

6th Grade

Name: _____

WEEK AT A GLANCE!

Story:

"Declaration of the Rights of the Child"

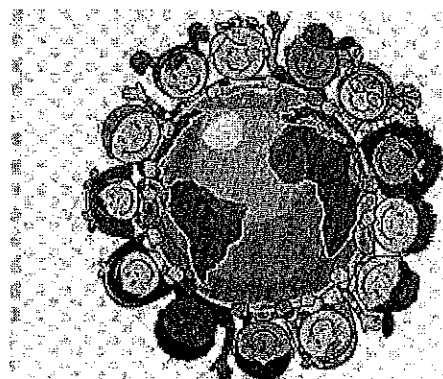
Genre: Public Document

Vocabulary/Word Study Skill:

Latin Root -puls- : meaning
drive, push, or force

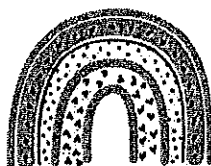
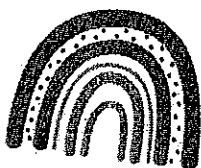
Comprehension: Text
Structure

Grammar: Pronoun Case
(Nominative, Objective,
Possessive)



Vocabulary:

- entitled: allowed to be given a legal right
- enactment: to establish a legal act
- compulsory: the act of being compelled or forced



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[illegible]

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Declaration of the Rights of the Child

The United Nations General Assembly

SHORT RESPONSE QUESTIONS

DIRECTIONS: Complete the following items after you have read the text.

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

1. (a) Explain what the text says explicitly.

Read paragraph 2 of "Declaration of the Rights of the Child." Then, explain what this paragraph reveals about which children are the focus of the declaration. Cite explicit and relevant evidence from the text to support your response.

(b) Explain an inference you can draw from the text.

What can you infer, or conclude, about why the authors of the declaration listed several categories that describe groups of children in paragraph 2? Support your inference using both details from the paragraph and your background knowledge.

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

2. (a) Identify a central idea and explain how it is conveyed through particular details.

Identify a central idea about children's rights in the "Declaration of the Rights of the Child." Then, explain how the central idea is conveyed, or communicated, through particular details.

(b) Write a summary of the text.

Write an objective summary of the "Declaration of the Rights of the Child" that includes the main ideas but not your personal opinions or judgments. Remember to include the author and title of the text.



RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

3. Reread paragraph 5 of "Declaration of the Rights of the Child." Identify the key idea introduced in the paragraph. Explain how the idea is illustrated, or developed, in the text through the use of details.

EXTENDED RESPONSE ACTIVITY

DIRECTIONS: Complete the following activity as either a written response or a group discussion.

RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

4. Reread paragraph 7 of the "Declaration of the Rights of the Child" and explain how the paragraph fits into the overall structure of the declaration and contributes to the development of its ideas.

Use these guidelines in your writing or discussion.

- Identify the main idea of the paragraph. What right does the paragraph describe?
- Describe this right using details from the paragraph.
- Explain how the paragraph fits into the overall structure of the text. Consider, for example, how the paragraph is similar to paragraphs that come before and after it.
- Explain how the paragraph contributes to the development of ideas in the declaration. How does the information in the paragraph expand readers' understanding of the rights of children?

TIP FOR WRITTEN RESPONSE

Use quotation marks to show direct quotations from the text.

TIP FOR DISCUSSION

Be sure that everyone has an equal amount of time to speak during the discussion.

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TEXT QUESTIONS

Declaration of the Rights of the Child

The United Nations General Assembly

DIRECTIONS: Respond to these questions. Use textual evidence to support your responses.

1. (a) **Paraphrase** Put this statement into your own words: "...the best interests of the child shall be the paramount consideration"? (b) **Analyze** Why is this an important statement to make?

2. (a) **Distinguish** How will children without families be cared for, as stated in this declaration? (b) **Speculate** Without this protection, what could happen to children without families?

3. **Make Inferences** Why should a child be "among the first to receive protection and relief"?

4. **Paraphrase** Now that you have read "Declaration of the Rights of the Child," choose one paragraph and rewrite it in your own words.

Name:

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CONCEPT VOCABULARY AND WORD STUDY

Declaration of the Rights of the Child

The United Nations General Assembly

WORD LIST

entitled

enactment

compulsory

A. DIRECTIONS: In each of the following items, think about the meaning of the italicized word. Then, answer the question.

1. If kids at school are *entitled* to at least one recess a day, does that mean they get to have a recess? Explain. _____

2. If there is an *enactment* of a law that says dogs are not allowed in Main Street Park, are people allowed to bring their dogs to Main Street Park? Explain. _____

3. If your city makes recycling *compulsory*, does that mean that recycling is optional and that you can choose to do it or not do it? Explain. _____

B. WORD STUDY: The Latin root *-puls-* means "push," "drive," or "force." The words *impulse* and *repulsed* both contain the Latin root *-puls-*. Review the definitions and sample sentences for both words below. Then, use each word in an original sentence.

