

ELL Scaffolds for NYS CCLS Curriculum Grade 5, Module 1

Stories of Human Rights

<http://www.engageny.org/resource/grade-5-ela-module-1>



Grade 5 Module 1: What are Human Rights?

Stories of Human Rights: Overview

<http://www.engageny.org/resource/grade-5-ela-module-1>

Students will develop the ability to read and understand complex text while they begin to build knowledge about human rights through a close read of the introduction and selected articles of the Universal Declaration of Human Rights (UDHR), paired with short firsthand accounts of people around the world who currently face human rights challenges.

Guiding Questions and Big Ideas

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

Grade 5 Module 1: What are Human Rights?

Purpose of the Activities

- Gauge and build background knowledge about human rights through introducing the Universal Declaration of Human Rights (UDHR)
- Conduct a close reading of the UDHR
- Analyze accounts of human rights through non-fiction reading, interviews and viewing videos
- Produce various pieces of authentic writing about human rights citing the UDHR and other sources

Activities

- **Quick Write** – reflecting on a quote by John F. Kennedy or Benito Juarez (in Spanish)
- **What is a right? What is a responsibility?** – Whole class discussion/brainstorming/word splash with word web
- **Youth for Human Rights Video – Article 1** – Round Robin Cooperative Group Work

Grade 5 Module 1: What are Human Rights?

Product

- **UDHR Guidebook** – Students will complete various writing activities related to reading and group assignments on different Articles of the UDHR compiled in one “final product” booklet

Resources (All resources available at: <http://edu.symbaloo.com/mix/lirbern-udhr>)

EngageNY Module: <http://www.engageny.org/resource/grade-5-ela-module-1>

Youth for Human Rights Videos: <http://www.youthforhumanrights.org/>

UDHR Translations & Materials:

http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf

<http://www.ohchr.org/EN/UDHR/Pages/UDHRMaterials.aspx>

UDHR Simplified version:

<http://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html>

Digital Resources for Class, Library, or Home: Bookmarking Sites

- By providing links to material that will be discussed in class, as well as other related topics, we provide ELLs with a slight edge, helping them build background knowledge and prepare for more challenging academic tasks.
- Bookmarking sites offer a way to share links to teacher provided material on information that will be discussed and researched in class.
- **One such site is Symboloo. All of the links and materials referenced in today's session are available at:**

<http://edu.symboloo.com/mix/lirbern-udhr>



UDHR - Article 1

Right to Equality



5th Grade NYS CCLS Standards Addressed

5th Gr. – Reading Standards for Informational Text

*“I **can** quote accurately from a text when explaining and drawing inferences from the text.” (RI.5.1)*

5th Gr. - Speaking & Listening Standards

*“I **can** effectively engage in collaborative discussions with diverse partners, review key ideas and draw conclusions from the discussion.” (SL.5.1)*

5th Gr. – Writing Standards

*“I **can** write informative/explanatory texts to examine a topic and convey ideas clearly.” (W.5.2)*

*“I **can** recall information from experiences, gather information from print and digital sources, take notes and sort evidence into categories.” (W.5.8)*

UDHR - Article 1

What are Human Rights?



5th Grade CCLS “I can...” Statements

“Quick Write” Activity

5th Gr. – Writing Standards

*“I **can** write informative/explanatory texts to examine a topic and convey ideas clearly.” (W.5.2)*

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
<p>Grade 5 (W.5.2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly; provide general observation; focus and group related information logically; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</p>	<p><i>Write</i> <i>Informative/Explanatory</i> <i>Texts That Convey Ideas</i> <i>and Information Clearly,</i> <i>Logically and with Detail</i> <i>Use Precise Language and</i> <i>Domain-Specific</i> <i>Vocabulary</i></p>	<ul style="list-style-type: none"> • Use introductory words and phrases to introduce a focused topic. • Identify facts, definitions, quotations, examples and/or details related to the topic. • Identify multimedia that can strengthen the topic. • Use headings to categorize information. • Use words (e.g., in contrast, especially) to link ideas to contrast information. • Use Tier 2 words found in writing

Quick Write

“The rights of every man are diminished when the rights of one man are threatened.”

- John F. Kennedy



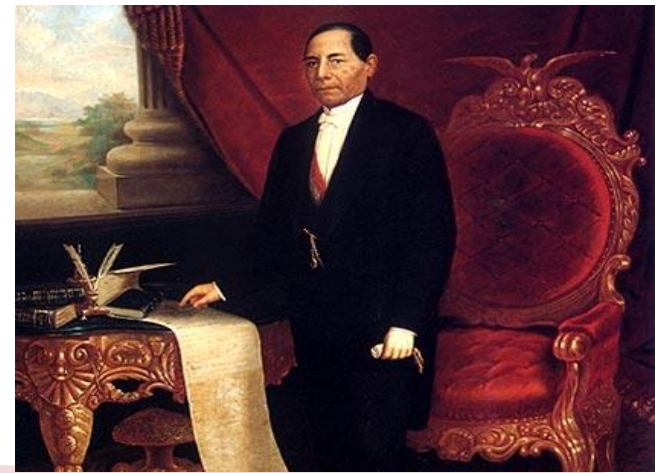
What does this quote make you think of ? What do you think it means?

