

Primary Source Exemplar: Progress, Conflict, and Outcomes

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Created **Jun 19, 2014** by *Erik Iwersen*

Lower Primary, Upper Primary, Middle School, High School

Humanities, Mathematics and Statistics, Science and Technology, Social Sciences

SUMMARY:

This unit is centered around an anchor text that may be common among content area teachers in a high school setting. Although this unit may be incorporated into any high-school English class, it is aligned with Common Core standards for 9-10. This unit will primarily focus on informational and argumentative texts, and can be used to incorporate more informational texts (as directed by the Common Core) into English classrooms at the high school level. This unit is best suited to a collaborative model of development in which ELA and content area teachers share an anchor text (The Universal Declaration of Human Rights) and communicate about how to connect diverse skills to common texts and essential questions.

LEARNING GOALS:

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Unit Overview

Reviewed and Revised by [Odell Education](#)

Unit Abstract

This unit is centered around an anchor text that may be common among content area teachers in a high school setting. Although this unit may be incorporated into any high-school English class, it is aligned with Common Core standards for 9-10. This unit will primarily focus on informational and argumentative texts, and can be used to incorporate more informational texts (as directed by the Common Core) into English classrooms at the high school level. This unit is best suited to a collaborative model of development in which ELA and content area teachers share an anchor text (The Universal Declaration of Human Rights) and communicate about how to connect diverse skills to common texts and essential questions.

Source List

Anchor Source

[Universal Declaration of Human Rights](#)

Secondary Anchor Source

[Child Malnutrition: Global Health Observatory Data Repository](#)

Supporting Sources

[Our rights \(poem\): F. Spagnoli](#)

[Food Deserts in Chicago: A Report of the Illinois Advisory Committee to the United States Commission on Civil Rights](#)



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[“Studies Question the Pairing of Food Deserts and Obesity.”](#)

[The World Food Crisis: An Overview of the Causes and Consequences](#)

Standards Alignment

ELA/Literacy Grade Level Standards

Each lesson is aligned separately.

Developing Student Literacy

CCSS Areas of Focus

Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction.

Explanation:

Text Based Evidence: Facilitates rich and rigorous evidence based discussions and writing about common texts through a sequence of specific, thought provoking, and text dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media).

Explanation:



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Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays).

Explanation:

Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction.

Explanation:

Direct Learning Through Questions

Essential Questions

What are human rights?

How do competing notions of human rights lead to conflict or change?

Supporting Questions

What are the unintended consequences of progress?

How do advances in one area contribute to problems in another?

Does the United States uphold the conditions of this declaration for all people?

Align Assessment with Instruction

Suggested Summative Assessments

Students will compare and synthesize ideas across texts, and write an essay in which they will create an argument based on the information and data from the anchor and auxiliary texts.

Suggested Formative Assessment Strategies

Formative Assessments will include written journal entries prompted by questions tied to the texts and essential questions, formalized, peer-directed discussions, reading assessments which focus on critical thinking and written expression of ideas. Writing skills, Vocabulary, and Speaking and Listening will be folded into the unit so that skills are integrated and students are able to build skills in these areas while focusing on a common theme and essential question.

Consider Background Knowledge and Prerequisite Skills

Essential Concepts

In this unit, students will use primary and secondary sources to compare and synthesize information across texts in order to answer the essential questions of the unit by creating their own arguments. Students will demonstrate their understandings in a written essay that will be assigned at the end of this unit, which will focus specifically on making an argument regarding the question of whether the United States upholds article 25 of the UDHR for all of its citizens. Students will begin this sequence of documents with a data set from the WHO Child Malnutrition Database. Each successive document will offer information and arguments that may be used to provide evidence for student claims in the culminating written assignment.

In order for students to analyze varying perspectives, and evaluate claims, the texts represented in this unit represent multiple points of view on this topic.

Note: the texts included in this unit express opinions and arguments that are by no means definitive. These texts were chosen because they provide a rich context from which students may derive information and opinions to support their own writing. The focus of this unit is not to conduct an exhaustive amount of research to answer the central questions definitively, but rather to develop the student skills of close reading of complex informational texts, writing to sources and making claims substantiated by evidence.

