)***

*Indicate how this task will help students learn to write. Example: “I think \_\_\_ because \_\_\_\_\_” (K-5).*

Students will begin by writing a one-sentence summary of the stated meaning of the Preamble and provide evidence for their reasoning. At the end of the lesson, students will be asked to write a paragraph about the inferred meaning of the text (purpose and tone). Students will also write answers to the Primary Source Document Analysis questions using specific evidence to support their answers.

### ***History / Social Science content area task***

*Outline how student interaction with the primary source set will be used to build student history and social science content knowledge.*

### **Checking for Understanding**

*Note: A performance task will be included at the end of this series of lessons. Determine and outline how you will check for student understanding within this lesson, using some of the ideas here.*

One-sentence summary and final analysis paragraph

Guided Questions and Discussions

Primary source document analysis handout

Text Annotations

### **Differentiation/Adaptations/Modifications**



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The teacher might choose to use an excerpt of the Preamble instead of the whole document.

The teacher might divide students into small groups and ask each group to paraphrase one paragraph of the Preamble. These paraphrased versions can be shared with the class before students read the Preamble as a whole.

## Additional Supports

*Outline adaptations that can be made for English Language Learners, Special Education Students, or other learning contexts.*

Other language versions of the UDHR and a simplified version of the UDHR can be found online at <http://www.un.org/en/documents/udhr/resources.shtml>. These can be used as modifications for ELL students and for those reading below grade level.

To provide further support to students as they read and paraphrase the Preamble, the teacher might provide a set of Guiding Questions that point students to significant details of the text and support their understanding of what the text explicitly says.

(Refer to the EQUIP rubric for additional elements to consider)

## Lesson 2

### Learning Objectives

Students will be able to predict a set of rights they expect to see in the Articles of the UDHR.



Students will be able to paraphrase the Articles and to identify and discuss the significance of key words in each Article.

Students will be able to create and defend a structure for ordering the Articles

Students will be able to analyze the structure, key words, and punctuation of both the Preamble and the Articles.

Students will be able to use evidence from the text in making inferences and defending claims about the text.

## Standards Addressed

(CCSS Math Content Standards, CCSS Math Practice Standards, CCSS ELA Reading or Writing Anchor Standards, CCSS ELA Standards, Next Generation Science Standard, History / Social Science Standards)

(RI.9-10.1) Students will be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

(RI.9-10.2) Students will be able to determine a central idea of a text and analyze its development over the course of the text, including how it is shaped and refined by specific details.

(RI.9-10.3) Students will be able to analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

(RI.9-10.4) Students will be able to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings, analyze the cumulative impact of specific word choices on meaning and tone.

(L.9-10.4) Students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9 – 10 reading and content.

## Instructional Approach

### Introduce the lesson

The teacher should provide each students with a block of sticky notes. Instruct students to individually brainstorm "rights" they and others have. Students list each right on a separate sticky note.

The teacher puts students into small groups and uses an Affinity Map protocol ([http://www.nsrharmony.org/protocol/doc/affinity\\_mapping.pdf](http://www.nsrharmony.org/protocol/doc/affinity_mapping.pdf)) which asks students to compare/contrast their brainstormed lists and then group the "rights" according to category.

Based on the categories, students should predict the content of the Articles. The teacher should also ask students to create order to their predictions. Which of their categories should come first and why? Which are related to one another? Which should come last and why? The teacher should be explicit in asking these questions and allow students to reflect on how the order they choose is related to the importance of and relationships between their categories.

### Model and demonstrate desired learning

The teacher should tell students that they are going to analyze the structure of the Universal Declaration of Human Rights, starting with the Preamble and moving to the Articles.

The teacher should ask students what is meant by structure and elicit answers regarding both the order of sentences and paragraphs, but also the structure of particular sentences including punctuation.

The teacher should model analysis of structure by asking students to return to the text of the Preamble and to consider its structure. The teacher should guide students in their analysis of structure by asking questions such as:

Why did the authors choose to put inherent dignity and inalienable rights first?

How does this paragraph impact the order of the other paragraphs?

Why did the authors choose to put the paragraph about the peoples of the United Nations before the paragraph about Member States?

