



EXPEDITIONARY
LEARNING

Grade 7: Module 2A: Unit 1: Lesson 16

Writing an Argumentative Essay: Planning the Essay



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)

Supporting Learning Targets

- I can analyze a model essay about *Lyddie* using a rubric.
- I can select reasons and support them with evidence to support my claim about *Lyddie*.
- I can organize my reasons and evidence so they support my claim.
- I can explain how my details support my claim.

Ongoing Assessment

- Exit ticket



| Agenda | Teaching Notes |
|--|--|
| <p>1. Opening</p> <p>A. Entry Task: Writing Improvement Tracker (10 minutes)</p> <p>B. Reviewing Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Planning the Essay (30 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Reflecting on Essay Planning (3 minutes)</p> <p>4. Homework</p> <p>A. Finish your <i>Lyddie</i> essay planner, due next class.</p> <p>A. Continue reading Chapters 20-23 of <i>Lyddie</i> and complete Reader's Notes for Chapters 20, 21, 22, and 23. This is due in Lesson 19.</p> | <ul style="list-style-type: none">• In this lesson, students start a Writing Improvement Tracker that they will return to after writing the essay in each module for the rest of the year. The purpose of this is to develop students' awareness of their strengths and challenges, as well as ask students to strategize to address their challenges. Self-assessment and goal setting helps students take ownership of their learning. To begin, students will review the reflection they did during Module 1 (Unit 3, Lesson 6) and complete the Writing Improvement Tracker for Module 1. When students are done, collect the trackers and keep them until they need them again. A paper like this, which needs to be kept over the long term, is best held by the teacher.• During Work Time B, consider working with students who still need help understanding what an argument essay is or how to write a claim with reasons and evidence for an argument essay. Use the completed Forming Evidence-Based Claims graphic organizers and exit tickets from Lessons 14 to determine who might need additional support.• The <i>Lyddie</i> essay planner builds from the essay planner used in Module 1. Notice the inclusion of a space for students to consider their counterclaims at the end of the planner. This placement is intentional, since there are many possible places for students to include a counterclaim in their essay. If you would like to offer students more structure, feel free to require that they acknowledge counterclaims in particular paragraphs—for example, either the introduction and conclusion or in both body paragraphs.• The essay planner has space for two body paragraphs. If students would like to write a third body paragraph, consider providing extra paper for students to do that planning work.• Encourage students to use the top of the <i>Lyddie's</i> Decision anchor chart to complete the planner for the introduction paragraph (particularly box C in the introduction section of the planner).• Consider posting the Using Quotes in Essays anchor chart from Module 1 that includes tips about how to use, punctuate, and cite quotes in students' writing. It was started in Module 1, Unit 2, Lesson 11.• In advance: Make sure students have access to their reflections from Module 1, Unit 3, Lesson 6.• Review exit tickets from Lesson 14 to make sure all students are starting with appropriate claims and reasons. Make sure you have provided feedback on those exit tickets, and that you have identified students who will need additional support during this lesson in planning their essays.• Post: Learning targets. |



| Lesson Vocabulary | Materials |
|---------------------|---|
| claim, counterclaim | <ul style="list-style-type: none"> • Module 1 Reflection (from Module 1, Unit 3, Lesson 6; students' completed reflections) • Writing Improvement Tracker (one per student) • Exit Ticket from Lesson 14 (with teacher feedback) • <i>Lyddie</i> Model Essay (from Lesson 13; one to display) • Document camera • <i>Lyddie</i> Essay Planner (one per student) • Model essay planner (optional; only for students who need additional support) • Exit ticket (one per student) |

| Opening | Meeting Students' Needs |
|---|---|
| <p>A. Entry Task Writing Improvement Tracker (10 minutes)</p> <ul style="list-style-type: none"> • As students enter the room, distribute the Module 1 Reflections (from Module 1, Unit 3, Lesson 6) and the Writing Improvement Tracker. • Explain to students that this is a tracker to help them identify what strengths and challenges they have in writing. They will continue to use this tracker for the rest of the year. • Give students several minutes to reflect on and record their strengths and challenges. • Then, ask students to turn to a partner and share their strength and challenge from the Module 1 essay. Ask them also to talk about how knowing their strength and challenge will help them write their essay on <i>Lyddie</i>. | <ul style="list-style-type: none"> • Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most. |
| <p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Read the learning targets aloud and let students know that they will be working on planning their argument essays today. | |