Essential Skills

Students will make inferences and draw conclusions based on the information, data, and arguments made in each of the texts, beginning with the Declaration of Human Rights and the Data Set on Child Malnutrition.

Students will correlate their findings regarding obesity and malnourishment to the 25th article of the universal declaration of human rights. In what countries is this fulfilled, etc...?

Students will delineate and evaluate arguments presented by writers of informative and argumentative texts regarding under and over-nourishment in the US and worldwide.

Students will discuss, deliberate, argue, and create products that display their level of knowledge and skill.

Provide Support While Building Toward Independence

Strategies for Supporting All Students and Building Independence

Details within each lesson

Additional Suggestions for Support/Extension

Details within each lesson

Lesson 1

Learning Objectives

Students will understand the complexities of the essential questions and apply this understanding across different texts

Students will identify key ideas and details as they are reflected in multiple texts

Students will write text-based journal entries, analyzing thematic content across texts

Students will discuss the impact of abstract nouns and other ambiguous language on a text

Students will communicate their understanding and discuss the complexities of the central question by structured speaking and listening activities (Small group and whole class discussions)

Standards Addressed

RL.9-10.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2-Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific



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details; provide an objective summary of the text.

RL.9-10.4-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RI.9-10.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

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.

W.9-10.10-Write routinely over shorter time frames for a range of tasks, purposes, and audiences.

SL.9-10.1-Participate effectively in a range of collaborative discussions with diverse partners

Instructional Approach/Procedures

Primary Source Texts for this Lesson:

The Universal Declaration of Human Rights, Preamble

Our Rights—Filip Spagnoli

<http://filipspagnoli.wordpress.com/2008/04/03/human-rights-poem-5/>

Introduction

Students will begin this unit by reading a poem in which one individual states a strong point of view on the topic by using poetic language. This poem may be displayed on the overhead or



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distributed on a handout alongside a statement of the central question.

Students will read the poem, and then write a journal entry on the following prompt: What is the purpose of this poem? How do you know? Why do you think the author wrote this poem? What was he or she feeling? How do you know? Be sure to provide specific evidence from the text to support your answers.

After writing the journal, the teacher should provide an opportunity for students to share their ideas in a class discussion. Following this discussion, the teacher should guide the class in aspects of the poem the class may not have explicitly addressed in their journals. The teacher might use questions such as the following to point out particular words, phrases, and lines of significance:

What does the poet mean when he states: “We beg for what’s already ours?”

What do we “trade-off” in terms of rights and liberties in our society?

How can one be “Locked up in Liberty?”

Do we feel that “somehow somewhere” we have basic human rights?

After a discussion of the poem, the teacher should ask students to reflect in writing on the Essential Questions of the unit: What are human rights? How do competing notions of human rights lead to conflict or change? The teacher might want to point students to the image that accompanies the poem to help them to begin making connections between competing notions of human rights and conflict/change.

Student Tasks/Activity: The Preamble

Distribute handout 1: The Preamble. Students will read the Preamble individually. Before students begin, the teacher should tell students that the text is very difficult and that they might not understand it in its entirety the first time through. The teacher should tell students that they will have enough time to read the text at least twice. The first time through, they should read the text to understand only its overall purpose. The second time through, they should mark unfamiliar vocabulary and write any questions they have about the text as a whole.

After students have read the text twice, the teacher should lead them in a discussion of the main idea and purpose of the text and then turn to an analysis of unfamiliar vocabulary, helping the class as a group to use context to define these words. The teacher should also address student questions at this time about the literal meaning of the text.

Once students understand the literal meaning of the text, they should be asked to re-read the text. This time, they should choose the part of the text that they think is most important. They can make their choice based on personal criteria, but they should be asked to be able to defend their answers with evidence and reasoning.

