



**Unit 2: Rights and Freedoms**

***Cycle 3: Writing***

Lesson 1

<b>Unit Questions</b>	What does fair treatment look like? How can people stand up for their rights, and the rights of others? What can people do to change things that are unfair?	
<b>Unit Writing Prompt</b>	Write an op-ed that presents your opinion about something unfair that is important to you: <ul style="list-style-type: none"> <li>● Whether animals should be held in captivity (as pets or in zoos).</li> <li>● Whether we should protest the unfair treatment of workers.</li> <li>● Your opinion on something else that is important to you.</li> </ul>	
<b>Lesson 1 Objectives</b>	<ul style="list-style-type: none"> <li>● Explore the structure of an op-ed.</li> <li>● Understand the role of transition words in an op-ed structure.</li> </ul>	
<b>Materials</b>	<b>Teacher</b>	<b>Students</b>
	<input type="checkbox"/> Cycle 3 Powerpoint	<input type="checkbox"/> Student Workbook

**NOTE:** Italicized texts can be used as guidelines for language that you can SAY to your students.

<b>Introduce Lesson (1 min)</b>	<p><b><u>Introduce Lesson</u></b>  <i>Over the next three days, we are going to write an op-ed about something unfair that is important to you. Today, we'll explore the parts of a good op-ed. Then, we'll spend the next two days writing our own op-eds.</i></p> <p>Open Cycle 3 Powerpoint.</p> <ul style="list-style-type: none"> <li>● <b>SLIDE 1:</b> <i>Today we are going to start focusing on writing an op-ed.</i></li> <li>● <b>SLIDE 2:</b> <i>An op-ed is an essay about an opinion you have on an important issue. An op-ed is usually written to a news website or a newspaper, so lots of people can read about what you think.</i></li> </ul>
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<b>Reading and Embedded Language (10 min)</b>	<p><b><u>Guided Reading and Noticing Language</u></b>          Continue with Cycle 3 Powerpoint.</p> <ul style="list-style-type: none"> <li>● <b>SLIDE 3:</b> <i>Together, we're going to read an op-ed written by a 5th grader about why they think getting grades is a complicated issue, and what they think about whether schools should give out grades or not.</i> <ul style="list-style-type: none"> <li>○ Read aloud the op-ed. After reading, solicit discussion about its language and structure.</li> </ul> </li> </ul> <p><b><u>Post-Reading Discussion</u></b>          Ask the following questions to prompt discussion:</p> <ul style="list-style-type: none"> <li>● <i>What are the arguments the student makes <u>for</u> and <u>against</u> giving grades in school?</i></li> </ul>
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	<ul style="list-style-type: none"><li>• <i>What is the student's opinion about whether schools should give grades?</i></li><li>• <i>Do you agree with this student?</i></li><li>• <i>What kind of language does the student use that makes the op-ed convincing to you?</i></li></ul>
<b>Deconstruct Mentor Text (18 min)</b>	<p><b><u>Deconstruct Mentor Text</u></b></p> <p>After the brief discussion above, move forward in the Powerpoint to deconstruct the mentor text.</p> <ul style="list-style-type: none"><li>• <b>SLIDE 4:</b> <i>There are the 6 main parts of this op-ed that we will look at today. Each part is highlighted in their own colors.</i><ul style="list-style-type: none"><li>○ Briefly review each term using the definitions on the slide as a guide.</li><li>○ Turn to p. 4 in your Student Workbooks.</li><li>○ Work with a partner and take 5 minutes to notice some of the different parts of the essay. Look for <b>introduction, opinion, arguments, counterarguments, evidence, conclusion, and transitions words</b>. Show definitions on the screen.</li></ul></li></ul> <p>After 5 minutes:</p> <ul style="list-style-type: none"><li>• <i>Nice job everyone! Now let's go through the different parts of this op-ed.</i></li><li>• <b>SLIDE 5:</b> <i>Here is the op-ed showing each of the 6 parts highlighted in different colors.</i></li><li>• <b>SLIDE 6:</b> <i>First, let's look at how the student wrote an <b>engaging introduction</b>. What do these two paragraphs try to do?</i><ul style="list-style-type: none"><li>○ <b>RESPONSE:</b> To catch readers' attention and introduce the primary focus of the op-ed.</li></ul></li><li>• <b>SLIDE 7:</b> <i>Here, the student is giving their opinion about the debate.</i></li><li>• <b>SLIDES 8-9:</b> Review the counterarguments and arguments in the op-ed, per the powerpoint.<ul style="list-style-type: none"><li>○ <b>NOTE:</b> In this op-ed, the counterarguments come first, BEFORE the student makes their argument.</li></ul></li><li>• <b>SLIDE 10:</b> Review the conclusion per the powerpoint.</li></ul> <p><b>NOTE:</b> Throughout SLIDES 5-10, <b>[transition words]</b> are bracketed and in bold. Ask students how these words help readers to understand the author's opinion and reasons.</p> <p><b><u>Review Parts of the Op-Ed</u></b></p> <p>Move through <b>SLIDES 11-19</b> to identify where each part of the op-ed can be found in the essay.</p>
<b>Wrap Up (1 min)</b>	<p><b><u>Close Lesson</u></b></p> <p><i>Nice job everyone! Next time we'll start writing our own op-eds. You should be thinking about what topic you want to write about. You can write an op-ed about: 1) whether animals should be held in captivity (as pets or in zoos); 2) whether and how we should protest unfair treatment of workers; or 3) your opinion on something else that is important to you.</i></p>