What parts of the structure are repetitive and how does this repetition impact meaning?

What is the punctuation at the end of each paragraph?

How is this punctuation different than what you are used to seeing in other kinds of texts?

Why do you think the authors chose to use this punctuation? In other words, how does it impact the meaning and/or tone of the text?

### **Provide guided practice**

The teacher should cut the Articles of the UDHR into strips and put a complete set of cut-up Articles in envelopes. The Articles should not be placed in the envelopes in order.

The teacher should divide students into small groups and provide each small group with an envelope containing the mixed up Articles.

Students should work first to paraphrase the Articles and identify/define key words in each Article. If desired, they might also be asked to provide examples and non-examples of the freedoms defined in each Article.

After students have paraphrased the Articles, they should work to create order to the Articles, taping or gluing them down to a piece of paper. Note: There is no right answer to the ordering activity; however, students should be able to defend the order they choose through evidence based on the content of the Articles and an evaluation of how order might impact the overall purpose of the Articles.

After students have ordered their Articles, they should be asked to write a summary in defense of their work. This summary should include an explanation of how they determined the order of their Articles.

The teacher should engage students in a discussion of their work and elicit specific support regarding their decisions. The teacher might ask questions about how students determined order, which Article they chose to go first and why, which Article was last and why, which

Articles were grouped together and why, etc. The teacher should require that students use specific and detailed evidence from the Articles to defend their answers.

After a discussion of what the students created, the teacher should provide students with a copy of the Articles in their correct order and discuss the impact of this structure on the document as a whole. The teacher should encourage students to compare and contrast the actual order of the Articles with their own work and make observations. Again, during this discussion, students should be required to use specific and detailed evidence from the text to support their observations and inferences.

Finally, the teacher should guide students in a discussion of the individual Articles including elements of structure and significance of key words and relationships among Articles that may not have naturally developed from the students' work ordering the text as a whole. These can be broad or specific. For example: What do you think are the three most important words in the Articles as a whole? Why did you choose these words? What transitions do you notice within the Articles? Where are these transitions found and why are they important? What punctuation stands out within the Articles? And/or What is meant by "security of person?" What is the significance of the word "furthermore" in Article 2? Why is there a semi-colon in Article 4? What does this semi-colon add to the meaning of the text? Why are there multiple parts to some of the Articles? How does the separation of parts impact the meaning of the text? Why are these parts not included as separate Articles?

### **Integrate formative checks**

*The teacher will check understanding of the specific Articles as well as the impact of structure on text through the following:*

Guided discussion of the structure of the preamble

Paraphrased Articles

Ordered Articles and summary defense

Guided discussion of the actual order of the Articles

Guided discussion of structure, key words, punctuation, etc., of the individual Articles

### **Student Tasks**



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## Literacy knowledge tasks

### *Reading task*

*Indicate how students will approach the text, i.e. independent silent reading, read aloud; how students will question the text; how students will analyze details.*

Students will work together to read and paraphrase each of the Articles found in the UDHR. Additionally, as they work to order the Articles, they will work together to question ways that each Article fits with and/or builds on the others.

### *Vocabulary task*

*Indicate how student vocabulary and academic language will be developed.*

In paraphrasing, students will be asked to identify and define key words and concepts in each article.

### *Sentence syntax task*

*Indicate how students will learn to speak thoughtfully and with precision.*

Students will be asked to defend their work using specific and detailed evidence from the text. They will be asked to develop specific claims and support those claims with evidence.

### *Inquiry and analysis task*

*Indicate how students will build attention to detail, and grow in analyzing, selecting and connecting detail.*

To discuss the impact of structure on the text, the students will be asked to pay particular attention to how the overall ideas as well as the specific details of each paragraph interact with one another. The teacher will support students in their work by asking specific questions to model analysis of structure using the Preamble to the UDHR. Students will then apply the modeled concepts to their own analysis of the structure of the Articles.

