



Knowledge Building



**Student
Companion**

**Grade 5
Module 1**



Knowledge Building Student Companion
Grade 5 Module 1



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DF5K-SS

Knowledge Building Student Companion

Stories of Human Rights

Module 1

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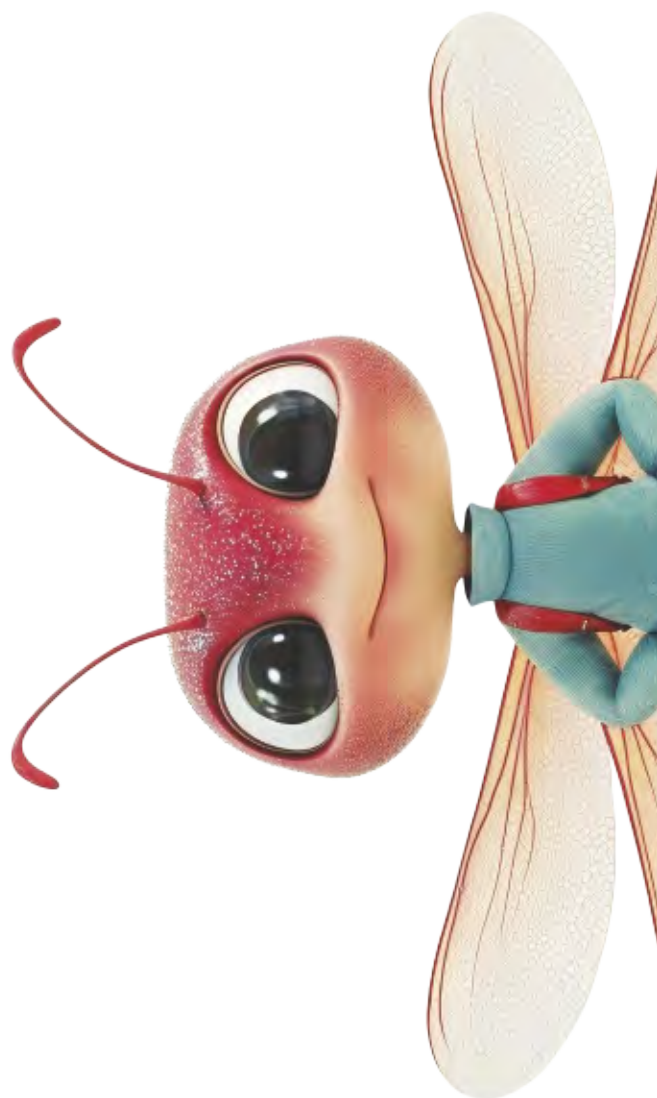
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Name

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Infer the Topic

Note
Catcher

Use the note catcher to record your observations and questions about each resource. Then, reflect on what you infer about the topic of this module based on the details you gathered.

Resource Number	I Notice (Things I see)	I Wonder (Questions I have)
Resource 1		
Resource 2		
Resource 3		
Resource 4		
Resource 5		

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Resource Number	I Notice (Things I see)	I Wonder (Questions I have)
Resource 6		
Resource 7		
Resource 8		
Resource 9		
Resource 10		

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Name

Date

Infer the Module Topic

Based on what you learned today, what do you think this module might be about?

What evidence do you have to support your inference?

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Module 1 Guiding Question Reflections

Read and reflect on the guiding questions for the module. Talk about them with your family.

- How do they make you feel? Why?
- What do they make you think about?

You can write your reflections as phrases, sentences, or questions.

Module 1 Guiding Question	My Reactions and Reflections
What are human rights, and how can they be threatened?	
How can we use writing to raise awareness of human rights?	

Name

Date

I Notice/I Wonder: *Esperanza Rising*

As you explore *Esperanza Rising*, what do you notice? What questions do you have?

I Notice

I Wonder

Name

Date

Close Reading Questions: Pages 1–3

In order to complete this task, be sure to:

- Read each question carefully, including the instructions.
- Refer to the text to support your answers.