Sketch how this quote makes you feel.

Escritura Rápida

*“Entre los individuos como entre las naciones,
el respeto al derecho ajeno es la paz.”*

- Benito Juárez



¿Qué te hace pensar en esta cita? ¿Qué piensas es el sentido de la cita?

Dibuja los sentimientos representados en la cita.

5th Grade CCLS “I can...” Statements

Article 1 Analysis – Rights vs. Responsibilities

5th Gr. – Reading Standards for Informational Text

*“I **can** quote accurately from a text when explaining and drawing inferences from the text.” (RI.5.1)*

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 5 (RI.5.1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<i>Quote from Text to Explain and Draw Inferences</i>	<ul style="list-style-type: none">• Use words and phrases to reference a quote from a text (e.g., The author [name] states “[quotation]” [and cite author]).• Use introductory words and phrases to explain inferences drawn from the text (e.g., this means that; the author thinks that; this makes me reach the conclusion that).

Bilingual Common Core Initiative Language Arts Progressions:

Guide to Academic and Linguistic Demands - Samples

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 5 (RI.5.1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<i>Quote from Text to Explain and Draw Inferences</i>	<ul style="list-style-type: none"> • Use words and phrases to reference a quote from a text (e.g., The author [name] states “[quotation]” [and cite author]). • Use introductory words and phrases to explain inferences drawn from the text (e.g., this means that; the author thinks that; this makes me reach the conclusion that).
Grade 6 (RI.6.1) Cite textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	<i>Cite Textual Evidence to Explain and Draw Inferences</i>	<ul style="list-style-type: none"> • Use words and phrases to cite (e.g., according to the author; the author says; here it states). • Use words and phrases to explain inferences drawn from the text (e.g., this means that; the author thinks that; this makes me reach the conclusion that).
Grade 7 (RI.7.1) Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	<i>Cite Several Pieces of Textual Evidence to Support Inferences</i>	<ul style="list-style-type: none"> • Use words and phrases to cite (e.g., according to the author; the author says; here it states). • Use words and phrases to explain inferences drawn from the text (e.g., this means that; the author thinks that; this makes me reach the conclusion that).
Grade 8 (RI.8.1) Cite the textual evidence that most strongly support an analysis of what the text says explicitly, as well	<i>Cite Textual Evidence and Draw Inferences That Most Support Analysis of Text</i>	<ul style="list-style-type: none"> • Use words and phrases to cite (e.g., according to the author; the author says; here it states). • Use words and phrases to explain inferences drawn from the text (e.g., this means that; the author thinks that; this makes me reach the conclusion that).

Article 1 – Video

Youth for Human Rights has published a series of short videos that **introduce** the concepts of each Article of the Universal Declaration of Human Rights.

Human Right #1

We Are All Born Free &
Equal



Source: <http://www.youthforhumanrights.org/what-are-human-rights/videos/born-free-and-equal.html> Last accessed 11-10-15

Article 1 – Right to Equality

Full text

(<http://www.ohchr.org/EN/UDHR/Pages/Language.aspx?LangID=eng>)

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



Abridged

(from EngageNY Module: <http://www.engageny.org/resource/grade-5-ela-module-1>)

When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.

Simple

(from <http://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html>)

We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.

What is a right? What is a responsibility?

Activity: Whole class discussion/brainstorming about rights versus responsibilities. Depending on the ages and proficiency levels in the class, teachers can use their discretion to either provide examples of rights and responsibilities (listed below) for students to **categorize** or have a class **brainstorming session** using a concept map.



5th Grade CCLS “I can...” Statements

“Round Robin” Activity

5th Gr. - Speaking & Listening Standards

- “I **can** effectively engage in collaborative discussions with diverse partners, review key ideas and draw conclusions from the discussion.” (SL.5.1)

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
<p>Grade 5 (SL.5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion;</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles;</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others;</p>	<p><i>Participate in Collaborative Conversations Follow Rules for Discussions Review Key Ideas and Draw Conclusions in Light of the Discussion</i></p>	<p>Use words and phrases to contribute to conversations (e.g., I want to add; I think that).</p> <ul style="list-style-type: none"> • Use question forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?). • Use words and phrases that express an opinion (e.g., I disagree/agree). • Use question forms to clarify information (Can you repeat that? What did you mean when you said?). • Use sentence structures that convey an elaboration on the remarks of others (e.g., I would like to add to your point; Another important point is). • Use words and phrases to explain (What

Round Robin: Article 1 Right to Equality

Directions: After we watch the video about Article 1 of the *Universal Declaration of Human Rights*, spend a few minutes thinking about the statements in the boxes below. Write your response in the space next to the pictures. You can also draw a picture with your answer if you would like.