### ***Writing (or other production)***

*Indicate how this task will help students learn to write. Example: “I think \_\_\_ because \_\_\_\_\_” (K-5). Indicate other forms of production in this task.*

The students will be asked to explain in writing the reasoning behind the way in which they ordered their Articles and, again, will be asked to support their reasoning with specific and detailed evidence from the text. Additionally, the ordering activity will help students in understanding the significance of structure in writing.

### **Checking for Understanding**

*Note: a performance task will be included at the end of this series of lessons. Determine and outline how you will check for student understanding within this lesson, using some of the suggestions here.*

- Guided Questions and Discussion about the Preamble
- Student Ordered Articles
- Defense Summaries
- Guided Questions and Discussion about the Articles

### **Differentiation/Adaptations/Modifications**

*Outline adaptations that can be made for English Language Learners, Special Education Students, or other learning contexts.*

Instead of addressing all 30 Articles, the teacher might choose a subset of Articles for the students to paraphrase, order, and analyze.

Instead of asking the students to paraphrase all of the Articles before the ordering activity, the teacher might assign Articles to individuals or groups of students and ask them to paraphrase for each other. Groups might present their paraphrased Articles to the class and the class could use these simpler versions during the ordering activity. In this case, students could copy down the paraphrased version of the articles and then cut up their own set of Articles. The teacher should ensure that the Articles are not presented in order.

## Additional Supports

Simplified versions of the Articles are available for ELL students and students who read at a low Lexile level.

To provide further support to students as they read and paraphrase the Articles, the teacher might provide a set of Guiding Questions to point students to significant details of the text and to support their understanding of what the text says explicitly.

The teacher might provide a graphic organizer to guide students in their analysis of the Articles. The graphic organizer might have a place for students to list and define key words and ideas in each Article as well as a place for students to place examples and non-examples. Additionally, the graphic organizer might include a space for students to record thoughts about significance of each Article.

After students paraphrase the Articles, the teachers might show students “The 30 Articles of the Universal Declaration of Human Rights,” a video illustrating each of the articles in order to reinforce their contents. The video can be found at <http://www.youtube.com/watch?v=hyVJHpiHO8I>.

(Refer to the [EQuIP rubric](#) for additional elements to consider)

## Lesson 3

## Learning Objectives

Students will be able to recall and define structural elements of a formal argument

Students will be able to identify elements of a formal argument in Eleanor Roosevelt’s “Adoption of the Universal Declaration of Human Rights” speech

Students will be able to evaluate Roosevelt’s argument

Students will be able to create a claim regarding the effectiveness of Roosevelt’s argument and write an argumentative paragraph asserting and defending their claim using formal argument structure and evidence from the text.

## Standards Addressed

(CCSS Math Content Standards, CCSS Math Practice Standards, CCSS ELA Reading or Writing Anchor Standards, CCSS ELA Standards (other), Next Generation Science Standard, History / Social Science Standards)

(RI.9-10.1) Students will be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

(RI.9-10.2) Students will be able to determine a central idea of a text and analyze its development over the course of the text, including how it is shaped and refined by specific details

(RI.9-10.3) Students will analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

(RI.9-10.8) Students will be able to delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient



(RI.9-10.9) Students will be able to analyze seminal US documents of historical significance

(SL.9-10.3) Students will be able to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

(W.9-10.1) Students will be able to write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence

## Instructional Approach

### Introduce the lesson

The teacher should ask students to identify questions they still have regarding the UDHR. Students can write questions on sticky notes and put them on a wall or white board in the classroom or they can share with one another in small groups or as a whole class.

The teacher should tell students that they are going to look at a document that influenced the adoption of the UDHR and that they are going to analyze it on multiple levels. First, they are going to look at it to see how it provides additional information regarding the UDHR.

The teacher should pass out the excerpts from Eleanor Roosevelt's "On the Adoption of the Universal Declaration of Human Rights."

