



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 3: Lesson 3

Readers Theater and the UDHR



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can recall relevant experiences or summaries. (W.5.8) I can effectively engage in a discussion with my peers. (SL.5.1) I can write an opinion piece. (W.5.1)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can summarize key articles of the UDHR, and passages from “Esperanza Rising” and “American Heroes” from previous learning. I can participate in a discussion with my peers. I can share my opinion about the effectiveness of the narrator dialogue. 	<ul style="list-style-type: none"> Making connections between UDHR and scripts Narrator discussion questions

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Reviewing Learning Targets (5 minutes) Work Time <ol style="list-style-type: none"> Connecting the UDHR to the Themes in Readers Theater Scripts (25 minutes) The Role of Narration in Readers Theater (15 minutes) Closing and Assessment <ol style="list-style-type: none"> Critique of the Narration in “Esperanza Rising” and “American Heroes” Readers Theater Scripts (15 minutes) Homework 	<ul style="list-style-type: none"> Remember, students have spent all of Unit 2 reading <i>Esperanza Rising</i>: “first draft reading” of all chapters for homework, and more careful study of specific passages from each chapter during class. Thus, Unit 3 is the <i>third</i> read of <i>Esperanza Rising</i>, offering struggling readers an additional opportunity to work with this complex text to further comprehension of the material. This also provides students an opportunity to go deeper with their analysis in the more creative form of Readers Theater. Review: Annotating Text and Praise-Question-Suggestion (Appendix)



Lesson Vocabulary	Materials
recall, summarize, UDHR, participate, discuss, narrator, opinion, dialogue, effective, key (articles)	<ul style="list-style-type: none">• UDHR note-catcher (from Unit 1)• “American Heroes” Scripts 1–4 (from Lesson 1)• Readers Theater: “Esperanza Rising” scripts (from Lesson 2)• Anchor chart: Human Rights Challenges in Esperanza Rising (from Unit 2)• Narrator Discussion Questions (one per student)

Opening	Meeting Students’ Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Discuss the learning targets with students and clarify any terms as needed. Ask students to restate the targets in their own words.	<ul style="list-style-type: none">• All students developing academic language will benefit from direct instruction of academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Connecting the UDHR to the Themes in Readers Theater Scripts (25 minutes)</p> <ul style="list-style-type: none">• Set purpose for students for this lesson, which requires them to again revisit the UDHR they worked with in Units 1 and 2 (refer students to the anchor chart Human Rights Challenges in <i>Esperanza Rising</i>, from Unit 2). “Today we are going to review the UDHR themes we have been studying in this module, in order to help us make connections between the UDHR themes and the narrative Readers Theater scripts we have been reading. Discussing these connections will help prepare you for later in the unit, when you will need to write your own Readers Theater script based on one UDHR theme and passages from the novel <i>Esperanza Rising</i>.”• Place students into groups of four or five. Ask students to take out the UDHR note-catcher (from Unit 1), in which they summarized 10 articles from the UDHR and drew sketches about what it would look like for the “promise” of each article to be “kept” or “broken” (see Unit 1, Lesson 1).• Give students several minutes to review their UDHR summaries silently, then to discuss with peers in groups, making sure all students are comfortable with their understanding of the UDHR themes discussed in Units 1 and 2. Offer clarification as necessary.• Distribute one of the “American Heroes” scripts (1–4) and one of the Readers Theater: “<i>Esperanza Rising</i>” scripts to each group member (each member will need to have the same script). Review how to annotate text with students.• Display one of the scripts and briefly model how to annotate their scripts, saying: “Now you are going to locate the connections between the UDHR themes we have studied and the Readers Theater scripts titled ‘American Heroes’ and ‘<i>Esperanza Rising</i>.’”• Read aloud the first line of the script: “LAWYER: Ramona, your husband, Sixto Ortega, left this house and all of its contents to you and your daughter. You will also receive the yearly income from the grapes. As you know, it is not customary to leave land to women and since Luis is his brother, Sixto left the land to him,” and underline the last sentence. <p>* Think aloud: “I underlined this sentence because I think this is a good example of the UDHR Article 17, ‘...everyone has the right to own property...’; now I am going to make a note next to this sentence by writing ‘UDHR 17’ and explain briefly why I think this sentence is an example of that article by writing, ‘Mama can’t own property because she is a woman.’”</p>	<ul style="list-style-type: none">• Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.• Consider providing smaller chunks of text (sometimes just a few sentences) for ELLs. Teachers can check in on students’ thinking as they write or speak about their text.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to think and then talk: “Do you agree or disagree with my connection? Why or why not?” Allow students to share their ideas. Check that students understand the task; do one more model with the “American Heroes” script, if needed.• Ask students to take 10 minutes on their own to identify connections between the scripts and the UDHR. Encourage them to make at least 1 or 2 connections per script. Move throughout the room to support students as necessary.• Ask students to talk as a group about the connections they noticed.• In the last several minutes, allow students to share the connections and annotations they made.	
<p>B. The Role of Narration in Readers Theater (15 minutes)</p> <ul style="list-style-type: none">• Have students remain in their groups. Ask them to highlight all narrator lines in each script.• Display the Narrator Discussion Questions sheet where all students can see it, and distribute a copy to each student in the group. Read each question aloud, pausing to clarify terms as needed. Students will discuss each question with their group members and then write a response on their own sheets. Move throughout the room to offer support as needed.• If time permits, ask students to share out their answers.	<ul style="list-style-type: none">• For students needing additional supports, consider offering a sentence frame, sentence starter, or cloze sentence to provide the structure required.



Closing and Assessment	Meeting Students' Needs
<p>A. Critique of the Narration in “Esperanza Rising” and “American Heroes” Readers Theater Scripts (15 minutes)</p> <ul style="list-style-type: none"> • Collect students’ Narrator Discussion Questions sheet as an ongoing assessment to gauge how well students are able to connect the UDHR articles to the scripts. • Have students come together in a whole group and review the Praise-Question-Suggest protocol with students. Tell them they are going to critique the narrator lines of the scripts for “American Heroes” and “Esperanza Rising.” • Tell students you would like them to evaluate both scripts based on the following criteria. Make sure these are visible to all students: <ul style="list-style-type: none"> * The narrator’s scene introduction is clearly connected to the dialogue in the scene. * The narrator makes a strong connection between the scene and one of the UDHR articles. • Ask students to write their comments directly on the scripts they have at their tables. • Have each student work independently to write: <ul style="list-style-type: none"> – one Praise, – one Question, and – one Suggest for each script. • As time allows, have students share their ideas, then collect their annotated scripts. 	<ul style="list-style-type: none"> • Provide anchor charts for processes such as “How to Praise-Question-Suggest” This would include question words with nonlinguistic representations and a question frame.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • None 	



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Supporting Materials



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Respond to the following questions about the lines of narration in each script
("American Heroes" and "Esperanza Rising")

In the "Esperanza Rising" script, how does the narrator give the audience ideas about what will happen in each scene? Support your answer with evidence from the scripts.

Write 1-2 examples from the "Esperanza Rising" script in which the narrator makes a connection to the UDHR. Name the specific UDHR article the narrator is referencing. Explain why you think each of these lines of narration is connected to the UDHR.



Respond to the following questions about the lines of narration in each script
("American Heroes" and "Esperanza Rising")

In the "American Heroes" script, how does the narrator give the audience ideas about what will happen in each scene? Support your answer with evidence from the scripts.

Write 1-2 examples from the "American Heroes" script in which the narrator makes a connection to the UDHR. Name the specific UDHR article the narrator is referencing. Explain why you think each of these lines of narration is connected to the UDHR.