After you complete writing on your own, discuss each question in groups. Remember to take turns speaking (only one at a time) and be sure to listen to each other. When you are finished, choose a recorder to summarize your thoughts on chart paper.

Describe a time when you didn't feel equal.



Describe a time when you didn't feel free.



Describe a time when you were treated badly or differently.



5th Grade CCLS “I can...” Statements

UDHR Guidebook Activity

5th Gr. – Writing Standards

*“I **can** recall information from experiences, gather information from print and digital sources, take notes and sort evidence into categories.” (W.5.8)*

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 5 (W.5.8) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.	<i>Gather Relevant Information from Multiple Sources (Print and Digital) and Assess the Credibility of Each Source, Paraphrasing and Summarizing Information</i>	Use question and answer forms to recall information from experience (e.g., Has something like this happened to you before? What does this remind you of? I know that ____; this reminds me of ____). <ul style="list-style-type: none">• Use question and answer forms that focus on gathering information from print and digital sources (e.g., Where did you find that information? Where did you learn that? What books/database/articles have you used for ____? I used the following books/chapters/articles/website/browser/database to ____).• Use sentence structures to summarize (e.g., I compiled the following information ____; to sum up ____; the main points are ____).

UDHR Guidebook

- Document for students to keep their notes, ideas and important information
- Formative Assessment for teachers to track student understanding and progress
- Can be displayed in classroom or school building when complete
- May become a portfolio piece

_____’s Guide
to the
*Universal Declaration
of Human Rights*



UDHR Guidebook – Sample Pages

Article 1

Right to Equality

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

What does the **Right to Equality** look like?

What does the **Right to Equality *not*** look like?

What does the **Right to Equality** mean in your own words?

Give 3 examples of how people are ***not*** treated equally:

1.

2.

3.

Final Project:

Write about why human rights are important. When you write be sure to:

- Choose and cite at least one article from the *UDHR*.
- Cite information and examples from the texts we have read.
- Cite information from your interview.
- Write in complete sentences and paragraphs.

Use the following pages to outline your final project.

Sample of Co-Teaching Planning Template

Day/Date	Content Objective (including CCLS Anchor Standard)	Language Objective (from BCCJ Linguistic Demands)	Co-teaching model(s)/technique(s)
12/4/2015	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion;</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles;</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others;</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions;</p> <p>e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds;</p> <p>f. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.</p>	<p>Use words and phrases to contribute to conversations (e.g., I want to add; I think that).</p> <p>• Use question forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?).</p> <p>• Use words and phrases that express an opinion (e.g., I disagree/agree).</p> <p>• Use question forms to clarify information (Can you repeat that? What did you mean when you said?).</p> <p>• Use sentence structures that convey an elaboration on the remarks of others (e.g., I would like to add to your point; Another important point is).</p> <p>• Use words and phrases to explain (What I mean is ; What you are saying is).</p> <p>• Use words and phrases to review key ideas (e.g., Some important ideas we discussed were).</p> <p>• Use sentence structures that facilitate drawing conclusions based on the discussions (e.g., Before I thought but now I think; This</p>	Team Teaching

Learner Activities	Content Teacher Role/Activities	ENL Teacher Role/Activities
<p>Students will participate in a whole class discussion about rights versus responsibilities.</p> <p>Students will apply their prior learning, global background knowledge, as well as information gleaned during the "Quick Write" and viewing the Article 1 video to generate ideas about rights and responsibilities.</p> <p>After the discussion students will take notes on a graphic organizer such as a semantic map, venn diagram, double bubble, etc.</p>	Team teach with ENL teacher to model language use and note-taking strategies during whole class discussion.	<p>Pre-teach some concepts and build background during Standalone ENL Instruction.</p> <p>Team teach with content teacher to model language use and note-taking strategies during whole class discussion.</p>

Assessment/Evaluation (Include Accommodations for Language Proficiencies)	Notes on Individual Students
<ul style="list-style-type: none"> Teacher observation and documenting active participation in class discussion Completed graphic organizers 	Special attention given to those students identified during collaborative planning.

Co-Teaching for ELLs Daily Lesson Planning Template

Day/Date	Content Objective (including CCLS Anchor Standard)	Language Objective (from BCC1 Linguistic Demands)	Co-teaching model(s)/technique(s)

Learner Activities	Content Teacher Role/Activities	ENL Teacher Role/Activities

Assessment/Evaluation (Include Accommodations for Language Proficiencies)	Notes on Individual Students

Co-Teaching Planning Template