After students have made their selections, they should discuss their choices in small groups. The teacher might use a small group discussion protocol such as the [Final Word protocol](#) to provide students an opportunity to share their choices and their reasoning with their peers.

After small group discussions, the teacher should lead the class in a reflection on the choices they made. The teacher should ask the class if everyone chose the same quotation. Because it is likely that they did not, the teacher can use this response to begin to discuss competing notions of human rights. The teacher might ask questions such as the following:

Whose opinion is right? What happens when people have differing opinions and both have value? What might cause people to think differently about human rights?

Is there any language in the text of the Preamble that may lead people to have different opinions? Are there any words that have multiple meanings? Are there any abstract nouns that are difficult to define? How do these abstract nouns impact the meaning of the text and the opportunity to interpret the text differently?

What is “the conscience of mankind” and where does it stem from? What “barbarous acts” have violated this conscience?

Do we “recognize the inherent dignity” of all people in the U.S.? How do we succeed or fail to do so?

Is it possible to “realize this pledge,” and if so, what conditions need to be present to facilitate this realization?

Would any unforeseen consequences arise from an adoption of this pledge? What unforeseen consequences may occur as a result?

At the end of the lesson, the teacher should use the idea of abstract nouns and multiple interpretations to introduce the idea of ambiguity in a text. What is the purpose of ambiguity? Are there positive impacts of ambiguity on a text? Are there negative impacts?

Students should return to the poem and discuss the ambiguity in the poem. Examples might include “We beg for what’s already ours,” “They’re lost and gone yet still somewhere,” and “Even if we never had them, somewhere somehow we could feel them.” The teacher should lead students in a discussion of how this ambiguity impacts the purpose of the poem. Students might return to their original journals and add ideas.

At the end of the class period, the teacher should ask students to take a short survey about their food choices. Questions might include:

Did you eat breakfast today?

How often do you eat breakfast each week?

What is your favorite food?

What food do you eat most often?

The survey should also include data about gender, age, athlete/non-athlete etc., so that it can be used to draw conclusions about the class when it is used in the next lesson to introduce students to the idea of data sets. Before the next class, the teacher should compile this data into a document for student analysis.

Student Literacy Tasks

Reading task

Students will conduct a close reading of a poem and the Preamble to the Universal Declaration of Human Rights focusing on language and style.

Vocabulary task

Students will use context to understand unfamiliar vocabulary from the Preamble to the Universal Declaration of Human Rights.

Sentence syntax task

Students will break sentences and lines of poetry into component parts to identify key ideas and details.

Inquiry and analysis task

Students will compare and synthesize ideas across multiple texts, and use them to inform their discussion.

Writing (or other production)

Students will write a journal response to a poem and will add to this response at the end of the lesson. Additionally, students will complete an initial written response to the unit's Essential Questions.

Checking for Understanding

Guided Questions and Discussions: The instructor will check for understanding throughout the lesson by modeling close reading, concept mapping, analysis, and prompting student thinking with questioning and discussion.

Structured Discussion: Students will demonstrate understanding of the concepts by engaging in structured speaking and listening activities (small group and whole class discussion).

Writing-Based Assessment: Students will write while observing language conventions outlined by the Common Core Language Standards.

Differentiation and Supports

Adaptations: This lesson may be adapted to fit a one or two day schedule, depending on the pacing and comfort level of the students. Additionally, if necessary, the teacher might provide a “plain language” or “other language” version of the Preamble. These versions can be found

at <http://www.un.org/en/documents/udhr/resources.shtml>.

Supports: Students having difficulty with the material may draw upon those in their groups and the instructor to unpack the complex language of the reading, students should be grouped strategically, and placed in groups that represent a diversity of skill levels and background knowledge.

Lesson 2

Learning Objectives

Students will investigate data to make inferences and draw conclusions.

Students will write claims, and supply evidence to support their claims

Students will work in groups and form a consensus regarding their claims

Students will determine the most important information to strengthen their claims, and present their findings via discussion and presentation.

Standards Addressed

RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.

W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient detail.

