

Week 6

In Class *If you do not attend class, complete these tasks on your own.

IN-CLASS TASK #1: SECOND READ of “Summary of Miller v. Alabama”~ pages 213-217 (& 219)

- Follow along as your teacher reads the selection on pages 213-217 out loud or read it aloud with a partner. Read the text paragraph by paragraph. Focus on ***How? How is this court ruling put together?***
- **Annotate** the text by marking things you notice about the structure of the text.
- Circle **unfamiliar words** and/or write in guesses for the meanings of new words based upon their usage.

IN-CLASS TASK #2: COMPLETE Focus on Structure~ pages 219-220

Work under your teacher’s guidance to analyze the structure of the Supreme Court decision. Complete the chart in the book.

On Your Own/At Home

AT-HOME TASK #1: THIRD READ: Analyzing an Argument~ page 221

- As you read the court ruling “Summary of Miller v. Alabama for a third time, think about the different assumptions behind both side of the argument.
- Focus on the logical arguments. **Why are some reasons stronger than others?**

AT-HOME TASK #2: Focus on Logical Arguments~ page 221

Complete the activity per the instructions in the book.

AT-HOME TASK #3: Focus on Dissenting Arguments~ pages 222-223

Complete the activity per the instructions in the book.

AT-HOME TASK #4: Focus on Language: Using Hyphens ~ page 223

Read about the rules. Search for hyphenated words in the text.

AT-HOME TASK #5: Online Interactive Activity & Writing: “A Day in the Life”

- Go to the following link and play a game! You will learn how important Supreme Court decisions affect your life every day:
www.pbs.org/wnet/supremecourt/educators/adayinthelife.html
- Choose one Supreme Court decision featured in the game that you feel has particular relevance or interest to you.
- Write a short (1-2 page) reflective essay on this decision:
 - What & when was the decision?
 - Why/how does it affect your life?
 - Why is it important in your life and the lives of others?
 - How will this decision impact the future?
- Your essay should be guided by a controlling idea and include specific evidence from the PBS website, other online sources, and real-life experiences (your own and those of others) in support of your ideas.

AT-HOME TASK #6: LEARN THE VOCABULARY FROM CHAPTER 16

Complete an **8x8 Vocabulary Square** in your **Vocabulary Journal** for each word from the list (see Week 5 for definitions):

violated, prohibition, juvenile, culpability, capacity, vulnerable, irretrievable, impose, irrevocably

AT-HOME TASK #7: Connect To Testing ~ page 225

Read and answer the questions per the instructions in the book.

AT-HOME TASK #8: STUDY FOR END OF UNIT TEST!

Next week you will take a test that covers all of the vocabulary words and the major ideas and close reading strategies you have been practicing.

- Review all the words in your **Vocabulary Notebook**. The vocabulary portion of the test will be multiple-choice.
- You will read two new texts three times each as you have been doing throughout the program. You will be asked to **annotate** the texts. The texts are similar in topics, style, and difficulty to what you have been reading. They are all about the crime and punishment and the attempt to establish 'fair' laws.
- You will answer several multiple-choice questions and some short answer questions (a few sentences to a paragraph) after First Read, Second Read, and Third Read.
- You can prepare for the reading portion of the test by reviewing the main ideas of the texts you read in Chapters 12-16 as well as the strategies you've been using to analyze the words and techniques that writers use to communicate.
- The test will take approximately 1 hour to complete.

