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|  | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
| Title | Human Rights |  |  |  |  |  |
| Why teach this unit? | Students build background knowledge about human rights and identify threats to human rights faced by fictional characters in the novel, *Esperanza Rising*.  |  |  |  |  |  |
| Central Text(s) | Esperanza RisingA Life Like MineUDHR |  |  |  |  |  |
| Weeks | 5 |  |  |  |  |  |
| Reading | Context CluesInformational Text: inferences, details, and key ideas, synthesize informationFiction:Analyze plot, character relationships and conflictsInfluence of setting |  |  |  |  |  |
| Writing | Reader’s Theatre Script and PerformanceStudents work in small groups to analyze passages from Esperanza Rising that relate to one of the five articles from the Universal Declaration of Human Rights. Based on the UDHR article chosen, each student will write his or her own scene of a Readers Theatre script from selected pages/passages of *Esperanza Rising*. Students will combine their individual scripts into a longer single script based on their common UDHR article. Students perform their Readers Theater script for the class. |  |  |  |  |  |
| Language | Sentence structureDialogue |  |  |  |  |  |
| Listening/Speaking | Listen and ask relevant questions to clarify meaning |  |  |  |  |  |