Instructional Approach/Procedures

Review and Pre-Teach

This lesson will be introduced with a close read of Article 25 of the UDHR. The teacher should provide students with a copy of the following text:

Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family; including food, clothing, housing, medical care, necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

The teacher should ask students to read this text closely focusing on details of the text that they think are important as well as ambiguous areas of the text. The teacher should guide students as they discuss significant details and ambiguous areas. The teacher might guide students in this discussion with the following questions:

What is an adequate standard of living?

What are “necessary social services”? Who should determine what is necessary?

What does “security” look like when one is unemployed?

*What specific events are included during which someone should have social services and security?
Are any events left out?*

Why do you think section 2 is included? What is the impact of this section?

Who is left out of this article?

What is the impact of the ambiguity on the text?

Next, using the data collected from the students at the end of the previous lesson, the teacher should explain to students the idea of a data set. The teacher should have compiled the results of the survey and should share these results with the class. Then, the teacher should ask the

students to make some generalizations/claims about the data. The teacher might model the first one for the students. The teacher might also want to discuss primary sources at this time and explain to students that the UDHR and that the text they are about to look at are both primary source documents.

Instruction/Modeling

Students will go to the computer lab (or use classroom computers) and be put into groups of two or three to investigate the World Health Organization data set regarding Child Malnutrition--<http://apps.who.int/gho/data/node.main.1096?lang=en>

The instructor will provide guided practice at the beginning of the period in which she demonstrates usage of the data set and the corresponding filters at the top of the page. For example, the instructor may illustrate how to look for a certain trend as in: “So if I want to determine whether Child Malnutrition in Egypt has seen a rise or fall in the past 25 years, here is how I will find that information.”

The instructor will integrate formative checks by modeling the process of inference and asking. “What does this data tell me about children who have experienced stunted growth in Uganda? What inference can I make about this trend as it applies to gender? Can we speculate about the reasons that this may occur?”

Student Tasks/Activity

Students will approach this data set in groups of two or three, and navigate the site by making inferences and drawing conclusions about trends in childhood malnourishment. In this case, students should focus on child malnourishment data that is specific to the United States, and be able to make inferences about the some of the most pressing dietary health concerns for American children. To support their work, the teacher should provide them with a graphic organizer or protocol such as the following:

<p>What does the database say?</p>	<p>What inferences can you draw from this data (ie, what is “malnourishment” in the US)? What reasoning supports your inferences?</p>	<p>What is significant about this data and or your inferences?</p>
<p>Based on your work above, what conclusions can you draw about the most pressing concern for children in the US regarding malnourishment?</p>		

To promote a close reading and analysis of this “text” students will be asked to survey all of the child malnutrition data in the U.S. and then make conclusions about this data. On the overhead or chalkboard, display the directions for the activity:

In your groups, investigate the data surrounding child malnutrition in the United States and identify at least three trends, or conclusions, that you can make based on this information. Complete the graphic organizer based on your ideas.

When groups have completed their graphic organizers, the teacher should provide directions for the next step:

As a group, decide what is the most pressing concern for children in terms of malnourishment, and be able to support your claim with data from the site. Each group should create a well-worded claim and use their graphic organizers to identify and analyze support for their claim. Choose a spokesperson to report your conclusions to the group as a whole.

Students will report their findings to the whole group, including the data to support their claims. During this presentation, the teacher should question students about the meaning of malnourishment based on the claims.

Note: students may draw conclusions that are “a stretch”—i.e. “boys are more obese than girls in America because of _____”, which would be a claim that is not tied to any direct evidence. This lesson is designed to illustrate how we can evaluate claims based on reasoning and evidence, so when students make claims, the instructor may guide them to understand that any claim regarding the cause of these trends would be speculative at best. Students should understand that only very general claims can be derived from this data, i.e. “Overall, obesity is a more pressing concern for American Children than is malnourishment. This will serve to illustrate what makes a strong claim different from a weak one, in preparation for the culminating written assessment of this unit.

