



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 1: Unit 1: Lesson 5**

## **Mid-Unit 1 Assessment: Human Rights Vocabulary and Common Prefixes**



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. (L.5.4)  
 I can accurately use academic vocabulary to express my ideas. (L.5.6)  
 I can write for a variety of reasons. (W.5.10)

**Supporting Learning Targets**

- I can use strategies to determine the correct meaning of vocabulary words related to human rights.
- I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means.
- I can use human rights vocabulary words correctly in my writing.

**Ongoing Assessment**

- Introduction to the UDHR note-catcher (from Lesson 4)
- Mid-Unit 1 Assessment: Human Rights Vocabulary and Common Prefixes

**Agenda**

1. Opening
  - A. Engaging the Reader: Review of Introduction to the UDHR Note-catcher (10 minutes)
2. Work Time
  - A. Visualizing Word Meanings: Group Tableaus (20 minutes)
  - B. Mid-Unit 1 Assessment: Human Rights Vocabulary and Common Prefixes (20 minutes)
3. Closing and Assessment
  - A. Debrief (10 minutes)
4. Homework

**Teaching Notes**

- Your students should have at least the following words on flash cards (they may also have others): *endowed, conscience, fundamental, inalienable, charter, reaffirms, dignity, upholding, promoting, protecting, articulated.*
- Plan ahead for the groups of students you want to work together for the homework review and for the tableaus. Heterogeneous groups are recommended for each activity.
- Students may need instruction or review of these words: *quiz, trade.*
- Review: Write-Pair-Share and Fist to Five (see Appendix).
- Post: Learning targets.



Lesson Vocabulary	Materials
<p>human rights, endowed, conscience, fundamental, inalienable, charter, reaffirms, dignity, upholding, promoting, protecting, articulated</p> <p><i>Note: This lesson includes an assessment. During the Opening, it is fine and even desirable to review vocabulary words with students. During the quiz, students must do their independent best work.</i></p>	<ul style="list-style-type: none"> <li>• Vocabulary flash cards (from Lesson 3; student-created on index cards)</li> <li>• Document camera or interactive white board</li> <li>• Introduction to the UDHR note-catcher (from Lesson 4; student copies and one for display)</li> <li>• Mid-Unit 1 Assessment: What Are Human Rights? Vocabulary Quiz and Explanation (one per student)</li> <li>• Mid-Unit 1 Assessment: What Are Human Rights? Vocabulary Quiz and Explanation (Answer Key for Teacher Reference)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Review of Introduction to the UDHR Note-catcher (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Read the learning targets aloud, underlining the phrase “use strategies.” Ask students to talk with each other about the strategies they have been learning to figure out the meanings of new words (use context, break words into parts, draw pictures, flash cards). Ask them to talk about which strategies work the best for them.</li> <li>• Ask students to take out their Introduction to the UDHR note-catchers that they completed for homework.</li> <li>• Strategically place students into pairs, with more-ready readers paired with less-ready readers. (You may also want to pull together a small group of students who you know would benefit from your specific support.)</li> <li>• Ask students to share the work they did on their Introduction to the UDHR note-catcher, comparing the main ideas and important words they found. They can change or add to their note-catchers as they wish based on these discussions. If pairs finish, they should review their flash cards.</li> <li>• After students have worked together for 5 minutes, post a copy of the Introduction to the UDHR note-catcher on an interactive white board or document camera. Ask students to share what they wrote on their papers and capture their thinking on your copy.</li> <li>• Clarify students' understanding as needed. Ask:             <ul style="list-style-type: none"> <li>* “What strategies did you use to identify important words? To figure out the meaning of important words?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Consider providing nonlinguistic symbols (e.g., a word list for <i>vocabulary</i>, an arrow from one dot to another for <i>connect</i>) to assist ELLs in making connections with vocabulary.</li> <li>• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Visualizing Word Meanings: Group Tableaus (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Post the words “human rights” on your interactive white board or document camera. Say:           <ul style="list-style-type: none"> <li>* “We have talked for the last several days about this phrase. What are human rights?”</li> </ul> </li> <li>• Allow students to respond. Clarify as needed: “Human rights are the things that the authors of the UDHR believe should be true for all people.”</li> <li>• Ask students to name some rights they or the authors of the UDHR think all people should have. They will likely say some things from Article 1, such as: “to be free” and “to be equal.” They may say other things as well: “to have enough to eat,” “to have fun,” etc. Write their ideas on your display.</li> <li>• Circle the word “equal” and ask students to visualize what a small group of people could do to show what “equal” looks like. They may say things like: “people standing all in a line; no one is in front.”</li> <li>• Say: “We have just thought of a picture that you can make using people. This is sometimes called a tableau. I am going to ask you to work in groups of two or three to think about a picture of people, or tableau, that would represent one of the vocabulary words on our flash cards. Remember that tableaus are like a picture—no talking or acting out. Everyone is frozen in a scene.”</li> <li>• Ask a few students to repeat the directions and clarify any misunderstandings. You might need to show them an example; for instance, you and a couple of students may stand in a circle facing each other, bow slightly, and freeze to show “dignity.”</li> <li>• Place students in the groups you’ve predetermined and assign each group a vocabulary word. Allow about 5 minutes for the groups to create their tableaus.</li> <li>• Have each group present their tableau to the whole class, allowing the audience to attempt to guess which word each tableau represents. Have students who share guesses refer to their flash cards and give their reasoning.</li> <li>• As a class, discuss how visualizing and acting out difficult words can help them remember what the texts are about. Tell them they can visualize the vocabulary words in their minds as they take their assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider allowing struggling students to draw their observations, ideas, or notes when appropriate.</li> <li>• For ELLs, consider providing extended time for tasks and answering questions in class discussions. They receive extended time as an accommodation on NY State assessments.</li> <li>• Students who struggle with language production can still demonstrate their understanding of a concept through their tableau.</li> <li>• You might prepare several “backup” sketches to show students possible tableaus for the vocabulary words. Have these available in case they get stuck.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Mid-Unit 1 Assessment: Human Rights Vocabulary and Common Prefixes (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Say:               <ul style="list-style-type: none"> <li>* “Today you will meet the learning targets by showing what you know on a vocabulary quiz.”</li> </ul> </li> <li>• Distribute the Mid-Unit 1 Assessment: Human Rights Vocabulary and Common Prefixes to each student. Circulate as they work, noting who is having difficulty and may need redirecting.</li> <li>• Students who finish early may continue annotating the introduction to the UDHR, make new flash cards, or add to their definition of human rights in their journals.</li> </ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Bring the students together as a whole class and, using the Fist to Five strategy, have them rate themselves on their success with the vocabulary quiz. Strategically call on students to share why they chose to rate themselves with that number. Note any who rated themselves 0–3 and make a note to check with them later about the quiz.</li> <li>• Give students think time for this prompt (which can be posted on the board):               <ul style="list-style-type: none"> <li>* “I used to think human rights were _____. Now I know human rights are _____.”</li> </ul> </li> <li>• Then do a quick go-round of students, having each complete this sentence frame aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• For students who need additional supports producing language, consider offering a sentence frame, sentence starter, or cloze sentence to provide the structure required.</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• None</li> </ul>	