The teacher should instruct students to read the excerpts looking for any information that adds to their understanding of the UDHR. Students should mark these areas in the text, and the teacher should guide students in a discussion of what they learn about the UDHR from Roosevelt's speech. Students should learn that there were 58 "states" involved in creating the document (the teacher might ask students what they think is meant by "states" and clarify any misconceptions), that the UDHR was created and adopted in the wake of the Holocaust and WWII, that it was not a simple document to create and that there were many discussion about what to include, etc. As Roosevelt states, "There are of course particular provisions in the Declaration before us with which we are not fully satisfied. I have no doubt this is true of other delegations, and it would still be true if we continued our labors over many years." The teacher should use this quotation to engage students in a discussion of competing notions of human rights. The teacher might ask, for example, how different groups of people might

interpret the Articles of the UDHR in different ways and how these different interpretations might lead to conflict. The teacher might provide a specific article for students to consider and ask them to think of recent or current conflicts that show competing notions of human rights.

### **Model and demonstrate desired learning**

Next, the teacher should ask students to determine Roosevelt's argument. In other words, what is the purpose of her speech? The teacher should provide students an opportunity to return to the text to find evidence to support their positions. The teacher might ask students to write a paragraph summarizing Roosevelt's argument and to share these with the class.

The teacher should then provide direct instruction on the basic structure of an argument. This instruction should include an introduction to the idea of concession as well as a discussion of claims, sub-claims, and evidence.

### **Provide guided practice**

The teacher should ask students to analyze Roosevelt's argument by identifying her overall position and concession as well as claims and sub-claims. Additionally, ask students to determine the evidence Roosevelt uses to support her position. Students might work individually, in pairs, or in groups to do this work.

After students have analyzed the document, the teacher should guide students in a discussion of the structure of the argument. For example, the teacher might ask why Roosevelt begins with her concession. The teacher might also ask about the order of Roosevelt's claims and the effectiveness of her evidence. The teacher might ask questions such as: Why does Roosevelt end her argument with the clearest statement of her purpose instead of starting with a clear statement of her purpose? How does this order impact your understanding of her purpose? Why does Roosevelt include quotations in her speech? What do these quotations add to her argument? What is the significance of Roosevelt's allusions to other declarations? What is the significance of her allusions to the Nazi's? How do these allusions impact her meaning, purpose, or tone?

After a discussion specific to an analysis of Roosevelt's argument – including the formal structure of an argument – the teacher might use this document as an opportunity to review analysis of other key elements including key words and punctuation.

After the document has been discussed, the teacher should ask students to write a brief paragraph evaluating the argument for its effectiveness. The teacher should remind students that they have been writing paragraphs stating claims and supporting those claims with evidence since the beginning of the unit; however, at this time, students should pay attention to the structure of their paragraphs and include all the parts of a formal argument. The teacher should ask students to begin with an overall claim, include specific references to the text to support their reasoning, and include a concession. If desired, the teacher might provide students with a particular point of focus for their paragraphs. For example, the teacher might explain that often in a traditional argument the overall claim comes first instead of last and the concession often comes last. The teacher might then ask students to write their evaluative paragraphs in response to the following question: Did the order in which Roosevelt chose to present her argument enhance or impede its effectiveness? Defend your claim with evidence from the text and explain your reasoning. Another possible evaluation question might be: What is the most effective piece of evidence Eleanor Roosevelt uses in defense of her argument? Defend your claim with evidence from the text and explain your reasoning.

## Student Tasks

*Outline student tasks in the following areas:*

### Literacy knowledge tasks

#### *Reading task*

*Indicate how students will approach the text, i.e. independent silent reading, read aloud; how students will question the text; how students will analyze details.*

Students will read and re-read Roosevelt’s speech for multiple purposes. They will begin with an individual reading to determine overall purpose and to identify new information that helps them gain insight into the UDHR. Additional opportunities for reading will allow students the opportunity to analyze the text as an argument as well as to analyze key features including structure, word choice, and punctuation.

#### *Vocabulary task*

*Indicate how student vocabulary and academic language will be developed.*

This lesson offers an opportunity for students to develop academic vocabulary related to the traditional argument: concession, claim, subclaim, substantiated, unsubstantiated, etc.

### ***Sentence syntax task***

*Indicate how students will learn to speak thoughtfully and with precision.*

Students will be provided a structure for creating an effective argument. This structure can be applied not only to writing but also to speaking. Through this lesson, students will analyze the importance of sufficient evidence as well as concession.