1. Use the paragraph frame to plan your response. Then, rewrite the full paragraph using your completed frame on the lines below.

Pages 1-3 of *Esperanza Rising* introduce _____ as a young girl who shares a _____ relationship with her father. The setting is _____ where the land is described as alive, with _____, showing how important _____ is to their family.

2. Why are the details in these pages about the characters and setting important for understanding the structure of the text? Circle the letter of the correct answer.

- A. They introduce the exposition, showing Esperanza's bond with her father and her connection to the land.
- B. They are part of the resolution, explaining how Esperanza overcomes challenges with her family.
- C. They are part of the rising action, introducing the conflict between Esperanza's family and the place where they live.
- D. They provide hints at the conflict, making the rising action more meaningful.

Name

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Building Background Knowledge About Mexico

Fill in the graphic organizer with the title of the research text and key details that help you understand the historical setting.

Topic	Source Title	Key Details
1. The Mexican government and revolution		
2. Relationship with the United States		
3. Resources for the people		

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Research Texts

Government and Revolution

In 1910, the poor and working-class people of Mexico rebelled against the wealthy landowners and Porfirio Díaz, the dictator who had ruled the country for a number of years. While Porfirio Díaz put a lot of time and money into building factories, dams, and roads, the rural workers and peasants suffered greatly because of land laws that took their land away from them. They were paid poor wages for hard work and were treated badly by wealthy landowners. When the people began to rise up against him, Porfirio Díaz resigned and left the country, but the fighting continued because Mexico's new leaders failed to make the changes the people wanted. The Mexican Revolution was long, and many lives were lost. One good thing that came of this time was the Mexican constitution, written in 1917. This constitution outlined the rules that the government must follow. It also gave all people of Mexico rights, regardless of whether they were workers or landowners. Many people consider the revolution to have ended in 1920, but the fighting continued on for many years.

GLOSSARY

- **dictator:** a ruler with total power over a country
- **rural:** related to the countryside rather than towns
- **resigned:** voluntarily left a job or position
- **constitution:** a list of principles or rules with which a state or country is governed

Growing Inequality

Under the rule of Porfirio Díaz, families had their land taken away to be used to grow crops like sugar, cotton, and coffee to meet the demands of

Name

Date

Mexico and the world. They were paid very little to work for wealthy landowners and were treated very badly. As the crops they grew were sold to people far away, food became scarce and expensive for the people who worked on the land. They were forced to live in very poor conditions while the wealthy landowners lived very well on the profits made by selling the crops.

GLOSSARY

- **demand:** the desire/need of people buying something
- **scarce:** not enough for what is needed
- **profits:** amounts earned after everything has been paid for

Neighbor to the North

In 1819, the Adams-Onís Treaty drew the borders between Mexico and the United States. In this treaty, Texas, California, New Mexico, Nevada, Utah, and Arizona were within the borders of Mexico. During the Mexican-American War (1846–1848), Mexico lost nearly half its territory to the United States. Within two years, the United States had captured Mexico City and won the war. Mexico was forced to give its northern territories, including Texas and what are now the states of California, Arizona, and New Mexico, to the United States in exchange for very little money to pay for war damage. Because of this, the United States and Mexico had very bad relations for many years after the war.

GLOSSARY

- **treaty:** an agreement between countries
- **border:** a line separating two areas, such as countries
- **territory:** an area of land under a ruler
- **captured:** taken by force
- **relations:** the way two or more things, such as people or countries, are connected to each other and behave toward each other

Textual Evidence

Textual Evidence Thinking Jobs

- Read carefully
- Find important parts
- Make inferences
- Answer questions
- Share your answer using evidence from the text and your own explanations

Quoting Accurately from the Text

Sometimes in writing, you will need to include a direct quote from a text.

When quoting from a text:

- Copy the exact words that are in the text.
- Give the page number that the quote is from.
- Use quotation marks (“quote”) to show the words that have come word for word from the text.
- If using “he said,” “she says,” or “it says,” for example, put a comma before the quotation marks (On page 30, Miguel said, “Quote.”).
- Explain how the quoted evidence supports your answer.