If desired, the teacher might close this lesson with a comparison of the two primary source documents studied in the lessons so far. How is the UDHR different than a data set? What information can be gleaned from each? What is the tone of each and what contributes to this tone? How is each organized and for what purpose? What is similar about the documents?

Student Literacy Tasks

Reading task

Students will conduct a “close read” of this “text” by making inferences and drawing conclusions based on evidence.

Vocabulary task

Students will investigate how the word “malnourishment” is used in this context, and how each subcategory in this data set, such as “waste,” “stunted,” and other words are used to indicate specific problems within the larger definition of “malnourishment.”

Sentence syntax task

Students will craft well-written claims and evidentiary statements based upon the Common Core language Standards

Inquiry and analysis task

This lesson promotes a deep analysis of a data set and is based on the inquiry model for learning. Students construct learning by inquiring as to what conclusions/trends can be pointed out by reviewing data, in this case to point out a concern for American Children. In addition, the students might explore the similarities and differences between two primary source documents in terms of purpose, construction, etc.

Writing (or other production)

Students will use their written claims to add complexity to the culminating written assignment at the end of the unit.

Checking for Understanding



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Guided Questions and Discussions: The instructor will check for understanding by modeling the process and prompting students thinking with questioning and discussion.

Graphic Organizers: Students will demonstrate understanding of the concepts by using the graphic organizers provided.

Writing-Based Assessment: Students will write evidence-based claims while observing language conventions outlined by the Common Core Language Standards.

Differentiation and Supports

Adaptations: If access to internet is limited, the instructor can model the entire process by involving the students and guiding their learning as she progresses.

Supports: Students having difficulty with the material may draw upon those in their groups to craft claims and arguments, students should be grouped strategically, and placed in groups that represent a diversity of skill levels and background knowledge.

Lesson 3

Learning Objectives

Students will write arguments, and begin to build evidence to support their claims

Students will work in groups and form a consensus regarding their claims

Students will evaluate arguments, claims, use of evidence, and use of ambiguity in a government report

Students will determine the most important information to strengthen their claims, and present their findings via discussion and presentation.

Standards Addressed

RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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.

W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions.

SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically.

Instructional Approach/Procedures

Review and Preteach:

During this lesson, students will read and annotate: Food Deserts in Chicago: A Report of the Illinois Advisory Committee to the United States Commission on Civil Rights. Oct. 2011.

Retrieved from: <http://www.oercommons.org/courses/food-deserts-in-chicago/view>. To begin



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the lesson, the teacher should ask all students to read the Introduction of the document. While students read, they should annotate the article in two ways. First, students should circle words they do not know. Second, students should underline any part of the text that they think connects the article to the work they've been doing on human rights and/or child malnutrition.

After students have had the opportunity to read and annotate the text, the teacher should guide them in a discussion of unfamiliar vocabulary. The teacher should support students through specific questions as they use context to discover the meaning of these words.

After students have discussed unfamiliar vocabulary, they should be asked to re-read the text. As they read, they should add to their annotations, again underlining those quotations that may have to do with the content of the previous lessons.

Next, students should work in groups of 3 or 4 to discuss the connections they made. In their groups, students should share what they underlined and as a group come up with a claim regarding the connections. They should use specific evidence from the texts (UDHR, child malnutrition data, and the Introduction to "Food Deserts in Chicago" to support their reasoning.

If desired, the teacher can ask students to evaluate each other's claims and evidence through a Gallery Walk or other peer review protocol.

Instruction/Modeling

The teacher should guide students in reading, understanding, and evaluating the first section of the report entitled "Chicago Demographics." Using a graphic organizer such as the one below, the teacher should model summarizing the main idea, identifying sub-points to support the main idea, and evaluating the evidence and reasoning. The teacher should also model for students the use of maps as evidence.