**Unit 2: Rights and Freedoms**  
**Cycle 3: Writing**  
 Lesson 2

<b>Unit Questions</b>	What does fair treatment look like? How can people stand up for their rights, and the rights of others? What can people do to change things that are unfair?	
<b>Unit Writing Prompt</b>	Write an op-ed that presents your opinion about something unfair that is important to you: <ul style="list-style-type: none"> <li>• Whether animals should be held in captivity (as pets or in zoos).</li> <li>• Whether we should protest the unfair treatment of workers.</li> <li>• Your opinion on something else that is important to you.</li> </ul>	
<b>Lesson 2 Objectives</b>	<ul style="list-style-type: none"> <li>• Activate background knowledge from Unit 2.</li> <li>• Decide on op-ed topic.</li> <li>• Begin drafting op-ed.</li> </ul>	
<b>Materials</b>	<b>Teacher</b>	<b>Students</b>
		<input type="checkbox"/> Student workbooks for Cycles 1, 2, & 3

**NOTE:** Italicized texts can be used as guidelines for language that you can SAY to your students.

<b>Pre-writing discussion (10 min)</b>	<p><b><u>Determine Writing Topic</u></b></p> <p>Open Cycle 3 Powerpoint to <b>SLIDE 20</b></p> <ul style="list-style-type: none"> <li>• <i>First, we need to decide which essay you want to write. Each person can choose their own topic.</i></li> <li>• Give students some time to decide their topic.</li> </ul> <p><b><u>Review Notes from Previous Cycles</u></b></p> <p>Begin the review once students have settled on their topics.</p> <p><i>If you are going to write about <b>animal rights</b>, look through your “Ivan” Student Workbook and review your notes to think about these questions:</i></p> <ul style="list-style-type: none"> <li>• <i>What are some problems related to animals that you think are unfair?</i></li> <li>• <i>What is your opinion?</i></li> <li>• <i>What will you write about?</i></li> </ul> <p><i>If you are going to write about <b>workers’ rights</b>, look through your “Joelito” Student Workbook and review your notes to think about these questions:</i></p> <ul style="list-style-type: none"> <li>• <i>What are some issues you understand about workers’ rights?</i></li> <li>• <i>What is your opinion?</i></li> <li>• <i>What will you write about?</i></li> </ul> <p><i>If you are going to write about <b>something different</b> than animal rights or workers’ rights, think about these questions:</i></p> <ul style="list-style-type: none"> <li>• <i>What is the issue that is important to you?</i></li> <li>• <i>What is your opinion?</i></li> <li>• <i>What will you write about?</i></li> </ul>
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### Drafting (20 min)

#### Ideating and Drafting

Briefly review the writing rubric with students (p. 5 of Student Workbooks). Note that it now includes counter-arguments as well as arguments.

