



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 1: Lesson 1

Getting Ready To Learn About Human Rights: Close Reading of Article 1 of the Universal Declaration of Human Rights (UDHR)



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 effectively engage in a discussion with my peers. (SL.5.1)
- I can summarize portions of a text when reading or listening to information being presented. (SL.5.2)
- I can determine the meaning of content words or phrases in an informational text. (RI.4)

Supporting Learning Targets

- I can follow our class norms when I participate in a discussion.
- I can determine words I know and words I don't know.
- I can summarize Article 1 of the UDHR.

Ongoing Assessment

- Human Rights Thinking Charts
- Exit ticket

Agenda

1. Opening
 - A. Engaging the Reader: Thinking about the Words “Human” and “Rights” (10 minutes)
 - B. Check In (5 minutes)
2. Work Time
 - A. Text Structure: Scanning the UDHR (5 minutes)
 - B. Introducing Close Reading: Article 1 of the UDHR (15 minutes)
 - C. Begin Close Reading Anchor Chart (10 minutes)
 - D. Return to Key Concept: Thinking about “Human Rights” (10 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework

Teaching Notes

- This opening series of lessons is designed to help students begin to think about what it means to read closely and the many ways that good readers attempt to figure out word meanings. You may want to carefully study the assessment in Lesson 5 to understand how to best use time in these opening lessons. The goal in these opening lessons is not for students to fully understand the UDHR, but to begin to build background knowledge about this important document while also gaining confidence with challenging texts and word solving/learning strategies.
- Students work with a UDHR note-catcher in this lesson. This note-catcher includes selected articles of the UDHR and, in some instances, selected sections of a particular article (to focus students on the concepts most relevant to this module).
- You may want to ask students to keep a pocket folder in their desks or cubbies for this module. They will receive many handouts that are used across multiple lessons.
- Some vocabulary is not academic or domain-specific, and students may benefit from instruction or review: *fist*, *struggle*, *compliment*, *group*.
- This lesson includes many simple protocols and strategies that support collaborative work.
- Review: Fist to Five, Write-Pair-Share, Say Something, and Gallery Walk (see Appendix).
- Post: Learning targets.



Lesson Vocabulary	Materials
<p>follow, participate, criteria, skills, human rights, define, summarize, primary source, United Nations, dignity, equal, endowed, reason, conscience, brotherhood</p>	<ul style="list-style-type: none">• What are Human Rights anchor chart (new; teacher-created)• Close Readers Do These Things anchor charts (new; teacher-created)• Chart paper (one per group of four students)• Colored markers (one per group of four students)• Universal Declaration of Human Rights (one per student and one for display)• Document camera or interactive white board• UDHR Note-catcher (one per student)• Examples of Nonlinguistic Representations of Learning Target Vocabulary in this Lesson• Folders (one per student)• Sticky notes



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Thinking about the Words “Human” and “Rights” (10 minutes)</p> <ul style="list-style-type: none">• Make sure all learning targets are posted for students to see. Read the first learning target aloud:<ul style="list-style-type: none">* “I can follow our class norms when I participate in a conversation.”• Talk about the importance of learning targets: They help students know what they are expected to learn and do during a lesson. Tell them you will be asking them to check in throughout the lesson about how they think they are doing with the learning targets.• Underline or circle the word <i>follow</i>. Ask students to give you synonyms for that word and write these under or over the word <i>follow</i>. Listen for: “do what you’re supposed to,” “obey.” Repeat for <i>participate</i> (“do,” “join in,” “be part of”).• Have a student read aloud the next learning target:<ul style="list-style-type: none">* “I can define human rights.”• Circle the word <i>define</i>. Explain what it means to define something: “to describe what something means.”• Place students in groups of four and give each group a large piece of chart paper and one colored marker. Have students write the words “Human” and “Rights” in large letters either at the top or in the middle of their chart paper. Instruct students to talk first, then to use just one color and write or draw the meanings of the words “human” and “rights.”• Remind students to pay close attention to the class norms as they work. As groups work, circulate and remind them of the norms as needed. <p><i>Note: If you have not established class norms for group work, do so before continuing this lesson. Suggested norms include “look at and listen to the person speaking,” “take turns speaking so that everyone has a chance,” “respect each other’s ideas,” “ask questions so that you understand each other.”</i></p>	<ul style="list-style-type: none">• Consider letting struggling students draw small pictures or images that represent words. This helps them process language even when they cannot read the words.• Asking students what they think they know encourages them to stay open to new thinking.



