

# ELA II Sessions Expert Pack

Rights and Values: Rights Declarations Across  
History and Cultures

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## Expert Pack

# Rights and Values: *Rights Declarations Across History and Cultures*

To be used with *The Universal Declaration of Human Rights* by The Commission on Human Rights or as a stand-alone resource.

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### Synopsis

The excerpt from the first text, "The United States Constitution and the Bill of Rights," grounds the reader in the major concepts, structure, and language that influenced the Universal Declaration of Human Rights, and also exposes the reader to how these concepts have historically (and currently) applied to them in the country they live in. The next text "French Declaration on the Rights of Man and Citizen," gives a quick insight of how other European-founded governments, shared these concepts, structure, and language, which included the exclusion of women and people of color. "**The Declaration of the Rights of Woman and of the Female Citizen**" allows the reader to shift their thinking toward these excluded groups' responses to injustice and indigenous ideas about freedom and equality while still exposing students to similar language, meaning, and structure sets as the previous two texts. The next text, "UN Declaration on the Rights of Indigenous Peoples," allows for students to shift their focus on those who have been historically excluded from gender-based reasons to race based ones. The text promotes the expansion of language and knowledge concerning human rights, oppression, and justice while still providing a now identifiable text structure due to exposure from the previous documents. In "Iroquois Constitution/ The Great Law of Peace" students read about a how the Five Iroquois Nations became unified after frequent conflicts through the drafting of what we now would identify as a constitution. The text provides opportunities for students to explore the central ideas regarding justice and freedom that people of color exercised prior to European colonization, and how this knowledge and structure of ideas influenced the "**The United States Constitution and the Bill of Rights**" (the first text in the text set). "Declaration of the Rights of the Negro Peoples of the World" introduces students into how other people of color have declared rights for themselves , further building students' knowledge about about why specific rights needed to be declared, crystallizing language and structure explored through previous texts, and expanding upon their language set regarding ideas around equity and law. The next text, "The Black Panther Ten Point Program," allows students to understand the persistence of inequality and oppression that have prompted people of color in this country to declare rights. Also, the text structure slightly deviates from the previous entries, promoting structure diversity amongst the declarations in a manner that has been scaffolded. The meaning of the text provides opportunities for students to engage in rich academic conversation and exploration around ideas of freedom justice, and cultural values grounded in this text and all texts explored prior to it. This text set as a whole provides significant background information and vocabulary that students can use to better understand the cultural values and struggles for equality reflected in "**The Universal Declaration of Human Rights**".

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# EXPERT PACK: TEXT AND MEDIA RESOURCES LIST

## Article excerpts

- [“The U.S. Constitution and the Bill of Rights” by James Madison \(1789,1791\)](#)
- [“French Declaration on the Rights of Man and Citizen” by France's National Constituent Assembly \(1789\)](#)
- [“The Declaration of the Rights of Woman and of the Female Citizen” by Olympe de Gouges \(1791\)](#)
- [“UN Declaration on the Rights of Indigenous Peoples” by Working Group on Indigenous Populations \(2007\)](#)
- [Excerpt: Sovereignty Defined](#)
- [“Declaration of the Rights of the Negro Peoples of the World” by the Universal Negro Improvement Association \(1920\)](#)
- ["The Black Panther Party's 10 Point Program"](#) by Huey P. Newton and Bobby Seale (1966)

## Video

- [Dakota Sioux Pipeline: children](#)
- [Dakota Sioux Pipeline](#)
- [Civil Rights excerpt](#)

## The Common Core Shifts for ELA/Literacy

- Regular practice with complex text and its academic language
- Reading, writing and speaking grounded in evidence from text, both literary and informational
- *Building knowledge through content-rich nonfiction*

Though use of these expert packs will enhance student proficiency with most or all of the Common Core Standards, they focus primarily on Shift 3, and the highlighted portions of the standards below.

## College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts

The underlined sections of the standards are the focus of the Expert Pack learning for students:

- [Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.](#)
- [Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.](#)
- [Read and comprehend complex literary and informational texts independently and proficiently](#)

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# SEQUENCE FOR READING AND ANNOTATED BIBLIOGRAPHY

## 1. “The U.S. Constitution and the Bill of Rights” by James Madison [1110L]

**Synopsis:** Legal document that illustrates the system of beliefs and laws by which the United States is governed, including the first ten amendments to the constitution known as the Bill of Rights

**Activities:**

- **Rolling Knowledge**
- **Rolling Vocabulary**
- **Quiz Maker**

Creators: James Madison

Genre: Nonfiction, Legal Document

Length: 40 Pages

Citation:

Madison, James. “National Constitution Center.” National Constitution Center – Constitutioncenter.org, National Constitution Center, constitutioncenter.org/learn/educational-resources/historical-documents/the-constitution-of-the-united-states-pdf.