Name

Date

“Neighbor to the North”

Note
Catcher

Read the question in the first column. In the second column, write your inference. In the third column, write the evidence from the text exactly as it appears with quotation marks. In the final column, explain how the quote helps answer the question.

Question	My Inference	Textual Evidence	Explain the Textual Evidence
How did the Adams-Onís Treaty in 1819 impact the United States and Mexico?			
How did the United States benefit from the Mexican-American War?			
How did the Mexican-American War impact the relationship between the two countries?			

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Name	Date
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Making Meaning from Morphology

Chart

Fill in the chart with the prefix, root, and/or suffix of the word *declaration*.
Use the Affix and Root List in the Additional Resources section.

Prefix	Root and Meaning	Suffix and Meaning

Name

Date

Connect the UDHR and *Esperanza Rising*

Article 23 of the Universal Declaration of Human Rights

Everyone has the right to life, liberty, and security of person.

Use the paragraph frame to plan your response. Then, rewrite the full paragraph using your completed frame on the lines below.

In “Las Uvas” in *Esperanza Rising*, _____ threatens _____.
This article says _____ but in the story _____. On page _____,
it says, _____.” This shows how _____.

Name

Date

Close Reading Questions: Article 23 of the UDHR

In order to complete this task, be sure to:

- Read each question carefully, including the instructions.
- Answer the questions thoughtfully, referring back to Article 23 as needed.

Article 23 of the UDHR

1. Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

1. Read the question in the first column, then write your response in a complete sentence in the second column.

Question

My Response

What is the gist of Article 23?

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2. First, break up the word *unemployment* into its affixes and root in the first row of the chart. Then, use your Affix and Root List and a dictionary (if needed) to complete the last row with the meanings of the prefix, root, and suffix.

	Prefix	Root	Suffix
Word Part			
Meaning			

3. What does the term *unemployment* mean? Circle the letter of the correct answer.

- A. the state of working
- B. the state of being paid money
- C. the state of not working
- D. the state of doing nothing

4. Which of the following options best restates section 1 of the article? Circle the letter of the correct answer.

- A. People have the right to choose where they want to work and should remain at their jobs for their whole lives.
- B. People have the right to choose where they want to work and should be treated fairly.
- C. Only certain people have the right to work, depending on their skills.
- D. Only certain people have the right to work, but they should be treated fairly in their jobs.

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Date

5. Which statement best represents section 2 of the article? Circle the letter of the correct answer.

- A. People should choose where they want to work and be paid whatever they want.
- B. People should choose where and when they want to work and be treated fairly.
- C. Everyone should have a job, but they shouldn't be able to choose their job.
- D. Everyone should be paid the same as someone else doing the same job.

6. Which statement best represents section 3 of the article? Circle the letter of the correct answer.

- A. All working people should be paid as much as they want to make sure they and their families have a life worthy of respect.
- B. People should be paid as much or as little as their manager decides they are worth.
- C. Everyone should be paid fairly and equally for work to make sure they and their family have a life worthy of respect.
- D. Some people are paid less than others but have help from other places to live a life of dignity.

7. What title best summarizes the gist of Article 23? Circle the letter of the correct answer.

- A. Worker's Rights
- B. Social Protection
- C. Trade Unions
- D. Right to Privacy

Name

Date

Main Ideas and Summary: Article 23 of the UDHR

Article 23 of the UDHR

1. Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

1. What are the main ideas of Article 23 of the UDHR? Circle the letter(s) of all possible correct answers.

- A. Everyone has the right to work at a job of their choosing.
- B. Everyone has the right to be paid whatever they want for the work they do.
- C. Everyone has the right to be paid fairly for the work they do.
- D. Everyone has the right to treat others unjustly at work.
- E. Everyone has the right to receive payment for unemployment.

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Date

2. Complete the chart by adding at least one supporting detail for each of the main ideas from Question 1. Quote accurately from the text.

