

Edge C / Unit 6: RIGHTS AND RESPONSIBILITIES
Cluster 3 (Week 3)
Teaching Guide

Time	Pages RB=Reading Book PB=Practice Book	Activities
		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).
10 min.		REVIEW CLUSTER 1 TEST Explain correct vs. incorrect answers Highlight testing vocabulary
15 min.		TAKE CLUSTER 2 TEST (Teacher "checks off" Practice Book pages. Collect all other written work to grade & respond to over the next week. Hand back scored written work collected last week with response and feedback.)
5 min.		GRAMMAR SKILLS PATH 81-85 Review/teach all five skills in the path Use printout of Grammar Transparency 85 (Use Compound Sentences). Assign Grammar Transparencies 81-84 to students who may need more instruction/practice.
5 min.	586 RB	PREPARE TO READ Back to the Essential Question <ul style="list-style-type: none"> • Cluster Focus: <i>Explore the struggle for human rights around the world.</i> • Make a Connection (KWLS Chart)
10 min.	586 RB 226-27 PB	PREPARE TO READ, cont'd Learn Key Vocabulary <ul style="list-style-type: none"> • Pronounce • Use Rating Scale to rate knowledge (first step in PB) • Explain • Practice the Words (if time) • Assign the rest of pp. 226-227 in PB for homework
5 min.		Cookie break!!
15 min.	587 RB 228-29 PB	BEFORE READING Teach strategies <ul style="list-style-type: none"> • Elements of Persuasion <ul style="list-style-type: none"> ○ Look Into the Text ○ Do p. 228 PB

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		<p>BEFORE READING, cont'd.</p> <ul style="list-style-type: none"> • Synthesize <ul style="list-style-type: none"> ○ How to form Generalizations ○ Do p. 229 PB
25 min.	588-601 RB	<p>READ</p> <p>Build Background</p> <ul style="list-style-type: none"> • Read about the Writer and His Experiences <ul style="list-style-type: none"> ○ Teach about the system of Apartheid in South Africa <p>Read “Long Walk to Freedom” (see Teacher Wrap)</p> <ul style="list-style-type: none"> • Chunking the Text • Reading Support • Monitor Comprehension • Analyze Visuals (photos, map, timeline) • Discuss “ANALYZE Long Walk to Freedom” Questions <p>Read POSTSCRIPT “The Art of Nelson Mandela”</p> <ul style="list-style-type: none"> • Reading Support <ul style="list-style-type: none"> ○ Preview: What do these pictures show? ○ Summarize: How does Mandela feel about the prison in the past and today?
5 min.	602 RB	<p>BEFORE READING</p> <p>Teach strategies</p> <ul style="list-style-type: none"> • Interview <ul style="list-style-type: none"> ○ Look Into the Text • Synthesize <ul style="list-style-type: none"> ○ How to Evaluate Generalizations
20 min.	618-19 RB	<p>BACK to WRITING PROJECT...</p> <p>WRITE A DRAFT (Use the Teacher Wrap)*</p> <ul style="list-style-type: none"> • Use Persuasive Techniques <ul style="list-style-type: none"> ○ Logical Appeal (facts, statistics, examples) ○ Emotional Appeal (strong words that will stir up feelings!) ○ Ethical Appeal (sound fair and well-informed) • Wrap Up Loose Ends (see book for example) • Read Student Model! <p>*Teach drafting strategies first; then give students time to draft</p>