### ***Inquiry and analysis task***

*Indicate how students will build attention to detail, and grow in analyzing, selecting and connecting detail.*

Students will be provided with information regarding a formal argument and will be asked to analyze an argument to identify its parts. Additionally, they will look at specific claims and subclaims as well as the evidence that supports each. This opportunity extends their analysis of structure to a particular type of text. Finally, students will have the opportunity to review analysis of key words and punctuation and their impact on meaning, purpose, and tone.

### ***Writing (or other production)***

*Indicate how this task will help students learn to write. Indicate other forms of production in this task.*

Students will be asked to write a brief, but structured, traditional argument with a claim, evidence, and concession.

### **Checking for Understanding**

*Note: a performance task will be included at the end of this series of lessons. Determine and outline how you will check for student understanding within this lesson, using some of the*

*suggestions here.*

- Guided Discussion
- Summary Paragraphs
- Evaluation Paragraphs

### **Differentiation/Adaptations/Modifications**

Outline adaptations that can be made for English Language Learners, Special Education Students, or other learning contexts.

For ELL students or students with a low Lexile score, the teacher can use a smaller portion of the text if necessary, focusing on just a sub-claim and its support.

For advanced students, the teacher might use the text in its entirety and provide further background information about the process of the adoption of the Universal Declaration of Human Rights and the perspective of other countries on specific articles.

### **Additional Supports**

The teacher might model an analysis of structure in an argument using an editorial or other text before students apply their understanding to Roosevelt's speech. In this case, the teacher should use the additional text to point out the concession, the claims and sub-claims, as well as the evidence used to support the claims and sub-claims.

To provide further support to students as they read and paraphrase Roosevelt's speech, the teacher might provide a set of Guiding Questions to point students to significant details of the text and to support their understanding of what the text says explicitly.

To provide further support to students as they analyze Roosevelt's speech, the teacher might use the same Primary Source Document Analysis worksheet used in the initial analysis of the Preamble to the UDHR.

The teacher might provide students with a graphic organizer to help them analyze Roosevelt's argument. This graphic organizer could ask students to identify her overall position and concession as well as claims and subclaims. Additionally, it could ask students to determine

the evidence Roosevelt uses to support her position. Students might work individually, in pairs, or in groups to do this work.

Students might watch a video recording of the speech at

<http://www.americanrhetoric.com/speeches/eleanorrooseveltdclarationhumanrights.htm>

The teacher might provide students with a paragraph frame for an argumentative paragraph and allow students to fill in the blanks with a claim, evidence, and concession.

If this unit is taught as a stand-alone ELA unit instead of in collaboration with a history teacher, the ELA teacher might want to provide background history and context of Eleanor Roosevelt's speech and the creation and adoption of the Universal Declaration of Human Rights.

(Refer to the [EQuIP rubric](#) for additional elements to consider)

## Lesson 4

### Learning Objectives

Students will be able to evaluate the argument and structure of Nelson Mandela's speech entitled "Speech to the United Nations Special Committee Against Apartheid."

Students will be able to determine how Mandela used the UDHR as support for his views.

Students will be able to analyze literary and rhetorical strategies used by Mandela and the impact of these strategies on the tone and meaning of the text

### Standards Addressed

(CCSS Math Content Standards, CCSS Math Practice Standards, CCSS ELA Reading or Writing Anchor Standards, CCSS ELA Standards (other), Next Generation Science Standard,

History / Social Science Standards)

(RI.9-10.2) Students will be able to determine a central idea of a text and analyze its development over the course of the text, including how it is shaped and refined by specific details.

(RI.9-10.4) Students will be able to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings, analyze the cumulative impact of specific word choices on meaning and tone.

(RI.9-10.6) Students will be able to determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

(RI.9-10.8) Students will be able to delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.

(SL.9-10.3) Students will be able to evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

(W.9-10.1) Students will be able to write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

## Instructional Approach

### Introduce the lesson

The teacher will review the UDHR and provide historical context for students by showing “The Story of Human Rights,” a YouTube video presented by Human Rights Video Education. The end of the video, which shows Human Rights conflicts and violations in recent history, will lead into the final lesson of the unit.