<p>Summary of the Main idea:</p>			
<p>Sub-claims</p> <p>What claims does the author make to support the main idea of the text?</p>	<p>Evidence to Support the sub-claim</p> <p>What evidence is used to support the claim?</p>	<p>Reasoning</p> <p>How does the author connect the evidence to the point? How does the author connect the point to the main idea?</p>	<p>Effectiveness</p> <p>Is the reasoning effective? Do the connections make sense? Why or why not?</p>

<p>Where in the text is the author missing evidence? Where does the author leave things ambiguous?</p>			

Student Tasks/Activity

After modeling argument evaluation with “Chicago Demographics,” the teacher should divide the class into small groups and assign each group a different part of the report. Students should work in their groups to complete an argument evaluation on the section they are assigned.

Note: the teacher does not have to use all sections of the text, but each group should be assigned a different section.

After students evaluate their section of the text, they should be asked to present their section of the text to the rest of the class. Presentations should include an objective summary of the main idea of the section, a list of sub-claims and the evidence used to support these sub-claims, and a summary of any statements made without evidence and/or areas of the text that were ambiguous.

Following the presentations, the teacher should guide students in a discussion of the evaluations. Particularly, what kinds of evidence was used in the report? Was this evidence effective? Why or why not? What claims were left unsupported? What was the impact of the lack of support on the text as a whole? Why might authors leave claims unsupported? What was left ambiguous? What was the impact of ambiguity on the text as a whole? What is the purpose of ambiguity in a text?

At the end of class, return to the claims they made at the beginning of class connecting the Introduction of this text to the UDHR and child malnutrition. Alone or in groups, they should be asked to revise these claims based on an evaluation of their original arguments as well as additional evidence from the work they did on their specific pieces as well as the presentations from the groups.

Student Literacy Tasks:

Reading task

Students will conduct a “close read” of the government report by analyzing claims, evidence, and reasoning.

Vocabulary task

Students will investigate unfamiliar vocabulary during a first reading of the text.

Sentence syntax task

Students will craft well-written claims and evidentiary statements based upon the Common Core language Standards.

Inquiry and analysis task

Students will analyze the government report to evaluate use of evidence.

Writing (or other production)

Students will use their written claims to add complexity to the culminating written assignment at the end of the unit.

Checking for Understanding

Guided Questions and Discussions: The instructor will check for understanding by modeling the process and prompting students thinking with questioning and discussion.

Group/Pair Discussion: Students will analyze and discuss the materials together and come to a consensus regarding the best analysis of the content.

Writing-Based Assessment: Students will begin to write claims and evidence to support them for the culminating written assessment.

Differentiation and Supports

Adaptations: The teacher might provide students with a partially completed graphic organizer to scaffold their learning. For example, she might identify a few claims and ask students to find and evaluate the evidence. Alternatively, she might provide the evidence and ask students to identify the related claims. If students struggle with the effectiveness column, the teacher might ask students to complete the first three columns in their groups and then guide the entire class in a discussion of effectiveness.

Supports: Students having difficulty with the material may draw upon those in their groups to craft claims and arguments, students should be grouped strategically, and placed in groups that represent a diversity of skill levels and background knowledge.

Lesson 4

Learning Objectives

Students will understand structure of an argument

Students will evaluate effectiveness of evidence

Students will evaluate effectiveness of organization

Students will work in groups and form a consensus regarding their claims

Students will determine the most important information to strengthen their claims and present their findings via discussion and presentation.

Standards Addressed

RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.

RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4: Determine the meaning of words and phrases as they are used in a text

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

RI.9-10.1a: 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.

W.9-10.1b: Develop claim(s) and counterclaims fairly, supplying evidence for each

Instructional Approach/Procedures

Primary Source Text for this Unit:

Food Deserts in Chicago: A Report of the Illinois Advisory Committee to the United States Commission on Civil Rights. Oct. 2011. Retrieved from:

<http://www.oercommons.org/courses/food-deserts-in-chicago/view>

Review and Pre-Teach

The reading for the previous lesson, “Food Deserts in Chicago,” makes several claims regarding how the US, specifically Chicago, is unique in that its access to the wrong kinds of food for those living in impoverished communities has created an epidemic of health concerns for those who live there. The reading in this lesson provides a counterpoint to this set of claims. These two primary sources on “food deserts” in the US will supply students with more content and evidence for the arguments they will create in the summative assessment for this unit.