Main Idea	Supporting Details

3. Write a summary of Article 23 of the UDHR. Use the following resources to guide your writing: Article 23 (to identify key details), Model Summary of Article 16 (as an example of strong summarizing), and the Summarizing Thinking Jobs chart (to check your work).

Summarizing Thinking Jobs

- State the title and author of the text.
- Combine ideas from the text to highlight connections and the main idea.
- Eliminate Unnecessary Details: Focus only on what is essential.
- Explain the text clearly and concisely, tying it back to the main idea.
- Be Concise: Use as few words as possible while still being clear.
- Use Your Own Words: Explain ideas that you quote from the text.
- Write in complete sentences.

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Model Summary: Article 16 of the UDHR

The Universal Declaration of Human Rights was written by the United Nations to protect all people everywhere. The simplified version of Article 16 describes it as “Marriage and Family.” One of the main ideas of this article is that all men and women of an appropriate age are free to marry. Part 1 of the article says, “Men and women of full age, without any limitation due to race, nationality, or religion, have the right to marry.” Another main idea is that two people should marry only if they both agree. Part 2 of the article says, “Marriage shall be entered into only with the free and full consent of the intending spouses.” Article 16 gives people the right to marry whomever they choose as long as the other person is willing and gives both people in the marriage equal rights.

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Close Reading Questions: Article 17 of the UDHR

- In order to complete this task, be sure to:
- Read each question carefully, including the instructions.
 - Answer the questions thoughtfully, referring back to Article 17 as needed.

Article 17 of the UDHR

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

1. Read the question in the first column, then write your response in a complete sentence in the second column.

Question	My Response
What is the gist of Article 17?	

Name

Date

2. Read the dictionary definition of the term *association* and then answer the question. Which definition most closely matches the meaning of *association* as it is used in the article? Explain how you chose the correct meaning.

association

(noun) as·so·ci·a·tion | \ə-sō-sē-ā-shən\

1. a group of people with a shared purpose
2. a mental connection between ideas

Name	Date
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3. **Sentence Studio: Disassemble.** First, read the following sentence.

Everyone has the right to own property alone as well as in association with others.
Next, complete the graphic organizer. Place the chunks of the sentence in the first column. Then, write the explanation for each one in your own words in the second column.

Sentence Chunk	Meaning / Importance

4. **Sentence Studio: Reassemble.** How can you restate section 1 of the article in your own words? In what ways could this right be threatened? Answer in complete sentences on the lines provided.

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5. What are two of the main ideas of Article 17 of the UDHR? Circle the letter(s) of all possible correct answers.

- A. Everyone has the right to own property.
- B. No one should have their property taken away.
- C. Property should be owned collectively by everyone.
- D. Property can only be owned by individuals.
- E. No one should have property taken away without good reason.

6. In the first column of the graphic organizer, write each of the main ideas you chose in Question 5. In the second column, add a detail from the text that supports that main idea. Be sure to quote accurately.

Main Ideas

Supporting Details (quote accurately from the text)

Close Reading Questions: Article 2 of the UDHR

In order to complete this task, be sure to:

- Read each question carefully, including the instructions.
- Answer the questions thoughtfully, referring back to Article 2 as needed.

Article 2 of the UDHR

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

GLOSSARY

- **entitled:** having a legal right or claim to something
- **set forth:** written or presented
- **jurisdictional:** relating to the power to make decisions
- **international status:** the way a country or territory is viewed by other countries or territories
- **trust:** trust land is owned by the government but is the responsibility of the people who live or work on it
- **non-self-governing:** a country or territory not ruled by itself
- **limitation of sovereignty:** the limits of the power or authority

Name	Date
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1. What is the gist of this article? What is it mostly about? Circle the letter of the correct answer.

A. Everyone is entitled to some rights but not all.
B. Everyone’s rights depend on where they are from.
C. Everyone is entitled to the same rights.
D. Everyone’s rights are based on certain distinctions.

2. Break up the word *distinction* into root and suffix in the chart. Use your Affix and Root List to determine the meaning of the affix and a dictionary (if needed) to determine the meaning of the root.

