

Day 4: Universal Rights: Are They for Everybody?



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VITAL INFORMATION

Subject(s): Language Arts (English)

Grade/Level: 10

Time Frame: 80 minutes

Learning Context: Students will be learning several things today that will all tie into the overall objective.

First, students will learn about introductory prepositional phrases and commas. This will help increase students' writing skills.

Second, students will learn about universal rights; this ties into the overall unit on human rights, and the students will be able to see how this correlates with The Hunger Games.

Third, the students will learn about Reader Response; this will improve their writing abilities, and it will give them an opportunity to express their opinion, while using textual evidence to support it.

Objectives and Understandings: Long-term objective: Students will become more aware of social injustice issues and human rights.

Long-term objective: Students will be able to write Reader Response papers using the standard techniques.

Long-term objectives: Students will be able to write coherent papers properly incorporating introductory prepositional phrases and commas.

Long-term objective: Students will know when a person's universal rights are being violated and understand why we have these rights (and a taskforce) in place.

Short-term objective: Students will be able to identify prepositions, and properly use commas for introductory prepositional phrases.

Short-term objective: Students will understand the basic knowledge of universal rights.

Short-term objective: Students will be able to write a short reader response every night in their writer's notebooks.

Essential Questions: Why do we need to know about prepositions?

What are universal rights and how are they different from international rights?

What is reader response?

Why do I need to know reader response?

Rationale: **Administrators:** Students will increase their writing skills by learning how to properly

use commas. Students will also be increasing their awareness of universal rights, which will allow them to become more proactive American citizens. Students will be able to create a Reader response, a genre of writing that is common on the Regents.

Students: You will be able to write papers that have proper punctuation; this increases your writing skills and will someday allow you a better chance of getting a job because your writing represents who you are to a potential employer. You'll be able to voice your opinions with the reader response, while learning how to properly cite textual evidence. This will help to avoid plagiarism.

Critical Pedagogues: This lesson will allow students to become better writers, which will empower them to become more creative in the writing process. Students will also learn how to use reader response, a technique that will require higher level critical thinking skills that will also benefit them on the Regents exam.

Background
Knowledge and Skills:

Students must be able to recognize what a preposition is (I will review this with them).

Students must be aware of what human rights are.

Students must be aware of what constitutes an opinion.

Standards:

NY- New York State Standards

- **Subject:** English Language Arts (1996)
 - **Learning Standard 1 :** Language for Information and Understanding
Students will listen, speak, read, and write for information and understanding.

As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

- **Level :** Commencement
 - **Key Idea :** Listening and Reading
 - **Performance Indicator :** Use a combination of techniques (e.g., previewing, use of advance organizers, structural cues) to extract salient information from texts.
 - **Performance Indicator :** Make distinctions about the relative value and significance of specific data, facts, and ideas,
 - **Performance Indicator :** Make perceptive and well developed connections to prior knowledge.
 - **Key Idea :** Speaking and Writing
 - **Performance Indicator :** Present a controlling idea that conveys an individual perspective and insight into the topic.
 - **Performance Indicator :** Support interpretations and decisions about relative significance of information with explicit statement, evidence, and appropriate argument.
 - **Performance Indicator :** Use standard English skillfully, applying established rules and conventions for presenting information and making use of a wide range of grammatical constructions and vocabulary to achieve an individual style that communicates effectively.

- **Learning Standard 2 :** Language for Literary Response and Expression
Students will read, write, listen, and speak for literary response and expression.

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of

the English language for self-expression and artistic creation.

- **Level :** Commencement
- **Key Idea :** Listening and Reading
 - **Performance Indicator :** Understand how multiple levels of meaning are conveyed in a text
 - **Performance Indicator :** Read aloud expressively to convey a clear interpretation of the work
- **Key Idea :** Speaking and Writing
 - **Performance Indicator :** Present responses to and interpretations of works of recognized literary merit with references to the principal features of the genre, the period, and literary tradition, and drawing on their personal experiences and knowledge
 - **Performance Indicator :** Produce literary interpretations that explicate the multiple layers of meaning
 - **Performance Indicator :** Write original pieces in a variety of literary forms, correctly using the conventions of the genre and using structure and vocabulary to achieve an effect
 - **Performance Indicator :** Use standard English skillfully and with an individual style
- **Learning Standard 3 :** Language for Critical Analysis and Evaluation
Students will listen, speak, read, and write for critical analysis and evaluation.

As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

- **Level :** Commencement
- **Key Idea :** Speaking and Writing
 - **Performance Indicator :** Make effective use of details, evidence, and arguments and of presentational strategies to influence an audience to adopt their position
- **Learning Standard 4 :** Language for Social Interaction
Students will listen, speak, read, and write for social interaction.

Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

- **Level :** Commencement
- **Key Idea :** Listening and Speaking
 - **Performance Indicator :** Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them
 - **Performance Indicator :** express their thoughts and views clearly with attention to the perspectives and voiced concerns of the others in the conversation

Summary:

Students will learn how to locate and how to create their own introductory prepositional phrases (with commas). Students will be able to identify and understand universal rights, and students will be able to write short reader response pieces.

Procedure (Including Motivation and Closure):

- I will ask students: "why do you need to understand how to properly use grammar?"
- I will do a lesson plan on prepositions and commas; students must properly incorporate 2 prepositional phrases (with commas) into the paper that they turn in on Monday.
- I will go over universal rights today. I will read comments from Eleanor Roosevelt: "Where, after all, do universal rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the

world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world." Eleanor Roosevelt, *The Great Question*, 1958 .

- We will discuss this passage: What does Eleanor mean by universal rights? Do you think that universal rights are impossible to achieve? What is the difference between "Universal" and "international?"
- Which human rights were violated in The Hunger Games? Was it necessary to do? How are the people affected by the violations?
- We will discuss what we have read in The Hunger Games so far, and see how it correlates with Human Rights.
- We will then begin talking about Reader Response and the characteristics that comprise reader response.
- I will have the students get into groups so that I can go over reader response. I will go over what constitutes a good and bad reader response. I will then give the students a bad reader response and have them write down what makes it a bad reader response (or a good one, if they feel that it is a good one). We will discuss their answers and then I will have them re-write the reader response to make it a good one.
- I will talk to students about the book: what they love, what they don't like, what questions they have, etc.

Extension: Students will once again summarize the text (1 sentence), this time using a full page that they must summarize (they must note the page that they are summarizing), and they must write down the questions that they have in regards to the text, and now write a reader's response. I want the students to type this writer's notebook entry or hand in a hand-written page. I will give them a rubric for the collected entries (1 every week). I want the analytical questions to guide their response to the text; once I feel that the students have successfully mastered reader response, I will allow them to pose their own analytical questions. The students will read Chapters 2 and 3. I will collect the writer's notebooks. Students need to collect facts about children soldiers to support their argument against having children in war.

Sample Student Products:

Differentiated Instruction: Students will be working in groups for the reader response part of the lesson. The lesson on introductory prepositional phrases is designed as a scaffolded exercise so that students with disabilities will have the required structure to complete the task.

Assessment/Rubrics: Students will be writing a one-page assignment that incorporates summarization, questioning the text, and a reader response paragraph. I will give the students a rubric that highlights my expectations for this assignment. Students will also have to finish their scaffolded exercise, and I will check it on Monday.

Reflections on Teaching:

Materials, Resources, and/or Handouts:

Attachments

1. [List of Prepositions](#)
2. [Prepositions lesson](#)
3. [Prepositions lesson Key](#)
4. [Reader Response Example](#)
5. [Reader Response Guidelines](#)
6. [Rubric for 1 page response](#)