Cost/Access: 0

## 2. “French Declaration on the Rights of Man and Citizen” by France's National Constituent Assembly (1789) [LEXILE NA]

**Synopsis:** Legal document written by French statesmen that contains the basic philosophies of freedom and liberty, of which inspired the French Revolution.

**Activities**

- **Rolling Knowledge**
- **Rolling Vocabulary**
- **Picture of Knowledge**

Creators: France's National Constituent Assembly

Genre: Nonfiction, Legal Document

Length: 842 Words

Citation:

France's National Constituent Assembly. “Avalon Project - Declaration of the Rights of Man - 1789.” Avalon Project - Documents in Law, History and Diplomacy, avalon.law.yale.edu/18th\_century/rightsof.asp.

Cost/Access: 0

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### 3. “The Declaration of the Rights of Woman and of the Female Citizen” by Olympe de Gouges [LEXILE NA]

**Synopsis:** A manifesto in which Olympe de Gouges responds to the Declaration of the Rights of Man and of the Male Citizen by articulating women and men deserve equal rights.

#### Activities

- **Rolling Knowledge**
- **Rolling Vocabulary**
- **Quiz Maker**

Creators: Olympe de Gouges

Genre: Nonfiction, Legal Document

Length: 1260 Words

Citation:

de Gouges, Olympe. A Declaration of the Rights of Woman and the Female Citizen. Rutgers University, [andromeda.rutgers.edu/~jlynch/Texts/degouges.html](http://andromeda.rutgers.edu/~jlynch/Texts/degouges.html).

Cost/Access: 0

### 4. “UN Declaration on the Rights of Indigenous Peoples” by Working Group on Indigenous Populations [LEXILE NA]

**Synopsis:** The declaration (non-legally binding) articulates how indigenous peoples across the globe should be treated, and acknowledges the oppression indigenous peoples have had to endure over the centuries. The declaration demands rights regarding language, schooling, identity, and other dimensions of culture and living.

#### Activities

- **Rolling Knowledge**
- **Rolling Vocabulary**
- **Quiz Maker**

Creators: Working Group on Indigenous Populations

Genre: Nonfiction, Legal Document

Length: 18 Pages

Citation:

Working Group on Indigenous Populations. “United Nations Declaration on the Rights of Indigenous Peoples.” Working Group on Indigenous Populations. “United Nations Declaration on the Rights of Indigenous Peoples.” United Nations, Mar. 2008, [www.un.org/esa/socdev/unpfii/documents/DRIPS\\_en.pdf](http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf).

Cost/Access: 0

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## 5. “Excerpt: Sovereignty Defined” by the Onondaga Nation [LEXILE NA]

**Synopsis:** The Onondaga nation defines sovereignty in their specific context as native americans in the Haudenosaunee nation, in addition to going through their history of sovereignty within the United States.

### Activities

- Rolling Knowledge
- Rolling Vocabulary
- Wonderings

Creators: The Onondaga Nation

Genre: Nonfiction

Length: 1013 Words

Citation:

Onondaga Nation. “Sovereignty.” Onondaga Nation, 4 Mar. 2014, [www.onondaganation.org/government/sovereignty/](http://www.onondaganation.org/government/sovereignty/).

Cost/Access: 0

## 6. “Declaration of the Rights of the Negro Peoples of the World” by the Universal Negro Improvement Association [LEXILE NA]

**Synopsis:** The declaration (non-legally binding) articulates how all people of African descent across the globe should be treated, and acknowledges the oppression African peoples have had to endure over the centuries. The declaration demands rights regarding education, land ownership, identity, and other dimensions of culture and living.

### Activities

- Rolling Knowledge
- Rolling Vocabulary
- Picture of Knowledge

Creators: The Universal Negro Improvement Association

Genre: Nonfiction, Legal Document

Length: 2822 Words

Citation:

“Declaration of the Rights of the Negro Peoples of the World’: The Principles of the Universal Negro Improvement Association.” History Matters: The US Survey Course on the Web, George Mason University, [historymatters.gmu.edu/d/5122](http://historymatters.gmu.edu/d/5122).