**NOTE:** It is not necessary to produce counter-arguments if students are not ready, or if they have difficulties generating them.

- Provide each student with the graphic organizer: **A** (scaffolded; p. 6-7 in Student Workbook) or **B** (unscaffolded; p. 8-9 in Student Workbook) appropriate to their writing needs.
- Ask students to take a stance and work to address the components of Op-ed writing discussed in the previous lessons (p. 4 in Student Workbook), and as outlined in the CLAVES Writing Rubric (p. 5 of the Student Workbook).
- Observe students and address issues as they come up.

**NOTE:** Teachers can work with students/groups to use either **Graphic Organizer A** (scaffolded) or **Graphic Organizer B** (unscaffolded) to draft their argumentative essays.

### Wrap Up (1 min)

#### Close Lesson

*Great work! We'll keep going with our writing next time.*



**Unit 2: Rights and Freedoms**

***Cycle 3: Writing***

Lesson 3

<b>Unit Questions</b>	What does fair treatment look like? How can people stand up for their rights, and the rights of others? What can people do to change things that are unfair?	
<b>Unit Writing Prompt</b>	Write an op-ed that presents your opinion about something unfair that is important to you: <ul style="list-style-type: none"> <li>• Whether animals should be held in captivity (as pets or in zoos).</li> <li>• Whether we should protest the unfair treatment of workers.</li> <li>• Your opinion on something else that is important to you.</li> </ul>	
<b>Lesson 3 Objective</b>	<ul style="list-style-type: none"> <li>• Continue writing, editing, and revising.</li> </ul>	
<b>Materials</b>	<b>Teacher</b>	<b>Students</b>
		<input type="checkbox"/> Student Workbook for writing

**NOTE:** Italicized texts can be used as guidelines for language that you can SAY to your students.

<b>Introduce Lesson (1 min)</b>	<p><b><u>Introduce Lesson</u></b>  <i>Today we will continue finishing up our op-ed essays and use the writing rubric as a tool to revise them.</i></p>
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<b>Finishing up writing (18 min)</b>	<p><b><u>Continue Finishing Up Writing</u></b>          Give students time to continue writing their op-ed essays.         <ul style="list-style-type: none"> <li>• For students who finished writing, review their draft as a group, in pairs, or individually.</li> <li>• Look at each section of the writing rubric (p. 5 of Student Workbook) to guide revision of students' writing.</li> </ul> </p>
<b>Group sharing (11 min)</b>	<p><b>NOTE:</b> Skip the following if students need more time to finish writing. Otherwise, choose from the options below.</p> <p><b>Whole-group sharing:</b></p> <ul style="list-style-type: none"> <li>• Invite students to individually read their essay aloud to the group. Then discuss it using the CLAVES writing rubric (p. 5 of Student Workbook).</li> <li>• Ask students to share the vocabulary, word parts, pronouns, and verb tenses from CLAVES that they used in their writing.</li> </ul> <p><b>Peer editing:</b>          In pairs, have students review each other's essays using the writing rubric (p. 5 of Student Workbook). Then, ask them to discuss areas for revision.</p> <p><b>Publishing a final product:</b>          Have students transfer their revised writing in the Graphic Organizer to a new blank paper.</p>



## The CLAVES Curriculum

**Wrap Up**  
(1 min)

**Close Lesson**

*Great work everyone! We are done with Unit 2! Next we'll move on to Unit 3 which is about race, language, and identity.*