In the previous day’s lesson, students began to explore the idea of argument by evaluating evidence presented in a government report. To begin this lesson, the teacher might want to review the main ideas presented in the article showing the short you tube video on the topic found at <http://www.youtube.com/watch?v=DgQ8tVfP6gI>. The teacher can further discuss evidence by exploring the issue presented in two different kinds of texts (media video and government report) and asking questions such as:

What kinds of evidence are used in the video?

What is the impact of the evidence used in the video?

Is there any evidence missing? Are there any ambiguities?

How is the evidence in this video similar to and/or different from the evidence in the government report?



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Instruction/Modeling

After reviewing evidence evaluation, the teacher should ask students what they know about creating an argument. The teacher should guide students in an understanding of the pieces of an argument as well as the structure of an argument. The teacher should be sure to address claims and sub-claims, evidence, reasoning, and concession.

Student Tasks/Activity:

After students understand the pieces and structure of an argument, the teacher should ask them to read [“Studies Question the Pairing of Food Deserts and Obesity,”](#) a NY Times article.

Students should read the text individually first annotating main ideas as well as unfamiliar vocabulary.

After students have had the opportunity to read the text individually, the teacher should address unfamiliar vocabulary by asking students to share unfamiliar words and then guiding students in an analysis of context to guess at possible meanings. Students should confirm their guesses before moving into the next task.

Students should work in small groups to identify the pieces of the argument. Students might be asked, for example, to outline the text. As they outline, students should be reminded to review and practice evidence evaluation as well.

After students have worked through the article in groups, the teacher should lead students in a discussion evaluating the argument presented in the article. The teacher should review evidence evaluation at this time, but the teacher should also ask questions about structure and organization including the following:

How does the author begin her argument? What makes her first paragraph effective?

What is the author’s first claim? What is her second claim? What is the author’s final claim? Why do you think the author chooses to structure her claims in this order?

In what other order could the author have chosen to make this argument? How would an alternative order have impacted the argument? What do you think would be the most effective

order and why?

Where does the author concede a point? Is the concession effective? Why or why not? Is there more than one concession? How does the concession impact the argument as a whole?

Following this discussion evaluating the argument overall, students will work in groups to begin to identify evidence from the texts to support their own arguments in answer to the question: “Does the city of Chicago uphold article 25 of the Universal Declaration of Human for its citizens?” This question can be displayed on a chalkboard or overhead for students to return to as they read and review their notes and annotations.

Using the [Discussion Web graphic organizer](#) from ReadWriteThink.org, students will work in groups of two or three and discuss each of the texts in terms of the central question for the day: “Does the US uphold article 25 of the Universal Declaration of Human rights for its citizens?” Students will each be given a handout, and will use the discussion web format as a guide. Student groups should place the central question in the center of the web and find evidence to support either a positive or negative answer. Then, based on their analysis of the evidence, students will reach a consensus and report their findings to the whole class.

Note: Once again, the issues that surround this central question are complex; the many dimensions required to make a well-researched determination are simply not able to be explored at any great length in this unit. Therefore simple affirmative or negative answers are understandably limited. However, the emphasis of this unit should be on developing the student skills of fashioning sound claims, and evaluating them against the evidence that is provided. The issue of US fidelity to article 25 is instructionally less important than the student’s ability to read closely and make a claim that is substantiated with evidence from the text. These texts are meant simply to provide a context from which students can derive materials that will support their arguments.

Student Literacy Tasks

Reading task

Students will conduct a “close read” of this “text” by making inferences and drawing conclusions based on evidence.

Vocabulary task



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Students will understand the meaning of technical and figurative speech used in each text (e.g. “food desert” and the implications of this term)

Sentence syntax task

Students will craft well-written claims and evidentiary statements based upon the Common Core language Standards

Inquiry and analysis task

Students will evaluate the claims and evidence supplied in each text for relevancy and effectiveness.

