

# **CLOSE Reading of “The Children’s Bill of Rights” as the Anchor Text in an Argumentative Unit**

**Learning Target:** Students will analyze the “Children’s Bill of Rights” by CLOSE reading the text and answering new essential questions:

- a) What is the author saying?
- b) How does the author say it?
- c) What does it all mean?

**Materials:**

- Student copies the CLOSE Reading (found below)

**Activities:**

- Review the students ideas on culture, rights, empathy
- Read learning target. Review what CLOSE reading means and look at 3 objectives.
- Review new Empathy Talk Moves (how are we demonstrating empathy in our comments / questions) and THINK (is your comment/question Thoughtful, Helpful, said with Integrity, Necessary, Kind) poster as we move forward into learning about others’ cultures
- Complete CLOSE reading

# CLOSE Reading: “The Children’s Bill of Rights”

We have **3** objectives that we will meet throughout this CLOSE Reading:

**Objective #1: What did the author say?**

**Objective #2: How do they say it?**

**Objective #3: What does it all mean?**

1. Directions: In 1 minute, list what you already know about the United States’ “Bill of Rights.”
2. In 1 minute, number the lines of the two texts below by 5s.
3. **Objective #1: What did the author say?** Listen as we read aloud, underlining text you are unsure of as we read. Use the glossary to help you define unknown words.

“The Children's Bill of Rights:” Background	Glossary
<p>In 1996, 650 children from around the world <b>drafted</b> The Children's Bill of Rights. The Bill lists the rights that all Children have so that they can grow up free from abuse, thrive in the world, and participate in influencing the shape of their future.</p> <p>The Children's Bill of Rights was drafted and ratified by over 650 children from seven countries. The Rights range from the traditional abuse-prevention ones, to those that will ensure kids the ability to influence the shape of their own future. The Children's Bill of Rights does not ask adults or governments to ratify the Bill before it takes effect. It is adopted by the children themselves, and serves as the basis for their demand that adults treat them as partners in the processes of <b>human progress</b>.</p> <p>Children, adults and organizations are invited to support the Children's Bill of Rights, and may list your support formally, if you wish, with the Children’s Bill of Rights (CBOR) Secretariat.</p>	<p>thrive: to succeed</p> <p>influence (ing): to have an effect on</p> <p>ratify (ratified): to sign to make a law</p> <p>ensure: to make sure</p>
<p align="center"><b>“The Children’s Bill of Rights,” April 20, 1996</b> (Modified)</p>	
<p>We, Children from seven countries and three continents, having communicated with each other over the Internet, agree that the following are natural rights of Children all over the world, and hereby ratify them:</p> <p align="center"><b>Preamble</b></p> <p>We believe that a successful society invests its best resources and hopes in the success of its children. An unsuccessful society ignores or <b>maltreats</b> its children.</p>	<p>preamble: a definition, an introduction</p> <p>invests: to put in (ie: time, money, resource, energy, etc.)</p> <p>proposes: to suggest an</p>

<p>Children are the future of our species. How a society treats its children is a direct reflection of how that society looks at its future.  The Children's Bill of Rights proposes rights for children that all adults on Earth should honor, so that we may help create the very best future for ourselves and, in turn, our own children.  A moral and competent society is one that respects and upholds the rights of its children. A society that fails to do so is immoral and incompetent.</p> <p style="text-align: center;"><b>Articles of the Children's Bill of Rights</b></p> <p><b>Article 13. Right to safe work</b>  Children have the right to be protected from work that threatens their health, education, or development.</p> <p><b>Article 15. Right to life, physical integrity and protection from maltreatment</b>  Children have the right to be protected from all forms of maltreatment by any adult, including a parent. This includes but is not limited to: physical abuse, including torture, violence, hitting and slapping; harmful drugs, including alcohol and tobacco; mental abuse; and sexual abuse. Infanticide is prohibited. No child shall be forced into marriage.</p> <p><b>Article 17. Right to education</b>  Every child has the right to education, education that aims to develop his or her personality, talents, and mental and physical abilities to the fullest extent, no matter how wealthy the child's parents are. Education should foster respect for a child's parents, for the child's own cultural identity, language and values, as well as for the cultural background and values of others. Children have the right to an excellent education in any school.</p> <p><b>Article 25. Right not to participate in war</b>  Young people under 21 have the right NOT to go to war.</p>	<p>idea or plan</p> <p>moral: doing what's right</p> <p>competent: able to do something well</p> <p>articles: a small piece of a larger text</p> <p>physical integrity: physical health</p> <p>infanticide: the killing of babies</p> <p>prohibited: illegal</p> <p>aims: focus</p> <p>foster: help create</p> <p>identity: who you are</p>
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4. **Objective #1: What did the author say?** As a group:
- a. Examine each of the unknown words listed below.
  - b. Re-read the sentence the word is in (in the text) and re-read the sentences both before and after to help you create meaning.
  - c. Agree on the meaning with your group. Write the definition beside the words below.
  - d. Re-read the sentence USING the new definition; does it make sense? (If NO, redefine)

- drafted (line 1) :
- human progress (line 11) :
- maltreats (line 17) :

5. **Objective #1: What did the author say?**
- a. As a group, determine the most important who and what of the text:

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(who)

(what)

6. **Objective #1: What did the author say?** As individuals, write a brief sentence / gist that illustrates the MAIN IDEA of this text in EXACTLY 13 words.
7. **Objective #2: How do they say it?** Individually answer the questions below.
- a. What is the overall authors' tone in this text? (the way the author presents their text...ie: mysterious tone)
  - b. Give 1 piece of textual evidence to support your choice of tone.
  - c. What is the overall mood of the text? (the way the reader feels as they the text...ie: anxious, nervous)
  - d. Give 1 piece of textual evidence to support your choice of mood.
8. **Objective #3: What does it all mean?** As a group, share your gists. Together, answer the following question using
- a. How does the text demonstrate the idea of world equality?  
Claim:  
  
Evidence:  
  
Reasoning:
9. **Objective #3: What does it all mean?**
- a. Individually, choose the MAIN IDEA of the text and write it in the empty box labeled "Main Idea."
  - b. Individually, choose 3 details directly from the text that support the main idea and write them in the three boxes labeled "Supporting Evidence"

Main Idea	Supporting Evidence