Word Part	Root or Affix	Meaning

3. What does the word *distinction* mean in the context of the passage? Circle the letter of the correct answer.

A. a special reward or prize C. a difference or separation
B. a rule or law D. a mistake or error

4. How can you restate the first sentence of Article 2 in your own words? Write your answer in complete sentences on the lines provided.

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5. Which statement best represents the second sentence of the article?
Circle the letter of the correct answer.

- A. Only people from non-self-governed countries are entitled to the same rights.
- B. It doesn't matter what is going on in the place someone is from. Everyone is entitled to the same rights.
- C. Only people who have moved to another country or territory are entitled to these rights.
- D. If the country you are from has signed this agreement, you are entitled to these rights.

6. What are the main ideas of Article 2 of the UDHR? Circle the letters of two correct answers.

- A. These rights apply only to those who share the majority's beliefs and customs.
- B. These rights apply to everyone, regardless of appearance or beliefs.
- C. These rights ensure equal treatment for all, regardless of where they're from or circumstances.
- D. These rights are given only to people from one of the places listed.
- E. These rights may be limited for some based on their appearance or background.

7. Choose at least one supporting detail to support each of the main ideas you selected in the previous question. Quote accurately from the text.

Main Ideas

Supporting Details (quote accurately from the text)

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Name

Date

Preparing for a Text-Based Discussion

Note
Catcher

How do the events in Chapters 1–6 of *Esperanza Rising* show the importance of human rights? How do these events help us understand why protecting human rights is important? Fill out the chart to identify at least three key events, a connected article from the UDHR for each event, an explanation of their importance, and evidence from the novel and/or the UDHR to support your response. Use the Textual Evidence chart and the Quoting Accurately from the Text chart for reference.

Describe an event from <i>Esperanza Rising</i>	Name the connected article of the UDHR	Quote from <i>Esperanza Rising</i> or the UDHR to support	Explain how this event helps us understand the importance of human rights

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Describe an event from <i>Esperanza Rising</i>	Name the connected article of the UDHR	Quote from <i>Esperanza Rising</i> or the UDHR to support	Explain how this event helps us understand the importance of human rights

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Text-Based Discussion Sentence Starters and Prompts

Connecting to the Text:

- In the book, when _____ happens, it shows us that _____ is being threatened because _____.
- The event where _____ faces _____ is important because it shows why protecting _____ matters.

Supporting Your Ideas with Evidence:

- The author writes _____, which helps us understand that _____ is being threatened.
- This quote from the novel shows us that _____ is important because _____.

Building on Others' Ideas:

- I agree with _____ when they said _____. I think that also shows how _____ is important because _____.
- I understand your point, and I think _____ also shows us why protecting _____ is crucial. For example, _____.

Asking Clarifying Questions:

- Can you explain what you mean by _____? How does that connect to human rights?
- How do you think this event helps us understand why human rights matter?

Disagreeing Respectfully:

- I understand your point, but I think _____ shows a different side of _____. For example, _____.
- I understand what you're saying, but I think _____ actually shows us _____. Here's why _____.

Name	Date
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One and One Reflection

Reflect on today’s text-based discussion. Write about one thing you did well during the discussion and one thing you want to do better in the next discussion.

Sentence Starter	My Reflection
One thing I did well during the discussion is . . .	
One thing I want to do better in our next discussion is . . .	

Learning Target Tracker

Name

Date

Learning Target Tracker

Read today's learning target(s). Then, mark the square that best matches your progress.

Approaching



Meets



Exceeds



LESSON 1 Discovering Our Topic: Human Rights

1. I can infer the topic of this module from the provided resources.

2. I can understand and apply discussion norms to participate in an effective discussion.

LESSON 2 Establishing Reading Routines: Pages 1–3 of *Esperanza Rising*

1. I can explain the meaning of proverbs in *Esperanza Rising*.

2. I can determine the gist of pages 1–3 of *Esperanza Rising*.

3. I can explain how pages 1–3 of *Esperanza Rising* contribute to the overall structure of the story.

LESSON 3 Establishing Reading Routines: *Esperanza Rising*, “Las Uvas”

1. I can explain how pages 4–22 of *Esperanza Rising* contribute to the overall structure of the story.

2. I can describe the historical setting of *Esperanza Rising* based on research sources.

Name

Date

Learning Target Tracker

Read today's learning target(s). Then, mark the square that best matches your progress.

