

10.2.3

Unit Overview

“...to lift men everywhere to a higher standard of life and to a greater enjoyment of freedom.”

Text(s)	<i>The Universal Declaration of Human Rights</i> “On the Adoption of the <i>Universal Declaration of Human Rights</i> ” by Eleanor Roosevelt “Address to the United Nations Youth Assembly” by Malala Yousafzai
Number of Lessons in Unit	7

Introduction

In this unit, students encounter three documents focusing on human rights: *The Universal Declaration of Human Rights*, adopted by the United Nations in 1948; Eleanor Roosevelt’s “On the Adoption of the *Universal Declaration of Human Rights*”; and Malala Yousafzai’s “Address to the United Nations Youth Assembly,” which was delivered in July 2013. Each document uses rhetoric to further specific claims related to the broad topic of human rights.

Throughout the unit, students continue to practice their writing skills while developing their ability to analyze an author’s arguments. Students delineate arguments by identifying claims and evaluating the quality of evidence and reasoning authors use to support those claims. In addition to reading and writing, students participate in civil and productive conversation.

For the End-of-Unit Assessment, students write a multi-paragraph response delineating the argument of each text and analyzing how each document develops a common claim. Students who would benefit from a greater challenge are asked to assess the use of evidence and reasoning in each text.

Literacy Skills & Habits

- Read closely for textual details.
- Annotate texts to support comprehension and analysis.
- Delineate an argument, assessing evidence and reasoning.

- Engage in productive evidence-based conversations about text.
- Determine meaning of unknown vocabulary.
- Independently preview text in preparation for supported analysis.
- Paraphrase and quote relevant evidence from a text.
- Write original evidence-based claims.
- Generate and respond to questions in scholarly discourse.

Standards for This Unit

College and Career Readiness Anchor Standards for Reading	
None.	
CCS Standards: Reading—Literature	
None.	
CCS Standards: Reading—Informational Text	
RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
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; identify false statements and fallacious reasoning.
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
CCS Standards: Writing	

<p>W.9-10.2.a-f</p>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other relevant information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<p>W.9-10.9.b</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning).
<p>CCS Standards: Speaking & Listening</p>	
<p>SL.9-10.1.a-e</p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

	<ul style="list-style-type: none"> b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.
CCS Standards: Language	
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.4.a, b	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
L.9-10.5.a	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Note: Bold text indicates targeted standards that will be assessed in the unit.

Unit Assessments

Ongoing Assessment	
Standards Assessed	RI.9-10.5, RI.9-10.6, RI.9-10.8
Description of Assessment	Students answer questions, write informally in response to text-based prompts, and present information in an organized and logical manner.

End-of-Unit Assessment	
Standards Assessed	RI.9-10.8, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2
Description of Assessment	<p>Students write a multi-paragraph essay responding to the following prompt based on their work in this unit:</p> <p>Delineate the argument in each of the unit texts and analyze how the authors develop a common claim.</p> <p>Differentiation Consideration: Offer the following extension for students who would benefit from more challenging work:</p> <p>Assess whether the reasoning in each text is valid and the evidence is relevant and sufficient.</p>

Unit-at-a-Glance Calendar

Lesson	Text to be Covered	Learning Outcomes/Goals
1	<i>The Universal Declaration of Human Rights</i> (Preamble and Articles 1–10)	In this first lesson of the unit, students read and analyze the Preamble and Articles 1–10 of <i>The Universal Declaration of Human Rights</i> to identify the document’s purpose and the basic human rights named in the document. Students explore the ideas and claims introduced in the Preamble and analyze how those ideas and claims are developed and refined in Articles 1–10.

2	“On the Adoption of the <i>Universal Declaration of Human Rights</i> ,” (par. 1–2)	In this lesson, students read the first two paragraphs of Eleanor Roosevelt’s “On the Adoption of the <i>Universal Declaration of Human Rights</i> .” Throughout the lessons, students consider Roosevelt’s argument, analyzing her supporting claims, evidence, and reasoning.
3	“On the Adoption of the <i>Universal Declaration of Human Rights</i> ” (par. 3–9)	In this lesson, students read paragraphs 3–9 of Roosevelt’s speech, participating in an evidence-based jigsaw discussion to analyze how Roosevelt develops and refines her claim that the United Nations should reject the Soviet delegation’s proposals without debate.
4	“On the Adoption of the <i>Universal Declaration of Human Rights</i> ” (par. 10–16)	In this lesson, students read and analyze paragraphs 10–16 of Roosevelt’s “On the Adoption of the <i>Universal Declaration of Human Rights</i> ” to examine how her use of rhetoric works to persuade the Assembly.
5	“Address to the United Nations Youth Assembly” (par. 1–6)	In this lesson, students listen to Malala Yousafzai’s “Address to the United Nations Youth Assembly” before analyzing her use of rhetoric in paragraphs 1–6 to advance her purpose. Students participate in both a whole-class and pair discussions before annotating their copies of the text for rhetoric.
6	“Address to the United Nations Youth Assembly” (par. 7–20)	In this lesson, students read paragraphs 7–20 of Yousafzai’s speech to the UN Youth Assembly to analyze how she uses these paragraphs to develop and refine ideas in this portion of the speech that were introduced in the first half of the speech. Students work in pairs before participating in a silent discussion.
7	<i>The Universal Declaration of Human Rights</i> ; “On the Adoption of the <i>Universal Declaration of Human Rights</i> ”;	In this End-of-Unit Assessment, students demonstrate their cumulative understanding of the arguments presented in all three of the unit texts. Students first delineate the argument of each text and then analyze how the authors develop a common claim. Some students, who might benefit from an additional challenge, will respond to an extension prompt that asks students to assess the reasoning and evidence in each text. Students review their annotated text, lesson Quick Writes, discussion notes, homework

	“Address to the United Nations Youth Assembly”	notes, and tools to organize their ideas before writing multi-paragraph essays independently. The essays should include relevant and sufficient facts, extended definitions, concrete details, and quotations.
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Preparation, Materials, and Resources

Preparation

- Read and annotate *The Universal Declaration of Human Rights*, “On the Adoption of the *Universal Declaration of Human Rights*,” and “Address to the United Nations Youth Assembly,” including numbering paragraphs.
- Review the Short Response Rubric and Checklist.
- Review the 10.2.3 End-of-Unit Text Analysis Rubric.
- Review all unit standards and post in classroom.

Materials/Resources

- Copies of *The Universal Declaration of Human Rights*, “On the Adoption of the *Declaration of Human Rights*,” and “Address to the United Nations Youth Assembly”
- Free audio resources (for Roosevelt: www.americanrhetoric.com/ and Yousafzai: <http://webtv.un.org/watch/malala-yousafzai-addresses-united-nations-youth-assembly/2542094251001/>)
- Self-stick notes for students
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see Materials list in individual lesson plans
- Copies of the 10.2.3 End-of-Unit Text Analysis Rubric
- Copies of the Short Response Rubric and Checklist
- Copies of the 10.2 Common Core Learning Standards Tool