| Work Time | Meeting Students' Needs |
|--|--|
| <p>A. Planning the Essay (30 minutes)</p> <ul style="list-style-type: none">• Distribute the Lyddie Essay Planner. Point out that this essay planner is similar to the essay planner they used in Module 1 to write their essays on <i>A Long Walk to Water</i>. Remind them also that they used part of this planner, the body paragraph, when they analyzed the model essay in Lesson 15.• Point out that a major difference between the essay planner in Module 1 and the <i>Lyddie</i> Essay Planner is at the end, where it says “Counterclaim.” Explain that this is the place to think about what <i>counterclaim</i> students will acknowledge in their essay, as well as where to put it. Since there is no one place in the essay for the counterclaim to go, students will need to think carefully about where to include it. Remind students that in the model essay, a counterclaim was acknowledged several times.• Ask students to get out their Forming Evidence-Based Claims graphic organizers. Return students’ exit tickets from Lesson 14. Instruct the students to use them to fill out their essay planners. Tell students that they should make any revisions they need to their exit ticket and then write their claim on the essay planner. The reasons from the Forming Evidence-Based Claims graphic organizer will help them craft their body paragraphs.• Students may decide to use evidence they did not put on their Evidence-Based Claims organizer, which is fine as long as it is still relevant and compelling. Remind them of the resources they have for evidence and quotes, such as the Working Conditions in <i>Lyddie</i>: Textual Evidence Note-catcher, their Reader’s Notes and the Lyddie’s Decision anchor chart.• Tell students to work on their essay planner independently; they will have a chance to get feedback from a peer during the next lesson.• Circulate as students are working. Push students to be clear and explicit in their plan. | <ul style="list-style-type: none">• If students need extra help based on their exit tickets from Lesson 14, consider working with individual students or small groups during this time.• If students are ready for a challenge, push them to include three or four body paragraphs in their essay instead of two.• For students who may need more support planning their essay, a model essay planner (optional) is included in the supporting materials. This handout shows how the author of the model essay might have filled out a complete planner for this essay. Consider using it as an example as you work with individuals or small groups who would benefit from additional support. |



| Closing and Assessment | Meeting Students' Needs |
|--|-------------------------|
| <p>A. Exit Ticket: Reflecting on Essay Planning (3 minutes)</p> <ul style="list-style-type: none">• Distribute the exit tickets. Ask students to write a response to the questions:<ul style="list-style-type: none">* “What part of planning is hard for you?”* “What help do need to finish your plan?”• Collect students’ exit tickets to help you plan which students to support most in upcoming lessons. | |
| Homework | Meeting Students' Needs |
| <p>A. Finish your <i>Lyddie</i> essay planner, due next class.</p> <p>B. Continue reading Chapters 20-23 of <i>Lyddie</i> and complete Reader’s Notes for Chapters 20, 21, 22, and 23. This is due in Lesson 19.</p> <p><i>Note: Review exit tickets and identify what support students might need. There is space in the next lesson to work with students individually or in small groups if needed.</i></p> | |



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Supporting Materials



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Name: _____

Date: _____

Directions: Read the criteria below from the *Lyddie* argument essay rubric.

| Strategies to Improve Writing | |
|---|--|
| <ul style="list-style-type: none"> Revise my writing (or my planning) multiple times | <ul style="list-style-type: none"> Ask myself, “Does this make sense?” |
| <ul style="list-style-type: none"> Look at other models | <ul style="list-style-type: none"> Read the necessary texts closely |
| <ul style="list-style-type: none"> Read other people’s work | <ul style="list-style-type: none"> Talk through my ideas with an adult |
| <ul style="list-style-type: none"> Ask questions when I have them | <ul style="list-style-type: none"> Use quote sandwiches |
| <ul style="list-style-type: none"> Take a break and reread with fresh eyes | <ul style="list-style-type: none"> Have another student write the gist of your paragraphs and make sure they match what you thought they were |

Essay from Module 1

Directions: Look at the first two rows of the New York State Expository Writing Rubric.

| |
|---|
| 1. What did I do well in my essay? |
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| 2. What do I need to improve? |
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| |
| 3. What is my goal for the next module for those areas? (Be specific: “I will do better” is too general). |
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| |



4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?

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Essay from Module 2

Directions: Look at the first two rows of the Argument Essay Rubric.

1. What did I do well in my essay?

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2. What do I need to improve?

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3. What is my goal for the next module for those areas? (Be specific: “I will do better” is too general).

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4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?

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Essay from Module 3

Directions: Look at the first two rows of the New York State Expository Writing Rubric.

1. What did I do well in my essay?

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2. What do I need to improve?

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3. What is my goal for the next module for those areas? (Be specific: “I will do better” is too general).

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4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?

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Essay from Module 4

Directions: Look at the first two rows of the Argument Essay Rubric.

1. What did I do well in my essay?

2. What do I need to improve?

3. What is my goal for the next module for those areas? (Be specific: "I will do better" is too general).

4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?



.....
Name:

.....
Date:

Focusing Question: Should Lyddie sign the petition that Diana Goss circulates?