Approaching



Meets



Exceeds



LESSON 4 Establishing Independent Research Reading Routines

1. I can select an independent research reading book.

2. I can quote accurately from the text when explaining what the text says explicitly and when drawing inferences.

LESSON 5 Introducing the Universal Declaration of Human Rights

1. I can determine the gist and the meaning of unfamiliar words and phrases in Article 3 of the Universal Declaration of Human Rights.

2. I can make connections between *Esperanza Rising* and the UDHR.

LESSON 6 Close Reading: *Esperanza Rising*, "Las Papayas" and Article 23 of the UDHR

1. I can explain how pages 23–38 of *Esperanza Rising* contribute to the overall structure of the story.

2. I can answer questions about Article 23 of the UDHR using evidence from the text and strategies for understanding unknown words.

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Learning Target Tracker

Read today's learning target(s). Then, mark the square that best matches your progress.

Approaching



Meets



Exceeds



LESSON 7 Determining the Main Ideas and Summarizing Article 23 of the UDHR

1. I can determine the main ideas and summarize Article 23 of the UDHR.

LESSON 8 Mid-Unit Check

1. I can explain how pages 39–57 of *Esperanza Rising* contribute to the overall structure of the story.
2. I can answer questions about a text and summarize it to demonstrate what I've learned in this unit.

LESSON 9 Close Reading: Article 17 of the UDHR

1. I can make connections between *Esperanza Rising* and the UDHR.
2. I can answer questions about Article 17 of the UDHR using evidence from the text and strategies for understanding unknown words.
3. I can determine the main ideas and summarize Article 17 of the UDHR.

Name

Date

Learning Target Tracker

Read today's learning target(s). Then, mark the square that best matches your progress.

Approaching



Meets



Exceeds



LESSON 10 Close Reading: *Esperanza Rising*, “Las Guayabas” and Article 2 of the UDHR

1. I can explain how pages 58–80 of *Esperanza Rising* contribute to the overall structure of the story.

2. I can answer questions about Article 2 of the UDHR using evidence from the text and strategies for understanding unknown words.

3. I can determine the main ideas and summarize Article 2 of the UDHR.

LESSON 11 Preparing for a Text-Based Discussion: Human Rights in *Esperanza Rising*

1. I can explain how pages 81–99 of *Esperanza Rising* contribute to the overall structure of the story.

2. I can quote accurately from the text to make connections between *Esperanza Rising* and the UDHR.

3. I can prepare evidence for an effective text-based discussion about threats to human rights in *Esperanza Rising*.

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Name

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Learning Target Tracker

Read today's learning target(s). Then, mark the square that best matches your progress.

Approaching



Meets



Exceeds



LESSON 12 Text-Based Discussion: Human Rights in *Esperanza Rising*

1. I can explain how pages 100–121 of *Esperanza Rising* contribute to the overall structure of the story.

2. I can follow discussion norms to engage in an effective text-based discussion, using prepared evidence to explain ideas about threats to human rights in *Esperanza Rising*.

LESSON 13 End-of-Unit Assessment

1. I can interpret the meaning of a proverb in a fiction passage and explain how the events in the passage contribute to its overall structure to demonstrate what I've learned in this unit.

2. I can identify the main idea and supporting details of Article 25 of the Universal Declaration of Human Rights (UDHR) and summarize it effectively to demonstrate what I've learned in this unit.



Facts That Fly!

In this book, you'll explore what human rights mean and how stories can show people's strength.

Did you know? ...

- Families sometimes must leave everything behind to find a better life.
- Fiction can teach us real lessons about history.
- Your voice and your choices can make a difference.



D F 5 K - S S