Opening	Meeting Students' Needs
<p>B. Check In (5 minutes)</p> <ul style="list-style-type: none">• After about 10 minutes, refocus students whole group. Use the Fist to Five strategy to have students rate how they did attending to the first learning target. Ask students to indicate with their fist if they did not attend to the class norms at all, or five fingers if they attended to all class norms consistently. They can choose to show one to four fingers to indicate that their attention to norms was somewhere in between.• Then have students rate their group. If many ratings are below four, review the norms.	<ul style="list-style-type: none">• Consider partnering an ELL with a student who speaks the same home language when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their home language.• Modeling the strategy with your own fingers gives students a visual of what you are asking for. Consider having a visual chart for the meaning of each level of Fist to Five.



Work Time	Meeting Students' Needs
<p>A. Text Structure: Scanning the UDHR (5 minutes)</p> <ul style="list-style-type: none">• Distribute copies of the Universal Declaration of Human Rights to each student and display it on a document camera or interactive white board.• Say: “This is a really cool primary source called the Universal Declaration of Human Rights, sometimes called the UDHR. We will learn more about this document in the next few days. Look it over. What do you notice about the way this document is structured or laid out on this page?”• Do NOT explain the content of the text; simply give students a moment to get oriented and notice how the document is structured.• If needed, tell your students what a <i>primary source</i> is. The Library of Congress describes primary sources as the “raw materials of history.” They are original documents and objects that were created during a specific time period.• Ask students to turn and talk about what they notice about how this document is set up on the page. Call on a few to share some of the things they have noticed. Highlight the areas that students point out, writing their thoughts in the margins of the document. Listen for: “introduction/preamble,” “numbered list,” “short paragraphs,” etc.• Tell them that you will discuss how this text is set up, or the “text structure,” more throughout the unit.• Ask students if they noticed another way that the document identifies the numbered paragraphs. Listen for a student to point out that there are 30 articles.• Say: “The Universal Declaration of Human Rights has 30 different articles, or specific sections. Each article identifies a different right, or claim, about something that the people who wrote this document believe should be true for all human beings. Over the next few days, we will be looking closely at some of these rights or claims.”• Write on your interactive white board or document camera: “Articles in the UDHR are claims about things that the authors of this document believe should be true for all human beings.”	<ul style="list-style-type: none">• When possible and beneficial, provide text or materials in ELLs home language. This can help them understand materials presented in English. Copies of the UDHR in various languages can be found at: www.ohchr.org/EN/UDHR/Pages/SearchByLang.aspx.