Impulse: a sudden, instinctual urge to act

Dillon acted on impulse when he jumped out of the way of the moving car.

repulsed: forced or driven back; caused disgust or nausea

I was repulsed by the horrible smell coming from the garbage can.

1. **impulse:** _____

2. **repulsed:** _____

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ANALYZE CRAFT AND STRUCTURE DEVELOPMENT OF IDEAS: STRUCTURE

Declaration of the Rights of the Child

The United Nations General Assembly

The structure of a text helps the reader to understand the text's purpose and what the most important ideas are. Different parts of texts may be structured in different ways. The most common structures include the following:

- **Order of importance:** information is presented according to priority
- **Description:** an idea is described using a main idea/details approach
- **Compare-and-contrast:** the similarities and differences of ideas are discussed
- **Cause-and-effect:** the results of specific actions are explained
- **Chronological:** information is presented in order of time
- **Problem-solution:** responses or solutions to problems are explained
- **Sequence:** information is presented as steps in a process

DIRECTIONS: Re-read paragraphs 2–5 of “Declaration of the Rights of the Child.” Then, answer the questions that follow.

1. Why do you suppose the first protection in the document deals with discrimination? Why do you think the UN placed this idea first? _____

2. Look at paragraph 3 of the selection. Which types of development does the UN seek to protect for children? _____

3. Paragraph 4 is very short. If the rights that are mentioned in this paragraph are important, what could be one reason this paragraph isn't longer or more detailed? _____

4. ____ In paragraph 5, the UN states that a child “shall be entitled to grow and develop in health; to this end, special care and protection shall be provided both to him and to his mother, including adequate pre-natal and post-natal care.” Which of the following describes the organization of this excerpt?

- a. A specific right for children is contrasted with rights for adults.
- b. A specific right for children is stated, and this is followed by a solution.

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WORD STUDY LATIN ROOT: *-PULS-*

The Latin root *-puls-* means “push,” “drive,” or “force.” The words *impulse* and *repulse*, for example, both contain the Latin root *-puls-*. The word *impulse* means “a sudden, instinctual urge or drive to act,” and the word *repulse* means “to force or drive back.”

A. DIRECTIONS: In each of the following items, think about the meaning of the italicized word. Then, answer the question. Use a dictionary if needed.

1. If you *expulse* air from your lungs, are you breathing it in or pushing it out? Explain.

2. If I have a *propulsive* jet pack, would that jet pack allow me to move, or would it keep me grounded? Explain.

3. If a person's heart is *pulsating*, is it beating? Explain.

4. Dr. Kim, an astronomer, finds a new *pulsar* with a telescope. Do the cosmic emissions from the *pulsar* come constantly or in flashes? Explain.

5. All the kids at a summer camp have *compulsory* kitchen duty. Is kitchen duty optional? Explain.

B. DIRECTIONS: Write each italicized word from Part A next to its meaning below.

1. _____ a celestial body that emits bursts of radiation

2. _____ obligatory; required

3. _____ having the power to propel away

4. _____ to force out; eject

5. _____ to rhythmically expand and contract

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WORD STUDY**LATIN ROOT: -PULS-**

A. DIRECTIONS: Each item below contains two words in parentheses with the Latin root *-puls-*. Select the correct word to complete each sentence. Use a dictionary if needed.

1. When the ambulance arrived, the first thing the EMT did was check for a(n) (pulse / expulse).
2. Rocket ships use jet (expulsion / propulsion) to reach outer space.
3. Yolanda Berman's latest novel is incredibly interesting and makes (compulsive / repulsive) reading.
4. Carlos was (repulsed / pulsated) by the smell from the garbage can.
5. Jennifer is a very conscientious, cautious person and doesn't usually make decisions on (impulse / expulse).

B. DIRECTIONS: Each of the following words contains the Latin root *-puls-*. Use each word in a complete sentence.

1. *impulsiveness* _____

2. *repulse* _____

3. *compulsive* _____

4. *pulsating* _____

5. *compulsory* _____

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CONVENTIONS > PRONOUN CASE

Declaration of the Rights of the Child

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A **pronoun** is a word that takes the place of a noun or another pronoun. The **pronoun case** is the form a pronoun takes to show whether it is being used as a subject, an object, or a possessive. The three pronoun cases are **subjective** (or nominative), **objective**, and **possessive**:

Pronoun Cases:

Subjective (or Nominative) Case

Names the subject of a verb or is used in the predicate after a linking verb.

I, you, he, she, it, we, you, they

Objective Case

Names the object or indirect object of a verb or the object of a preposition.

me, you, him, her, it, us, you, them

Possessive Case

Shows ownership.

my, your, his, her, its, our, their, mine, yours, hers, ours, theirs

Examples:

She likes the recordings the teacher plays.

The manager is she.

We will meet to rehearse our parts in the play.

Juan handed it to Peter.

He forgot to give me the corrected paper.

The librarian had left the books for us.

After carrying a backpack all day, my back ached.

Your shirt has paint on it from the art class.

David carried his speech in his pocket.

DIRECTIONS: Identify the pronoun and the pronoun case in each of the following sentences.

1. According to the "Declaration of the Rights of the Child," all children are entitled to special legal protection because of their age.