I. Introduction

A. Hook to capture the reader's interest and attention

B. Name the book and author

C. Give brief background information to the reader about the book (characters, plot overview, etc)

D. Claim



| II. Body Paragraph 1: First reason to support claim | |
|--|--|
| A. First reason to support your claim | |
| B. Topic sentence | |
| C. Evidence 1 | |
| D. Analysis of Evidence 1 | |
| E. Evidence 2 | |
| F. Analysis of Evidence 2 | |
| G. Evidence 3 | |



II. Body Paragraph 1: First reason to support claim

H. Analysis of Evidence 3

I. Concluding Sentence



| III. Body Paragraph 2: First reason to support claim | |
|---|--|
| A. Second reason to support your claim | |
| B. Topic sentence | |
| C. Evidence 1 | |
| D. Analysis of Evidence 1 | |
| E. Evidence 2 | |
| F. Analysis of Evidence 2 | |
| G. Evidence 3 | |



| | |
|---|--|
| III. Body Paragraph 2: First reason to support claim | |
| H. Analysis of Evidence 3 | |
| I. Concluding Sentence | |



| IV. Conclusion | |
|---|--|
| A. Restate claim | |
| B. Summarize reasons | |
| C. Explain why your view is worth consideration by the reader | |

| Counterclaim | |
|--|--|
| D. What counterclaim(s) will you include in your essay? | |
| E. Where in your essay will you acknowledge the counterclaim(s)? | |



Name: _____

Date: _____

Focusing Question: Should Lyddie sign the petition that Diana Goss circulates?

| I. Introduction | |
|--|--|
| A. Hook to capture the reader's interest and attention | <i>Lyddie faces several difficult decisions as she tries to take care of her family after her father disappears from their small mountain farm in Vermont.</i> |
| B. Name the book and author | <i>Lyddie by Katherine Paterson</i> |
| C. Give brief background information to the reader about the book (characters, plot overview, etc) | <p><i>When there is not enough food, her mother and younger sisters go to an Uncle's house while Lyddie and her brother Charlie spend a winter alone on the farm trying to keep it so the family can come home one day.</i></p> <p><i>In the spring, Lyddie and Charlie have to leave also.</i></p> <p><i>He is apprenticed to a miller, and she takes a job at a local tavern. Eventually, however, she starts thinking about going south to Lowell, Massachusetts, to work in the textile mills.</i></p> |
| D. Claim | <i>Lyddie makes the right decision for her because by leaving she at least stands a chance of improving her situation and making enough money to buy back the farm.</i> |



| II. Body Paragraph 1: First reason to support claim | |
|--|--|
| A. First reason to support your claim | <i>A job at the mills will be better than Lyddie has at Cutler’s Tavern</i> |
| B. Topic sentence | <i>One of the reasons that Lyddie decides to leave her job at Cutler’s Tavern to go to work in the mills is that it will be a better life than the one she is leading at the tavern.</i> |
| C. Evidence 1 | <i>Lyddie has to endure difficult living conditions. She “slept under the eaves in a windowless passage, which was hot and airless even in late spring. She was ordered to bed late and obliged to rise early, for the mistress was determined that no paying guest in the windowed rooms across the narrow passageway should know that they shared the floor with the kitchen girl” (24).</i> |
| D. Analysis of Evidence 1 | <i>This shows that Lyddie is treated badly, without even a bed to sleep in or a room of her own.</i> |
| E. Evidence 2 | <i>She has no friends or companions at the tavern. Triphena is the only person who notices her. She only sees her brother once in the year she works at the tavern and she never sees her mother and sisters.</i> |
| F. Analysis of Evidence 2 | <i>Making the decision to go south to Massachusetts is the right one for Lyddie because her situation at the tavern is very harsh and lonely.</i> |
| G. Evidence 3 | |



| II. Body Paragraph 1: First reason to support claim | |
|--|--|
| H. Analysis of Evidence 3 | |
| I. Concluding Sentence | <i>I agree with her that working in the mills offers the possibility of a better life.</i> |



| III. Body Paragraph 2: First reason to support claim | |
|---|---|
| A. Second reason to support your claim | <i>Lyddie will be paid more at the mills.</i> |
| B. Topic sentence | <i>The other good reason for Lyddie to leave the tavern for a mill job is that it will pay her much better.</i> |
| C. Evidence 1 | <i>She is paid only \$.50 week at Cutler's, and that money is sent directly to her mother, not given to her.</i> |
| D. Analysis of Evidence 1 | <i>Fifty cents a week is not enough money for Lyddie to be able to buy her family's farm back.</i> |
| E. Evidence 2 | <i>A mill girl who stays at the tavern tells Lyddie that because she is a good worker, she would do well in the mill and could "clear at least two dollars a week" (25) as well as being independent.</i> |
| F. Analysis of Evidence 2 | <i>Becoming a mill girl will mean that Lyddie can pay off her family's debts.</i> |
| G. Evidence 3 | |



| | |
|---|---|
| III. Body Paragraph 2: First reason to support claim | |
| H. Analysis of Evidence 3 | |
| I. Concluding Sentence | <i>I think that she does the right thing by becoming a mill girl in order to make a real living wage.</i> |



| IV. Conclusion | |
|--|--|
| A. Restate claim | <i>Lyddie's decision to go is the right one for her.</i> |
| B. Summarize reasons | <i>It will allow Lyddie to improve her life by living more comfortably in a boarding house, making friends with girls her own age, and learning more about the world. The job will also pay her a living wage so that she can save money to help her family.</i> |
| C. Explain why your view is worth consideration by the reader | <i>Although she isn't sure when she gets on that coach headed south to the mills, she is going toward the freedom to make her own way in the world, and I would certainly encourage her to make that decision to go.</i> |



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Name:

.....
Date:

1. What part of planning is hard for you?

2. What help do you need to finish your plan?