Cost/Access: 0

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## 7. "The Black Panther Party's 10 Point Program" by Huey P. Newton and Bobby Seale [LEXILE NA]

**Synopsis:** A manifesto in which The Black Panther Party for Self-Defense declares their mission as an organization through a list of needs and demands that reflect basic human rights denied to African Americans.

### Activities

- **Rolling Knowledge**
- **Rolling Vocabulary**
- **Quiz Maker**

Creators: Huey P. Newton and Bobby Seale

Genre: Nonfiction

Length: 1104 Words

Citation:

Newton, Huey, and Bobby Seale. "Remembering the Black Panthers 10 Point Program." Black Lives Matter Syllabus, 21 July 2016, [www.blacklivesmattersyllabus.com/remembering-the-black-panthers-10-point-program/](http://www.blacklivesmattersyllabus.com/remembering-the-black-panthers-10-point-program/).

Cost/Access: 0



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# SUPPORTS FOR STRUGGLING AND PROFICIENT STUDENTS

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

## Use the Expert Pack Glossary:

- Assign students to read the glossary for each text before they read the text and refer to it during reading. Differentiate by meeting with weaker readers and going over the words before they read independently or in groups. This will provide the most support to weaker readers.
- Instruct students to refer to the glossary only while reading. This will be most helpful when students read in pairs.
- Assign students to read the glossary for homework and complete a task such as using each word in a new sentence. (This can also be done in class.) Differentiate by meeting with weaker readers and going over the words the day the homework is assigned.
- Have students take a vocabulary quiz after completing any of the above suggestions.

## Provide Additional Vocabulary Support:

- Develop a Student-Friendly Academic Vocabulary (Tier 2) and/or Domain Vocabulary
- Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words. <http://www.wordsmyth.net/?mode=widget>
- Provide brief **student friendly explanations** of necessary background knowledge
- Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack

## Develop Fluency:

- Select a small number of texts to **read aloud** with some discussion about comprehension, vocabulary work and background knowledge
- Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
- **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text
- Pre-reading activities that focus on the **structure and graphic elements** of the text

## Encourage Expansion

- Create an opportunity for students to identify an additional text or resource that would add to this text set, direct them to create a Student-Friendly Glossary in the style presented, and fill out the Rolling Knowledge Journal.
- Engage students in choosing independent reading aligned to the topic of study for the upcoming unit - possibly additional books by the same author, or books focused on a similar theme or time period.

## THE EXPERT PACK GLOSSARY

### Rights and Values: *Rights Declarations Across History and Cultures*

Excerpt from the Constitution	
Word	<ul style="list-style-type: none"> <li>• Student-Friendly Definition</li> <li>• Sentence about text using that word correctly</li> <li>• Sentence of choice using the word, or a form of it, correctly</li> </ul>
<b>welfare</b>	<ul style="list-style-type: none"> <li>• the state of being happy, healthy, or successful : well-being</li> <li>• <i>The Constitution mentioned improving the welfare of men, but not the welfare of women and people of color.</i></li> <li>• <i>Abigail took the new job because it would improve the welfare of her family.</i></li> </ul>
<b>prohibit</b>	<ul style="list-style-type: none"> <li>• to order (someone) not to use or do something</li> <li>• <i>The Eighth Amendment to the constitution prohibits cruel and unusual punishment against people convicted of a crime.</i></li> <li>• <i>The store prohibits solicitors that sell goods outside the building.</i></li> </ul>
<b>Due process</b>	<ul style="list-style-type: none"> <li>• the official and proper way of doing things in a legal case</li> <li>• <i>Demanding due process in the Constitution allows for people who get accused of committing a crime to be given fair treatment.</i></li> <li>• <i>Due process gave the lawyer time to work on his client’s case.</i></li> </ul>
<b>amendment</b>	<ul style="list-style-type: none"> <li>• a change in the words or meaning of a law or document (such as a constitution)</li> <li>• <i>The first ten amendments to the original constitution are known as the Bill of Rights.</i></li> <li>• <i>Tracey called Marcos a cheater for trying to make amendments to the rules in the middle of the game.</i></li> </ul>
<b>grievance</b>	<ul style="list-style-type: none"> <li>• a reason for complaining or being unhappy with a situation</li> <li>• The white male American colonists had many grievances regarding the way the British government was treating them.</li> <li>• The students made a list of grievances regarding the quality of the school lunch.</li> </ul>

