

**Edge C / Unit 6: RIGHTS AND RESPONSIBILITIES**  
**Cluster 2 (Week 2)**  
**Teaching Guide**

Time	Pages RB= Reading Book PB=Practice Book	Activities
		Students hand in final draft of Unit 4 Writing Project (Research Report). Students drop off Practice Books to be checked. Students hand in all written work from past week.
5 min.		Group review/discussion of last week's written work and the adjunct reading (as needed).
15 min.		TAKE CLUSTER 1 TEST (Teacher "checks off" Practice Book pages. Collect all other written work to grade & respond to over the next week.)
5 min.		GRAMMAR SKILLS PATH 76-80 Review/teach all five skills in the path. Use printout of Grammar Transparency 80 (Vary Your Sentences). Assign Grammar Transparencies 76-79 to students who may need more instruction/practice.
5 min.	562 RB	PREPARE TO READ Back to the Essential Question <ul style="list-style-type: none"> <li>• Cluster Focus: <i>Decide how to best protect individual and public rights..</i></li> <li>• Make a Connection (Quickwrite)</li> </ul>
15 min.	562 RB  212-13 PB	PREPARE TO READ, cont'd Learn Key Vocabulary <ul style="list-style-type: none"> <li>• Pronounce</li> <li>• Use Rating Scale to rate knowledge (first step in PB)</li> <li>• Explain</li> <li>• Practice the Words (if time)</li> <li>• Assign pp. 212-213 in PB for homework</li> </ul>
5 min.		Candy break!!
15 min.	563 RB  214-15 PB	BEFORE READING Teach strategies <ul style="list-style-type: none"> <li>• Evaluating Arguments <ul style="list-style-type: none"> <li>○ Look Into the Text</li> <li>○ Do p. 214 PB</li> </ul> </li> </ul>

Time	Pages RB= Reading Book PB=Practice Book	Activities
		<p>BEFORE READING, cont'd.</p> <ul style="list-style-type: none"> <li>• Synthesize <ul style="list-style-type: none"> <li>○ How to Compare Evidence Across Texts (Use a chart)</li> <li>○ Do p. 215 PB</li> </ul> </li> </ul>
25 min.	564-73 RB	<p>READ</p> <p>Build Background</p> <ul style="list-style-type: none"> <li>• Read “Think About It: Downloading Material from the Internet”</li> <li>• Provide Another Perspective &amp; Connect with the Controversy (See Teacher Wrap)</li> </ul> <p>Read “Piracy Bites!” (see Teacher Wrap)</p> <ul style="list-style-type: none"> <li>• Reading Support</li> <li>• Monitor Comprehension</li> </ul> <p>Discuss “ANALYZE Piracy Bites!” Questions</p> <p>Read POSTSCRIPT</p> <ul style="list-style-type: none"> <li>• Interpret the cartoon</li> <li>• Compare cartoon to the ideas in “Piracy Bites!”</li> </ul>
5 min.	574 RB	<p>BEFORE READING</p> <p>Teach strategies</p> <ul style="list-style-type: none"> <li>• Editorial Cartoon <ul style="list-style-type: none"> <li>○ Look Into the Text</li> </ul> </li> <li>• Synthesize <ul style="list-style-type: none"> <li>○ How to Compare Evidence Across Texts</li> </ul> </li> </ul>
1 min.	613 RB	<p>WRITING PROJECT OVERVIEW:</p> <p>Write a Persuasive Essay</p>
10 min.	614-15 RB	<p>STUDY PERSUASIVE ESSAYS (Use the Teacher Wrap)</p> <p>Engage and connect</p> <ul style="list-style-type: none"> <li>• Connect Writing to Your Life</li> </ul> <p>Teach</p> <ul style="list-style-type: none"> <li>• Understand the Form (these parts all come together in a persuasive essay): <ul style="list-style-type: none"> <li>○ Argument</li> <li>○ Reasons</li> <li>○ Evidence</li> <li>○ Counter-arguments</li> <li>○ Rebuttal</li> <li>○ Call to Action</li> </ul> </li> <li>• Analyze a Professional Model</li> </ul>

Time	Pages RB= Reading Book PB=Practice Book	Activities
15 min.	616-17 RB	<p>PREWRITE (Use the Teacher Wrap)</p> <p>Teach</p> <ul style="list-style-type: none"> <li>• Your Job as a Writer <ul style="list-style-type: none"> <li>○ Read the Writing Prompt</li> </ul> </li> <li>• Choose Your Topic <ul style="list-style-type: none"> <li>○ Try one or more of the activities listed to help find and choose a topic. Choose the issue for which you have the most <b>support!</b></li> </ul> </li> <li>• Clarify the Audience, Controlling Idea, and Purpose</li> </ul> <p><b>*For homework this week, but review with students (pp. 616-617):</b></p> <ul style="list-style-type: none"> <li>• Develop Reasons and Gather Evidence <ul style="list-style-type: none"> <li>○ Brainstorm a list of reasons your argument is <b>right</b>.</li> <li>○ Interview other students, friends and family members to explore popular beliefs relating to your topic. Be sure to write down any counter-arguments (reasons your argument could be <b>wrong</b>).</li> <li>○ Research your topic. Use the internet and printed media. Note ANYTHING that could be used as evidence. You will need to sound like a well-informed expert when you argue your issue, so do not skip this step or take it lightly!</li> </ul> </li> <li>• Organize Your Reasons <ul style="list-style-type: none"> <li>○ What order would be best?</li> <li>○ Save your strongest reason for last.</li> </ul> </li> <li>• Finish Your Writing Plan (<i>Writing Transparency 21</i>) <ul style="list-style-type: none"> <li>○ Make a writing plan to organize your reasons and evidence.</li> </ul> </li> </ul>