Work Time	Meeting Students' Needs
<p>B. Introducing Close Reading: Article 1 of the UDHR (20 minutes)</p> <ul style="list-style-type: none"> • Ask students to turn and talk about what claims they think the authors of the UDHR might make about things that should be true for all human beings. • Invite a spokesperson for each group to share their initial ideas. They might suggest things like: “right to safety,” “right to travel,” etc. Let this list be emergent at this point; students will have several weeks to delve into this. • Have students store their copies of the complete UDHR in their folders. • Distribute and display the UDHR Note-catcher. Ask students to share what they notice about the note-catcher. Listen for: “There are four boxes,” “Some of the articles from the primary source are listed here,” “There is a row for each article,” “There are bolded words in the article,” etc. Tell students they will work on understanding some of the articles from the UDHR with this note-catcher. • Read Article 1 aloud twice, with students following along (this promotes fluency). Do not explain the text. • Have students think silently, and then turn and tell a partner what they think this first article might mean. Ask them to share their thinking with the class. • Ask students to talk to their partners about the words they know and the words they don’t know from the first article. Ask them to circle words they aren’t sure of. They will likely circle <i>dignity</i>, <i>endowed</i>, and <i>conscience</i>. • See if any students know these words. If not, since these words are difficult to determine from context, tell them the meaning of these words. Write simple definitions on the interactive white board or document camera: <ul style="list-style-type: none"> – <i>dignity</i> = the state of being valued and worthy of respect – <i>endowed</i> = given – <i>conscience</i> = an inner sense of right and wrong • If students circle <i>brotherhood</i>, prompt them to try to figure out the meaning from context: <ul style="list-style-type: none"> * “We know what brothers are—two boys with the same parents. Have you heard other meanings of the word <i>brother</i>, though?” * “Have you heard groups of people called brothers? When? Why? So what might a <i>brotherhood</i> be?” • Tell students that to understand difficult text, good readers almost always have to read it more than once, especially after they have learned more about the words in the text. 	<ul style="list-style-type: none"> • Narrowing the number of questions students focus on helps those who have difficulty processing and transferring a lot of language at once. • Increase interactions with vocabulary in context. This increases the rate of vocabulary acquisition for ELLs. • Allowing students who struggle with language to just contribute to the discussion orally or providing a scribe for them to dictate to ensures they are active participants. • Multiple means of representation, such as drawing, is a principle of Universal Design for Learning that helps more students engage more fully with the content.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to reread just the first sentence of Article 1, focusing on words or phrases that might help them determine what claim the authors of the UDHR are making about what should be true for all people. Have students underline no more than two or three pivotal words and share them with a partner. Ask a few students to share and have class members give a thumbs-up if they chose the same word(s).• Invite a student who underlined the phrase “born free and equal” to explain why he or she chose that phrase. Listen for a response such as: “This makes me think that everyone is equal when they are born. Equal means we should be treated with the same respect and have the same rights.”• Tell students to read and talk about Article 1 again, looking for and thinking about words that may help them determine the right that the article is referring to.• Have students reread the entire article aloud, inserting the synonyms/phrases that you put on the displayed copy above or below the original words on their note-catcher.• Ask students if they feel more certain about the first right the authors of the UDHR believe all people should have. Ask them to try to say the meaning of this first article in their own words in the second column of the note-catcher.• Ask students to picture in their mind what it would look like if Article 1 was turned into a picture. Have a student share his or her visualization. (For example, a student might visualize people holding hands in brotherhood or draw two or more people with an = sign in front of them to show that all people are equal.)• Invite students to share their visualization with a partner and then sketch that image in the third column. Their drawing will help them remember what Article 1 refers to. Tell them it does not matter how good their sketch is; the drawing will help them remember the main meaning.• Repeat the process for the fourth column of the note-catcher, visualizing what “breaking the promise” of Article 1 might look like. Have students store the note-catchers in their folders.	



Work Time	Meeting Students' Needs
<p>C. Begin Close Reading Anchor Chart (10 minutes)</p> <ul style="list-style-type: none"> • Say: “The process we just went through is called close reading. There are lots of different ways to read closely, but the main point is to figure out specific words and read more than once to get a deeper understanding of a hard text. We probably still don’t fully understand Article 1 of the UDHR, which is fine. But let’s review the steps we took to read this challenging text.” • Begin a Close Readers Do These Things anchor chart. Students will refer to this throughout the module. Have students list aloud the steps they used to closely read Article 1. Write their comments on the chart. (Note that close reading typically involves reading more than once but can happen in a variety of ways; do not get rigid about specific steps. Your students’ understanding of and fluency with close reading will evolve over the year.) • Make sure that students have included the following: <ol style="list-style-type: none"> 1. Read the text slowly at least twice. 2. Circle words you aren’t sure of and try to figure them out. 3. Reread, annotate, and underline key vocabulary. 4. Talk to each other about what you think it means. 5. Read to summarize or answer specific questions. • Tell students that today, with Article 1, they answered questions by drawing what the “promise kept” and “promise broken” might look like. With different texts, they will consider different strategies. But almost always, they will read, reread, think, talk, and write. • Point out that often in class, they will use specific note-catchers to help them record their thinking while reading closely. For the next eight weeks, they will repeatedly come back to the four-column UDHR note-catcher, paraphrasing different articles of the UDHR and visualizing what it means for that promise to be kept or broken. 	<ul style="list-style-type: none"> • On anchor charts for processes like close reading, include question words with nonlinguistic representations (e.g., book for <i>read</i>, magnifying glass for <i>closely</i>) and a question frame: “What is she doing?” Examples of possible nonlinguistic symbols can be found at the end of this lesson.