The Declaration of the Rights of Man and of the Citizen	
Word	<ul style="list-style-type: none"> <li>• Student-Friendly Definition</li> <li>• Sentence about text using that word correctly</li> <li>• Sentence of choice using the word, or a form of it, correctly</li> </ul>
<b>inalienable</b>	<ul style="list-style-type: none"> <li>• impossible to take away or give up</li> <li>• <i>People’s rights to freedom are inalienable, but other people try to take away rights anyway.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>His desire to play saxophone was inalienable that he would practice in the middle of the night.</i></li> </ul>
<b>declaration</b>	<ul style="list-style-type: none"> <li>• the act of making an official statement about something : the act of declaring something</li> <li>• <i>This document was a declaration that men deserved rights, but it didn't mention women.</i></li> <li>• <i>The government declared the third Monday of every January Martin Luther King Jr. Day.</i></li> </ul>
<b>authority</b>	<ul style="list-style-type: none"> <li>• the power to give orders or make decisions : the power or right to direct or control someone or something</li> <li>• <i>The creators of this Declaration demanded wanted authority and equal power to make political decisions.</i></li> <li>• <i>The president has the authority to make major decisions, but still has to meet with congress about many of them.</i></li> </ul>
<b>Institution (n)</b>	<ul style="list-style-type: none"> <li>• an established organization</li> <li>• <i>Since the government in France was an unfair institution, the creators of the Declaration demanded the institution be changed.</i></li> <li>• <i>The institution of slavery contradicted ideas about freedom in the United States.</i></li> </ul>
<b>sovereign(ity)</b>	<ul style="list-style-type: none"> <li>• a country's independent authority and the right to govern itself</li> <li>• <i>Many French citizens wanted to be a sovereign nation that wasn't ruled by a king or queen.</i></li> <li>• <i>Most sovereign countries are members of the United Nations.</i></li> </ul>

<b>Declaration of the Rights of Woman and the Female Citizen</b>	
<b>Word</b>	<ul style="list-style-type: none"> <li>• Student-Friendly Definition</li> <li>• Sentence about text using that word correctly</li> <li>• Sentence of choice using the word, or a form of it, correctly</li> </ul>
<b>article</b>	<ul style="list-style-type: none"> <li>• a separate part of a legal document that deals with a single subject</li> <li>• <i>De Gouge's document contains 17 articles, each of them explaining a specific right that women deserve in France.</i></li> <li>• <i>When the teacher looked at Article five of the school building code of conduct, he realized that the student couldn't be suspended for cursing.</i></li> </ul>
<b>resolve</b>	<ul style="list-style-type: none"> <li>• to make a definite and serious decision to do something</li> <li>• <i>De Gouge had resolved to make sure that women didn't get left out in France's movement toward freedom and democracy.</i></li> <li>• <i>Yolanda resolved to complete her chores today so she wouldn't have to worry about them tomorrow.</i></li> </ul>

<b>exercise</b>	<ul style="list-style-type: none"> <li>the use of an ability or power that you have</li> <li><i>The creators of the Constitution believed that white males in the 13 colonies should be able to exercise their right to life, liberty, and the pursuit of happiness.</i></li> <li><i>The man who got arrested exercised his right to make a phone call while being detained by the police.</i></li> </ul>
<b>resistance</b>	<ul style="list-style-type: none"> <li>refusal to accept something</li> <li><i>The United States Constitution was created after the U.S. fought a resistance movement known as the Revolutionary War against the British.</i></li> <li><i>There was a resistance against jumping in the cold water, but eventually the campers did.</i></li> </ul>
<b>representative</b>	<ul style="list-style-type: none"> <li>having people who are chosen in elections to act or speak for or in support of the people who voted for them</li> <li><i>The United States Constitution calls for government representatives to be voted in by the people they are supposed to represent in their region.</i></li> <li><i>The president is a representative for the entire United States.</i></li> </ul>
<b>virtue</b>	<ul style="list-style-type: none"> <li>morally good behavior or character</li> <li><i>The US constitution promotes virtues of freedom, democracy, and sovereignty.</i></li> <li><i>Harry told the truth, because honesty is a virtue he appreciates.</i></li> </ul>