After watching the video, the teacher should ask students to create a list of human rights violations they know of either in the past or currently. Additionally, they should list people

they know who fought against these human rights violations. The teacher might also ask how these people fought against human rights violations and guide students to an understanding of the significance of argument and speech in fighting human rights violations. Using their ideas and filling in as necessary, the teacher should tell students that they are going to look at an apartheid speech given by Nelson Mandela. Students should read the text first for an understanding of its overall argument. Then the teacher should guide the class in a discussion of the connection between the speech and the UDHR. In other words, how did Mandela use the UDHR to support his overall argument?

If desired, the teacher can next use this text to review structure of argument and argument analysis/evaluation, and students can be asked to analyze Mandela's speech just as they analyzed Roosevelt's speech. Additionally, the teacher can ask students to write and submit an overall evaluation of Mandela's speech.

### **Model and demonstrate desired learning**

The teacher should ask students what makes a speech different than other forms of texts, such as declarations. Students should be encouraged to compare/contrast the structure of a speech as compared to the structure of the UDHR.

The teacher should introduce the idea of literary non-fiction and ask students what makes a speech memorable.

The teacher should choose a small portion of Mandela's speech (2- 3 paragraphs) and ask students to look for elements that make the text literary non-fiction. The teacher should be sure to emphasize the use of literary devices, the use of repetition and other rhetorical strategies, and the connotation of significant words.

The teacher should guide students in a discussion of literary and rhetorical elements used in the speech and the impact they have on the meaning and tone of the speech. This discussion should be driven first by what the students noticed on their own. After exhausting those elements the students discovered for themselves, the teacher should guide students to discover more through questioning. For example, if the teacher chooses to model this type of literary analysis as it is applied to non-fiction using paragraphs 3 and 4, the teacher might ask questions such as the following:

What is the significance of the word "crime" in the 3rd paragraph?



How is a crime different than a violation?

Why might Mandela choose to use the word crime and how does this particular word impact his meaning?

What is the impact of the hyphens and the shift in tense in the 3rd paragraph?

How would you describe the structure of the following quotation: “a victory in hand, a dream fulfilled, the triumph of justice”? What is the impact of this structure?

Where do you see personification in the 3rd paragraph? What is the impact of this personification?

What is the meaning of the word “blight”? What connotations are associated with this word? What is the impact of this word on the 4th paragraph?

Why does Mandela choose to use questions in the 4th paragraph? How do these questions impact his tone?

### **Provide guided practice**

After the teacher has modeled analysis of literary and rhetorical strategies, students should re-read the Mandela speech and annotate the rest of the text (excluding the part modeled by the teacher). Students should mark any area of the text that uses a literary or rhetorical device as well as any vocabulary with specific and significant connotations and punctuation with specific and significant impact. Students should be encouraged to look up definitions of unfamiliar words as well.

Students should be given the opportunity to compare their annotations in partners or small groups and to use their partners or small groups to find additional literary and rhetorical strategies before the class discusses their findings as a whole.

The teacher should guide students in a discussion of their findings. If necessary, the teacher should use guiding questions to help students discover additional strategies and additional significance.

At the end of the lesson, the teacher should ask students to make a claim regarding the importance of literary non-fiction, specifically literary and rhetorical strategies, on arguments about human rights violations (and arguments in general). Students should write a paragraph

or paragraphs in defense of their position, using specific and detailed evidence from Mandela’s speech and/or Roosevelt’s speech to support their reasoning. Students should understand that strategies authors use make their arguments more impactful and more memorable by impacting tone.

### **Integrate formative checks**

The teacher may choose to use the first part of this lesson to check for understanding of argument through a guided discussion and/or an argument analysis evaluation paragraph.

Teacher should check for understanding of the impact of literary and rhetorical choices as well as the effect of connotation through:

Student annotations

Guided discussion regarding the identification and impact of literary and rhetorical strategies

Argumentative paragraph(s) about the importance of literary non-fiction to conflicts about human rights violations

### **Student Tasks**

*Outline student tasks in the areas below:*

#### **Literacy knowledge tasks**

##### ***Reading task***

*Indicate how students will approach the text, i.e. independent silent reading, read aloud; how students will question the text; how students will analyze details.*

Students will read the text individually first. Then, they will re-read a portion of the text with the teacher before rereading the rest of the text individually. During rereading, students will focus on identifying and analyzing the significance of literary and rhetorical strategies.