Work Time	Meeting Students' Needs
<p>D. Return to Key Concept: Thinking about “Human Rights” (10 minutes)</p> <ul style="list-style-type: none">• Ask students to return to the chart they started where they wrote about the words “human” and “rights.” Ask them to think now about the phrase “human rights.” They should think and talk about all that they read and talked about today. Say: “We learned about one thing that the authors of the UDHR claim should be true for all people, a ‘right.’ Why do you think they needed to write a document like this? Why should we pay attention to human rights? Write your ideas on your chart.”	<ul style="list-style-type: none">• All students developing academic language will benefit from direct instruction of academic vocabulary.• Students who need additional supports may benefit from partially filled-in graphic organizers. An example can be found at the end of this lesson.
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Using the Fist to Five strategy, ask students to rate themselves on meeting each learning target: following class norms during discussions, identifying words they know and don't know, and putting Article 1 of the UDHR in their own words.• Ask students to complete an exit ticket on a sticky note:<ul style="list-style-type: none">– “The authors of the UDHR claim that all people are ...”• Collect this to check on students' thinking.	<ul style="list-style-type: none">• Providing the learning targets written individually for students who have difficulty processing information on the board allows them to stay focused. An example can be found at the end of this lesson.• Students can share in triads or with partners if you have many students for whom sharing out in front of everyone is difficult.• Providing a sentence stem already written on the sticky note allows students who have difficulty writing to participate in a timely fashion.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Choose an independent reading book related to the topic of this unit (see recommended texts). <p><i>Note: Each unit in this module is accompanied by an extensive list of books at a variety of reading levels. Students should use the library to obtain book(s) about the topics under study at their independent reading level. These books should be used in a variety of ways: as independent and partner reading in the classroom whenever time allows, as read-alouds by the teacher to entice students into new books, and as an ongoing homework expectation.</i></p>	<ul style="list-style-type: none">• Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recording. In addition, the site www.novelnewyork.org has a free, searchable database of content-related texts that can be played as audio files on a home or library computer. Texts on this Web site can also be translated into many languages. Use the database to provide at-home reading of related texts to ELLs and their families in their native languages.



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 1: Lesson 1

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.

Dignity and justice for all of us



All human beings are born with equal and inalienable rights and fundamental freedoms. The United Nations is committed to upholding, promoting and protecting the human rights of every individual. This commitment stems from the United Nations Charter, which reaffirms the faith of the peoples of the world in fundamental human rights and in the dignity and worth of the human person.

In the Universal Declaration of Human Rights, the United Nations has stated in clear and simple terms the rights which belong equally to every person.

These rights belong to you.

They are your rights. Familiarize yourself with them. Help to promote and defend them for yourself as well as for your fellow human beings.

Adopted and proclaimed by General Assembly resolution 217 A (III) of 10 December 1948

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have

determined to promote social progress and better standards of life in larger freedom, Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms, Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, 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.

Article 3.

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

Article 4.

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.

Everyone has the right to recognition everywhere as a person before the law.

Article 7.

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11.

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14.

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15.

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.

- (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.

Article 18.

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association

Article 21.

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his country.
- (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22.

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23.

- (1) Everyone has the right to work, to free choice of employment, to just and favourable 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 favourable 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.

Article 24.

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25.

- (1) 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 and medical care and 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.
- (2) 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.

Article 26.

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.

- (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
- (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29.