<b>Excerpt from United Nations Declaration on the Rights of Indigenous Peoples</b>	
<b>Word</b>	<ul style="list-style-type: none"> <li>Student-Friendly Definition</li> <li>Sentence about text using that word correctly</li> <li>Sentence of choice using the word, or a form of it, correctly</li> </ul>
<b>consent</b>	<ul style="list-style-type: none"> <li>permission for something to happen or be done</li> <li><i>This Declaration demands that indigenous peoples of the world are not moved or impacted by decisions that they did not provide consent for.</i></li> <li><i>In order to participate in the study, I had to fill out a consent form.</i></li> </ul>
<b>indigenous</b>	<ul style="list-style-type: none"> <li>produced, living, or existing naturally in a particular region or environment</li> <li><i>The indigenous peoples of many countries have had their rights taken away by people who aren't originally from their land.</i></li> <li><i>The indigenous people of western and central New York are the Haudenosaunee.</i></li> </ul>
<b>fundamental</b>	<ul style="list-style-type: none"> <li>one of the basic and important parts of something</li> <li><i>The indigenous peoples of the world are not asking for special treatment, but are asking for simple and fundamental rights.</i></li> <li><i>Reading is fundamental for learning.</i></li> </ul>
<b>autonomy</b>	<ul style="list-style-type: none"> <li>the power or right of a country, group, etc., to govern itself</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Indigenous peoples want the autonomy over their own politics, economics, and cultural affairs.</i></li> <li>• <i>The 13 colonies fought the British to have autonomy over their own establishments.</i></li> </ul>
<b>integrity</b>	<ul style="list-style-type: none"> <li>• the quality of being honest and fair</li> <li>• <i>The declaration calls for indigenous peoples to be treated and engaged with integrity.</i></li> <li>• <i>Since Joseph was always fair and respectable, he won an award in school for his integrity.</i></li> </ul>

<b>Excerpt: Sovereignty Defined</b>	
Word	<ul style="list-style-type: none"> <li>• Student-Friendly Definition</li> <li>• Sentence about text using that word correctly</li> <li>• Sentence of choice using the word, or a form of it, correctly</li> </ul>
<b>advocate</b>	<ul style="list-style-type: none"> <li>• v. to support or argue for: n. a person who argues for or supports a cause or policy</li> <li>• <i>The Onondaga Nation had advocated for their own sovereignty for hundreds of years.</i></li> <li>• <i>The students advocated for better school lunches to be served in the cafeteria.</i></li> </ul>
<b>equity</b>	<ul style="list-style-type: none"> <li>• fairness or justice in the way people are treated</li> <li>• <i>Maintaining sovereignty as a nation allows equity to grow in the Onondaga Nation.</i></li> <li>• <i>The court system should always practice equity.</i></li> </ul>
<b>adjudicate</b>	<ul style="list-style-type: none"> <li>• to make an official decision about who is right in a dispute</li> <li>• <i>One of the benefits of being a sovereign nation is that your nation can have its own process for adjudication.</i></li> <li>• <i>TV show judges adjudicate for small claims cases.</i></li> </ul>
<b>inherent</b>	<ul style="list-style-type: none"> <li>• belonging to the basic nature of someone or something</li> <li>• <i>Before European colonists came to the America's, the Onondaga's right to sovereignty was inherent.</i></li> <li>• <i>It is inherent for toddlers to be curious.</i></li> </ul>
<b>Haudenosaunee</b>	<ul style="list-style-type: none"> <li>• northeast Native American confederacy, frequently referred to as "the Iroquois Nation"</li> <li>• <i>The Onondaga are a part of the Haudenosaunee Confederacy, along with five other Native American Nations.</i></li> <li>• <i>The Haudenosaunee are frequently referred to as "the Iroquois Nation"</i></li> </ul>