##### ***Vocabulary task***

*Indicate how student vocabulary and academic language will be developed.*

Students will be encouraged to define unfamiliar words individually as they read the text. In addition, the emphasis on the literary aspects of this non-fiction selection will highlight the importance of word choice and will lead students to analyze and discuss the connotation of key words in the text.

### ***Sentence syntax task***

*Indicate how students will learn to speak thoughtfully and with precision.*

Students will be asked to work in partners or small groups to share their findings regarding the identification of and analysis of literary and rhetorical strategies. In addition, they will be asked to share their findings with the class in a whole group discussion.

### ***Inquiry and analysis task***

*Indicate how students will build attention to detail, and grow in analyzing, selecting and connecting detail.*

Students will be asked to search for literary and rhetorical strategies in the text and then will be given the opportunity to compare/contrast their findings with a partner or small group. Students will also be encouraged to use their partners or small groups to return to the text to identify more literary and rhetorical strategies. Finally, students will be asked to examine the impact of specific literary and rhetorical choices on the text.

### ***Writing (or other production)***

*Indicate how this task will help students learn to write. Indicate other forms of production in this task.*

Students will be given an additional opportunity to write an argument evaluation paragraph or paragraphs in this lesson (optional). Students will also be given the opportunity to write an argumentative paragraph or paragraphs regarding the significance of literary non-fiction to conflicts regarding human rights violations.

(Refer to the [EQuIP rubric](#) for additional elements to consider)

## Checking for Understanding

*Note: a performance task will be included at the end of this series of lessons. Determine and outline how you will check for student understanding within this lesson, using some of the suggestions provided here.*

Argument Evaluation paragraph (optional)

Student Annotations

Guided Questions and Discussions

Final Argument paragraph(s)

## Differentiation/Adaptations/Modifications

Outline adaptations that can be made for English Language Learners, Special Education students, or other learning contexts.

For ELL students or students with a low Lexile score, a portion of the Mandela speech can be used instead of the entire selection.

For advanced students, the teacher might consider adding logos, pathos, and ethos to students' understanding of argument. Students might have an additional task to identify examples of each in Mandela's speech.

## Additional Supports

The students might watch a video recording of the speech at

<http://www.americanrhetoric.com/speeches/nelsonmandelaunapartheidcommitteespeech2.htm>

To provide further support to students as they read and paraphrase Mandela's speech, the teacher might provide a set of Guiding Questions to point students to significant details of the text and to support their understanding of what the text says explicitly.

To provide further support to students as they analyze Mandela’s speech, the teacher might use the same Primary Source Document Analysis worksheet used in the initial analysis of the Preamble to the UDHR.

The teacher might provide students with a graphic organizer to guide their identification and analysis of literary and rhetorical strategies. The graphic organizer might ask students to list significant choices made by the author and to explain the impact of these choices on the text.

If this unit is taught as a stand-alone ELA unit instead of in collaboration with a history teacher, the ELA teacher might want to provide background history and context regarding Nelson Mandela and apartheid.

## Culminating Assessment

The culminating performance task for this unit allows students to demonstrate literacy skills, understanding, perspectives and the specific domain knowledge necessary to grapple with the essential questions. This can be an individual task or a collaborative performance task; along with individual tasks that contribute to the collaborative task, so that the teacher can evaluate individual performance.

### Outline of Performance Task

The final performance task will be a formal argumentative speech written by the student regarding a current human rights violation. The speech should include reference to the specific Article or Articles of the UDHR being violated as well as evidence to support the argument that the UDHR is being violated. Additionally, the speech should address the issue of the competing notions of human rights that led to this conflict. Students will need to conduct research in order to gather their evidence. The argument should use traditional argument structure and should include a concession as well as claims and sub-claims. Finally, the speech should include at least 3 literary or rhetorical devices that impact the overall tone of the speech.