Writing (or other production)

Students will use their written claims to add complexity to the culminating written assignment at the end of the unit.

Checking for Understanding

Guided Questions and Discussions: The instructor will check for understanding throughout the lesson by modeling close reading, annotation, analysis, and prompting student thinking with questioning and discussion.

Graphic Organizers: Students will demonstrate understanding of the concepts by using the graphic organizers provided.

Writing-Based Assessment: Students will write evidence-based claims while observing language conventions outlined by the Common Core Language Standards.

Differentiation and Supports

Adaptations: This lesson may be adapted to fit a two day schedule if students are more comfortable with a slower pace for reading and discussion.

Supports: Students having difficulty with the material may draw upon those in their groups to craft claims and arguments, students should be grouped strategically, and placed in groups that represent a diversity of skill levels and background knowledge.

Lesson 5

Learning Objectives

Students will investigate data to make inferences and draw conclusions.

Students will write claims, and supply evidence to support their claims

Students will work in groups and form a consensus regarding their claims

Students will determine the most important information to strengthen their claims, and present their findings via discussion and presentation.

Standards Addressed

RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

SL.9-10.1a: 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.

SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Instructional Approach/Procedures

Primary Source Text for this Unit:

The World Food Crisis: An Overview of the Causes and Consequence: Solomon H. Katz:
<http://www.aaanet.org/publications/upload/49-7-Solomon-Katz-In-Focus.pdf>

Review and Pre-Teach:

In previous lessons, students have begun to explore the competing notions of food deserts and obesity, issues that will help them determine whether or not they believe that the United States is upholding Article 25 of the Universal Declaration of Human Rights. In this concluding lesson, students will consider the secondary question, “What are the unintended consequences of progress” (In terms of human rights, and the UDHR in particular). This is an important question because it asks students to measure their working definitions and evaluations of human rights against the possible real-world costs of progress. The primary source of this lesson makes the claim that ground-breaking advances in public health conditions and food science has inadvertently created a “Food Crisis” of epidemic proportions. The conclusions made in this text may offer some insight into the question of what unintended consequences may occur when large-scale change is adopted. Students will also evaluate the strength of the claims made in this text, and use the content to supply evidence for their own written arguments.

Note: Once again, the claims made in this text are highly contestable, and should not be presented as “absolutes,” but rather, this text should be presented as merely one argument among many in a complex, real-world situation. This text was chosen primarily because it is well-written, and offers students an opportunity to conduct a close reading of a highly complex, informational text (in accordance with the Common Core).

Instruction/Modeling



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Using RI.9-10.3 as a focal point, the instructor will model the process of creating a visual representation of the causes and consequences of The World Food Crisis according to the author of this piece. Because this piece outlines a highly complex issue, the text itself is highly complex, and as such, offers students an opportunity to “evaluate whether earlier conditions caused certain events or simply preceded them.” (RI.9-10.3)

The instructor will model this process by visually mapping the first section of the text only, entitled: “The Macro Picture.” This section of the text outlines the causes and consequences associated with two major advancements: 1) increase in population and 2) improvements in agricultural productivity. Each of these conditions, according to the author, has influenced the World Food Crisis in different ways, and each is made up of component causes itself, some of which are included in this short section. The instructor will read this section with the students, several times if necessary, and deconstruct each component of the text, organizing which causes led to which effects. To scaffold student understanding of cause and effect, they teacher will use a mind mapping program called Bubbl.us: <https://bubbl.us/>. This program will allow students to create digital “mind maps” in an interactive way in which students can creatively express their thinking by visually representing their ideas by shape, size, color, and sequence. An example of what this first mind map may look like is below.

Performance Task Assessment

The final performance task for this unit will be a formal argumentative essay in answer to the question Does the United States uphold article 25 of the UDHR for all of its citizens? In addition to using the articles studied in class, students will need to conduct research in order to gather additional evidence. The argument should use traditional argument structure and should include a concession as well as claims and subclaims. Finally, the speech should include a variety of evidence types.