“Declaration of the Rights of the Negro Peoples of the World”:	
Word	<ul style="list-style-type: none"> <li>• Student-Friendly Definition</li> <li>• Sentence about text using that word correctly</li> <li>• Sentence of choice using the word, or a form of it, correctly</li> </ul>
<b>deprive</b>	<ul style="list-style-type: none"> <li>• to take something away from someone or something</li> <li>• <i>The United States and other countries deprived people of African descent basic rights to freedom.</i></li> <li>• <i>When Gerald broke a rule, his parents deprived him of his cell phone privileges for a week.</i></li> </ul>
<b>assemble(y)</b>	<ul style="list-style-type: none"> <li>• a group of people who make and change laws for a government or organization</li> <li>• <i>Representatives from many areas in Africa assembled together to create the Declaration of the Rights of the Negro Peoples of the World.</i></li> <li>• <i>The teachers assembled to discuss plans for the next school year.</i></li> </ul>
<b>entitle</b>	<ul style="list-style-type: none"> <li>• to give a right to someone</li> <li>• <i>The UNIA knew that people of African descent should be entitled to the same rights as any European man on earth.</i></li> <li>• <i>U.S. law says we are entitled to having a lawyer if we run into legal trouble.</i></li> </ul>
<b>principle</b>	<ul style="list-style-type: none"> <li>• a moral rule or belief that helps you know what is right and wrong and that influences your actions</li> <li>• <i>The UNIA believed that the European powers went against their own principles by not allowing African people basic equity.</i></li> <li>• <i>Sports can teach you principles about sportsmanship, integrity, and resilience.</i></li> </ul>
<b>supreme</b>	<ul style="list-style-type: none"> <li>• highest in degree or quality</li> <li>• <i>The UNIA didn't just want some authority over their own racial matters, they wanted supreme authority.</i></li> <li>• <i>The student's supreme knowledge about chemistry is what allowed her to get a A+ in the class.</i></li> </ul>

<b>The Black Panthers: Ten Point Program</b>	
<b>Word</b>	<ul style="list-style-type: none"> <li>• Student-Friendly Definition</li> <li>• Sentence about text using that word correctly</li> <li>• Sentence of choice using the word, or a form of it, correctly</li> </ul>
<b>oppress</b>	<ul style="list-style-type: none"> <li>• to treat (a person or group of people) in a cruel or unfair way</li> <li>• <i>The Black Panthers recognized how the United States oppressed people of color.</i></li> <li>• <i>Oppression didn't stop after slavery was over.</i></li> </ul>
<b>impartial</b>	<ul style="list-style-type: none"> <li>• treating all people and groups equally</li> <li>• <i>Even though the court system in the U.S. is supposed to be impartial, the Black Panthers knew that it wasn't and demanded equity.</i></li> <li>• <i>Carol is impartial when it comes to who sits with her at the lunch table.</i></li> </ul>
<b>restitution</b>	<ul style="list-style-type: none"> <li>• the act of returning something that was lost or stolen to its owner</li> <li>• <i>The Black Panthers demanded restitution from all the years of free labor slavery provided.</i></li> <li>• <i>Jason demanded restitution after finding out the car mechanic made Jason's car work worse.</i></li> </ul>
<b>fascist</b>	<ul style="list-style-type: none"> <li>• a way of organizing a society in which a government ruled by a dictator controls the lives of the people and in which people are not allowed to disagree with the government</li> <li>• <i>Black Panthers called the U.S. government fascist, even though the U.S. government calls itself a democracy.</i></li> <li>• <i>Fascist governments oppress the people living in their own country.</i></li> </ul>
<b>impel</b>	<ul style="list-style-type: none"> <li>• to cause (someone) to feel a strong need or desire to do something</li> <li>• <i>The Black Panthers felt impelled to fight for the rights of Black people within the United States.</i></li> <li>• <i>Arianna felt impelled to encourage her team mates even when the team was losing.</i></li> </ul>