EXPEDITIONARY  
LEARNING

# Grade 5: Module 1: Unit 1: Lesson 5

## Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.

.....  
**Name:**

.....  
**Date:**

Use the words in the Word Bank to help you answer the following questions.

**Word Bank**

endowed conscience inalienable fundamental upholding promoting	protecting reaffirms charter dignity articulated
---	--

Read the following sentences. Then circle the answer that is the best match for the word in **bold**.

1. Each person should be treated with **dignity**.

- a. pride
- b. respect
- c. kindness
- d. friendship

2. All human beings are born with equal and inalienable rights and **fundamental** freedoms.

- a. complicated
- b. basic
- c. simple
- d. old



3. They **are endowed with** reason and conscience and should act towards one another in a spirit of brotherhood.

- a. given
- b. taken away
- c. put on top of
- d. share

4. The words “promote” and “protect” both start with the prefix “pro.” Read the following sentence and use context clues and your knowledge of the prefix “pro” to figure out what “proceeded” means.

After getting out of the car, the older woman **proceeded** directly across the parking lot to the store. No one noticed her.

- ran quickly
  - walked forward
  - skipped lightly
  - walked on a winding path
5. Which of the following is the reason for the answer you gave to Question 4?
- The reason you chose “ran quickly” is because “pro” means “to move ahead.” It is likely she ran so fast that no one noticed her.
  - The reason you chose “walked forward” is because “pro” means “to move ahead” and the word “directly” means she did not go on a winding path.
  - The reason you chose “skipped lightly” is because “pro” means “to skip or dance.”
  - The reason you chose “walked on a winding path” is because “pro” means “to move ahead” and she was older and probably took her time.
6. The word “inalienable” starts with the prefix “in,” which means “not” or “no.” Read the sentence and use context clues and your knowledge of the prefix “in” to figure out what “inability” means.

No matter how hard she practiced and how much she wanted to win, she seemed to have an **inability** to score a goal.

- no need
- no skill
- no interest
- no will



7. Which of the following is the reason you chose your answer to Question 6?
- a. The reason you chose “no need” is because she was so good at soccer she didn’t need to try.
  - b. The reason you chose “no skill” is because even though she worked hard and wanted to win, she didn’t have the talent to make a goal.
  - c. The reason you chose “no interest” is because she practiced hard but did not care about soccer matches.
  - d. The reason you chose “no will” is because a person without “will” easily gives up on scoring goals.





1. B
2. B
3. A
4. B
5. B
6. B
7. B

*Note: Although a sample answer is provided, the answers for Question 8 will vary widely. The goal is to assess students' knowledge of vocabulary, so attend closely to the criteria below.*

**Criteria**

**For full credit (2 points)**

- The answer is factually accurate.
- The answer includes at least three words from the word bank, all used correctly.

**For partial credit (1 point)**

- The answer is factually accurate.
- The answer includes at least two words from the word bank, both used correctly.

8. All people are endowed with inalienable human rights. Even though human rights were articulated by people at the United Nations long ago, it is our responsibility to keep promoting human rights. When we pay attention to human rights, we are protecting people from harm and discrimination.