2. The United Nations General Assembly adopted it in 1959.

3. It was inspired by an original declaration written by Eglantyne Jebb.

4. She founded the organization, Save the Children, in 1919.

5. Her goal was to help children in Europe after World War I.

6. The "Declaration of the Rights of the Child" protects them against neglect, cruelty, and exploitation.

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CONVENTIONS → PRONOUN CASE

A **pronoun** is a word that takes the place of a noun or another pronoun. Writers use pronouns to avoid repeating the same nouns.

Pronoun case is the form a pronoun takes to show whether it is being used as a subject, an object, or a possessive. There are three **cases**, or forms, of pronouns in English. Writers use pronoun cases according to the pronoun's function in a sentence. Here are the three cases, with examples of each:

- The **nominative case** is used for the subject of a verb and for predicate pronouns. Pronouns in the nominative case are *I, you, we, he, she, it, and they*.

Example (subject of a verb): *I went to the park.*

Example (predicate pronoun): *The best singer is she.*

- The **objective case** is used for direct and indirect objects as well as for objects of prepositions. Pronouns in the objective case are *me, you, him, her, it, us, and them*.

Example (direct object): *Kiera helped him study.*

Example (indirect object): *Mr. Lee handed me the book.*

Example (object of preposition): *The gift is from us.*

- The **possessive case** is used to show ownership. Pronouns in the possessive case are *my, mine, our, ours, your, yours, his, her, hers, its, their, and theirs*.

Example: *I need to fix my bike.*

A. DIRECTIONS: Underline all the pronouns in each sentence.

1. His lambswool sweater was a birthday gift from me.
2. She was the first student in her class to win a scholarship.
3. They met us at the movie theater.
4. The cat didn't want them to disturb its new sleeping spot.
5. You may borrow my book.

B. DIRECTIONS: Complete each sentence with a pronoun in the correct case.

1. I was worried that I wouldn't see _____ missing umbrella again.
2. My ice cream is on the table; you can find _____ in the freezer.
3. Could you get Tasha's laptop back to _____?
4. The dog sat down by _____ bowl.
5. My dad is washing _____ car.

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CONVENTIONS PRONOUN CASE

A. DIRECTIONS: Write a pronoun in the correct case that can replace the underlined word or words in each sentence.

1. _____ Latoya's mother told Latoya to be home in time for dinner.
2. _____ The teacher handed the students back the students' tests.
3. _____ Billy was late to the movie because Billy misread its start time.
4. _____ The tennis match will begin at 2:00 pm, and the tennis match will be broadcast live.
5. _____ The book received rave reviews from critics for the book's prose.
6. _____ If Karen and Ahmed have already stocked the shelves, please ask Karen and Ahmed to take inventory.
7. _____ Usually, on the weekends, Juan invites you and me over to his house.
8. _____ You and I should get our homework done before you and I go to the park.
9. _____ The painting is the property of Tosha and Eric, so Tosha and Eric may sell it if they choose to.
10. _____ Ask Charles and him to help decorate for the party.

B. DIRECTIONS: Identify the case of each underlined pronoun by writing *nominative*, *objective*, or *possessive* on the line.

1. _____ Dad asked me to help rake the leaves.
2. _____ You are a talented artist!
3. _____ The red sports car is mine.
4. _____ The museum guide pointed out the details of the painting to us.
5. _____ They did a great job of organizing the volunteers.
6. _____ Calvin turned off the water faucet for them.
7. _____ Her essay was published in a literary journal.
8. _____ I like your new skateboard.

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WRITING TO SOURCES Informational Article or Essay

Declaration of the Rights of the Child

The United Nations General Assembly

The United Nations, an organization that is dedicated to the care and protection of people in their countries, issued a "Declaration of the Rights of the Child." The document is important in that it establishes expectations that all children in the world deserve basic human rights.

A. DIRECTIONS: If you choose to write an **informational article** that describes the purposes for which the Declaration was written, first analyze what the Declaration says about the rights of every child. Complete the chart below to plan a response and summary. Some of the chart has been completed for you. Add lines as needed.

PARAGRAPHS:	PURPOSE:	KEY POINTS:
1-3	Introduction	
4-7	child's identity and social security	
8		
9-11	protections	
SUMMARY:		

B. DIRECTIONS: To write an essay explaining why two of the rights listed in the Declaration are most important, first analyze the text and write a summary of the two rights. Complete the chart to help you plan your essay. Add lines as needed.

SUMMARY OF RIGHT:	WHY IT IS IMPORTANT:
SUMMARY OF RIGHT:	WHY IT IS IMPORTANT:

Name _____

Unit 1 Independent Reading Log

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Reading Time	Title and Author	What is it about?	How would you rate it?	Explain your rating.
Monday From _____ to _____			Great 5 4 3 2 1 Awful	
Tuesday From _____ to _____			Great 5 4 3 2 1 Awful	
Wednesday From _____ to _____			Great 5 4 3 2 1 Awful	
Thursday From _____ to _____			Great 5 4 3 2 1 Awful	
Friday From _____ to _____			Great 5 4 3 2 1 Awful	