# TEACHER KEY: Rolling Knowledge Journal

## USE WITH: ALL RESOURCES

### Sample Student Response

TITLE	WRITE, BULLET OR LIST	
	<i>New and important learning about the topic</i>	<i>How does this resource add to what I learned already?</i>
<p><b>“The U.S. Constitution and the Bill of Rights” by James Madison (1789,1791)</b></p>	<p>In declaring independence from Great Britain and creating its own country, the United States drafted a Constitution and a Bill of Rights. The document shows how the United States set up equality and freedom, even though the freedoms didn’t include women and people of color.</p>	
<p><b>“French Declaration on the Rights of Man and Citizen” by France's National Constituent Assembly (1789)</b></p>	<p>France also declared rights and freedom that they thought the royalty in the country wasn’t giving them. A lot of the ideas about freedom and liberty in the document are similar to the U.S. Constitution and the Bill of Rights.</p>	<p>The United States helped influence other countries to write down demands and plans for equality. They also weren’t the only country to not include women and people of color in the demands of freedom.</p>
<p><b>“The Declaration of the Rights of Woman and of the Female Citizen” by Olympe de Gouges (1791)</b></p>	<p>In response to the French Declaration on the Rights of Man and Citizen, de Gouge responded with her own declaration that included women’ rights. These rights are similar to many of the rights declared by the men, including property, sovereignty, and speech. Women at the time were being called to the same rights as men.</p>	<p>Struggles for basic rights in history weren’t just led by men. They were also led by women, even when the men tried to leave them out of the fight.</p>
<p><b>“UN Declaration on the Rights of Indigenous Peoples” by Working Group on Indigenous Populations (2007)</b></p>	<p>Indigenous peoples in the world have not been receiving many of the basic freedoms that their countries are supposed to provide like land rights, job rights, and education rights. They were people that had to come together from across the world to declare rights, instead of doing it in their own countries.</p>	<p>Even though declarations of rights exist, they still may not get used to respect other groups. Those groups still have to fight for their own freedom, even though the rules for freedom that are there already should work for them too.</p>
<p><b>Excerpt: Sovereignty Defined</b></p>	<p>One form of declaring rights is declaring sovereignty, which give you power over your own issues like a country. The Onondaga Nation did this many years ago. Even though they live in the United States, they have the right to act as their</p>	<p>Some indigenous people have gained sovereignty, and some still have to fight for it. The UN Declaration makes that clear. There are small groups that fight for ideas about human</p>



	own country to give everybody in their nation freedom and justice.	rights, and there are big groups that do too.
<b>"Declaration of the Rights of the Negro Peoples of the World" by the Universal Negro Improvement Association (1920)</b>	After slavery Black people still had to declare rights in the United States. Not only did black people in the United States have to declare rights, but Black people all over the world had to. Many of them came together to create this Declaration.	Sometimes rights have to be declared across the world in order to have the rights work for people in the country they live in. Groups have to come together to declare human rights that none of them are getting.
<b>"The Black Panther Party's 10 Point Program" by Huey P. Newton and Bobby Seale (1966)</b>	The United States refused to treat people of color with respect and did not use the rights in the Constitution for them. Very basic human rights like land, education, and jobs had to be declared by the black panther party, even though slavery was over for a long time.	The United States did not apply the same rules for everybody, so groups had to fight for their rights still.

## TEACHER KEY: ROLLING VOCABULARY: “SENSATIONAL SIX”

USE WITH: ALL RESOURCES

### Sample Student Response

Title	Six Vocabulary Words and Sentences
“The U.S. Constitution and the Bill of Rights” by James Madison (1789,1791)	Words: <b>welfare, prohibit, due process, amendment, grievance</b>
	1. The U.S. Constitution has rules that help the <b>welfare</b> of U.S. citizens and give them equal rights.
	2. In the Bill of Rights, freedom of speech and religion can not be <b>prohibited</b> in the United States.
	3. If you are accused of a crime in the United States, you are given <b>due process</b> which helps you be treated fairly by the courts.
	4. The original ten <b>amendments</b> to the Constitution were added shortly after the original Constitution was made.
	5. <b>Grievances</b> with the British government made the United States want to make its own government.

Title	Six Vocabulary Words and Sentences
“French Declaration on the Rights of Man and Citizen” by France's National Constituent Assembly (1789)	Words: <b>Inalienable, declaration, authority, institution (n), sovereign(ty)</b>
	1. <b>Inalienable</b> rights needed to been given to the French people by the a new set of rules..
	2. French men <b>declared</b> the right to participate in politics.
	3. Men who have <b>authority</b> in the law must treat everyone that is accused of a crime equally.
	4. New rules needed to change the <b>institution</b> of politics and government in France.
	5. The citizens of France wanted to experience <b>sovereignty</b> and control of their nation.

Title	Six Vocabulary Words and Sentences
“The Declaration of the Rights of Woman and of the Female Citizen” by Olympe de Gouges (1791)	Words: <b>article, resolve, exercise, resistance, representative, virtue</b>
	1. The <b>articles</b> in Gouges’ declaration state different rights women deserve.
	2. When women were left out of the other French declaration, women <b>resolved</b> to create their own.
	3. Women in France were fighting to <b>exercise</b> the same rights that men in France wanted.
	4. Both women and men can have a <b>resistance</b> against a bad government.
	5. Women are also <b>representatives</b> of France, so they should be treated like they are.
	6. Treating men and women equally is an important <b>virtue</b> to have in a country.