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

United Nations Department of Public Information

For more information

www.ohchr.org/english/issues/education/training/udhr.htm www.un.org/cyberschoolbus/humanrights/index.asp



Article	Paraphrase or Summary (in your own words)	Sketch: An example of “keeping the promise” of this Article (Draw what it looks like.)	Sketch: An example of “breaking the promise” of this Article (Draw what it does NOT look like.)
<p>Article 1 All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.</p>			
<p>Article 2 Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status.</p>			



Article	Paraphrase or Summary (in your own words)	Sketch: An example of “keeping the promise” of this Article (Draw what it looks like.)	Sketch: An example of “breaking the promise” of this Article (Draw what is does NOT look like.)
Article 3 Everyone has the right to life, liberty, and security of person.			



Article	Paraphrase or Summary (in your own words)	Sketch: An example of “keeping the promise” of this Article (Draw what it looks like.)	Sketch: An example of “breaking the promise” of this Article (Draw what it does NOT look like.)
<p>Article 6 Everyone has the right to recognition everywhere as a person before the law.</p>			
<p>Article 14 (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.</p>			



Article	Paraphrase or Summary (in your own words)	Sketch: An example of “keeping the promise” of this Article (Draw what it looks like.)	Sketch: An example of “breaking the promise” of this Article (Draw what it does NOT look like.)
<p>Article 16 (1) Men and women of full age, without any limitation due to race, nationality, or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage, and at its dissolution. (2) Marriage shall be entered into only with the free and full consent of the intending spouses.</p>			



Article	Paraphrase or Summary (in your own words)	Sketch: An example of “keeping the promise” of this Article (Draw what it looks like.)	Sketch: An example of “breaking the promise” of this Article (Draw what is does NOT look like.)
Article 17 (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.			
Article 20 (1) Everyone has the right to freedom of peaceful assembly and association.			



Article	Paraphrase or Summary (in your own words)	Sketch: An example of “keeping the promise” of this Article (Draw what it looks like.)	Sketch: An example of “breaking the promise” of this Article (Draw what is does NOT look like.)
<p>Article 23 (1) Everyone has the right to work, to free choice of employment, to just and favourable 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 favourable remuneration ensuring for himself and his family an existence worthy of human dignity.</p>			



Article	Paraphrase or Summary (in your own words)	Sketch: An example of “keeping the promise” of this Article (Draw what it looks like.)	Sketch: An example of “breaking the promise” of this Article (Draw what it does NOT look like.)
<p>Article 25 (1) 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, and medical care and 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.</p>			



Article	Paraphrase or Summary (in your own words)	Sketch: An example of “keeping the promise” of this Article (Draw what it looks like.)	Sketch: An example of “breaking the promise” of this Article (Draw what it does NOT look like.)
<p>Article 26 (1) Everyone has the right to an education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made available, and higher education shall be equally accessible to all on the basis of merit.</p>			



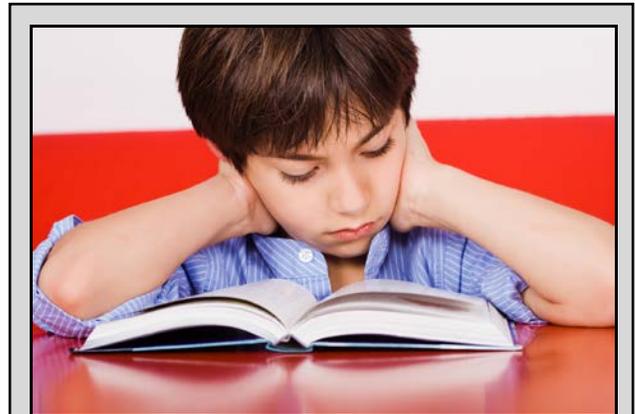
Closely



Follow



Participate



Read

CLOSELY: Image Copyright Zurijeta, 2013. Used under license from Shutterstock.com.

FOLLOW: Image Copyright Ewa Studio, 2013. Used under license from Shutterstock.com.

PARTICIPATE: Image Copyright Stefano Lunardi, 2013. Used under license from Shutterstock.com.

READ: Image Copyright Thai Soriano, 2013. Used under license from Shutterstock.com.