Title	Six Vocabulary Words and Sentences
“UN Declaration on the Rights of Indigenous Peoples” by Working Group on Indigenous Populations (2007)	Words: <b>consent, indigenous, fundamental, autonomy, integrity</b>
	1. Indigenous people have had decisions made about where they live without their <b>consent</b> .
	2. Native Americans are <b>indigenous</b> people in the United States because they were here first.
	3. There are countries that haven’t given indigenous people basic <b>fundamental</b> rights.
	4. Indigenous peoples want full control and <b>autonomy</b> over their education, land, and culture.
5. By respecting these rights, governments can treat indigenous peoples with <b>integrity</b> .	

Title	Six Vocabulary Words and Sentences
	Words: <b>advocate, equity, adjudicate, inherent, Haudenosaunee</b>

<b>Excerpt: Sovereignty Defined</b>	1. The Onondaga Nation has <b>advocated</b> for their sovereignty for centuries.
	2. The Onondaga Nation practices <b>equity</b> when they share resources with everybody in their nation.
	3. Since they are sovereign, the Onondaga Nation can <b>adjudicate</b> their own conflicts.
	4. The Onondaga Nation believes that sovereignty is <b>inherent</b> and natural to their way of life.
	5. The <b>Haudenosaunee</b> , also known as the Iroquois, is the confederacy that the Onondaga Nation belongs to.

Title	Six Vocabulary Words and Sentences
<b>"Declaration of the Rights of the Negro Peoples of the World" by the Universal Negro Improvement Association (1920)</b>	Words: <b>deprive, assemble(y), entitle, principle, supreme</b>
	1. The UNIA declared to take back what was <b>deprived</b> from African people.
	2. Many representatives assembled together to create this declaration.
	3. According to the document, African people around the world should be <b>entitled</b> to the same rights as European people.
	4. The <b>principle</b> goals of the Declaration was to end injustice towards Black people and allow them to control Africa.
5. Africans controlling the land in Africa was a <b>supreme</b> wish for the UNIA.	

Title	Six Vocabulary Words and Sentences
<b>"The Black Panther Party's 10 Point Program" by Huey P. Newton and Bobby Seale (1966)</b>	Words: <b>oppress, impartial, restitution, fascist, impel</b>
	1. <b>Oppressed</b> people need to control their own institutions.
	2. The court and laws aren't always <b>impartial</b> with Black people they way it should be.
3. The Black Panther Party wanted <b>restitution</b> for the free labor that was given during slavery.	

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	4. The Black Panther Party believed the government does <b>fascist</b> things to control people of color.
	5. The Black Panther Party felt <b>impelled</b> to fight for the rights of Black people.

<b>Sensational Six</b>	Words:
SUMMARY:	

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## Text Set Singular Activity: Quiz Maker

Name \_\_\_\_\_

Date \_\_\_\_\_

Name of Text \_\_\_\_\_

Directions:

1. Make a list of \_\_\_\_\_ questions that would help another student understand the main points of your text.
2. Make sure that your classmates could find evidence for the answer by looking in the text.
3. Write down the answer for each question and identify where the evidence for the answer comes from.
4. In pairs, take turns asking each other the questions about the text.

QUESTION	ANSWER KEY
1.	
2.	
3.	

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4.	

## Text Set Singular Activity: A Picture of Knowledge

Name \_\_\_\_\_

Date \_\_\_\_\_

Name of Text \_\_\_\_\_

Directions: Divide the bottom half of this sheet of paper into 4 sections (quadrants) by folding it or drawing four big boxes.

1. In one section, draw a small square and beside it write ONE thing that you read that was interesting to you.
2. In the second section draw a small triangle and beside it write one thing (different from #1) you read that taught you something new
3. In the third section draw a small circle and beside that write one think that made you want to learn more.
4. In the final quadrant, write what is still confusing to you or what you still wonder about.

Find at least one classmate who has read the selection and talk to each other about what you put in each section.

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## TEACHER KEY: WONDERINGS

Text: "Excerpt: Sovereignty Defined" by the Onondaga Nation

I'm a little confused about:	This made me wonder: