



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 16

Informational Essay Planning: Essay Rubric and Essay Planner



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Long-Term Target Addressed (Based on NYSP12 ELA CCLS)	
I can write informative/explanatory text that conveys ideas and concepts using relevant information that is carefully selected and organized. (W.8.2)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can identify strategies and resources to help me spell correctly on my informational essay.• I can plan an informational essay using relevant details from texts that are carefully selected and organized.	<ul style="list-style-type: none">• Gathering Evidence note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer and Reviewing Learning Targets (7 minutes)2. Work Time<ol style="list-style-type: none">A. Reviewing the Essay Rubric (15 minutes)B. Language Mini-lesson: Active and Passive Voice (5 minutes)C. Planning the Essay (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Previewing Homework (3 minutes)4. Homework<ol style="list-style-type: none">A. Finish your Informational Essay Planner.	<ul style="list-style-type: none">• In this lesson, students prepare to write their end of unit assessment essay. Students are building on the writing skills they have developed in the first two modules; therefore, they are expected to do more of this work with less scaffolding. A sample Informational Essay Planner is provided in the supporting materials of this lesson.• While this lesson provides organizational supports, such as the essay planner and a Quote Sandwich, which will be useful for many students, there is more than one way to organize this essay. Consider and encourage other organizational structures for the essay as long as the end result is an essay that answers the prompt and meets the expectations outlined by the NYS Expository Writing Evaluation Rubric.• Correct spelling is an expectation at the eighth-grade level and has been expected throughout the preceding modules. In this module, students are given strategies and resources for accurate spelling as they write their informational essay.• Students review the NYS Expository Writing Evaluation Rubric to understand the expectations of the essay. However, since students analyzed this rubric in more depth in Module 1, the review focuses only on the “3” column, which reflects the expectations that students should meet in their writing. The “4” column is left in to encourage students to set higher goals for themselves.• In advance:<ul style="list-style-type: none">– Decide which Discussion Appointments students will use in this lesson.– Cut out Rubric Criteria strips.• Post: Learning targets.



Lesson Vocabulary	Materials
none	<ul style="list-style-type: none">• Informational essay prompt and New York State Grades 6–8 Expository Writing Evaluation Rubric (one per student)• Gathering Evidence note-catcher (begun in Lesson 7)• Rubric Criteria strips (one strip per pair)• Sample Rubric Criteria strips (for teacher reference and display)• Document camera• Informational Essay Planner (one per student)• Sample Informational Essay Planner (for teacher reference)• Quote Sandwich (one per student and one to display)• Quote Sandwich examples (one for display)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Reviewing Learning Targets (7 minutes)</p> <ul style="list-style-type: none">• As students enter, distribute the informational essay prompt and New York State Grades 6–8 Expository Writing Evaluation Rubric. Invite students to sit with one of their Discussion Appointment partners.. Be sure that they have their Gathering Evidence note-catchers and ask students to reread the essay prompt as they get settled. Invite students to share one piece of evidence they selected from their Gathering Evidence note-catchers and explain why they chose it.• Cold call one to two pairs to share their responses. Although responses will vary, listen for students to say something like: “I selected this quote from <i>A Mighty Long Way</i>: ‘News of the mob at Central High had been broadcast on the radio, a lot of it was wrong about students being beaten and an uncontrollable mob’ (page 90). I think it’s the best evidence because perhaps unknowingly, the media provided an inaccurate story of what really happened and this bred fear and influenced the integration attempts at Central High in the first days.”• Direct students’ attention to the posted learning targets. Read the learning targets aloud:<ul style="list-style-type: none">* “I can identify strategies and resources to help me spell correctly on my informational essay.”* “I can plan an informational essay using relevant details from texts that are carefully selected and organized.”• Ask students to turn and talk to a partner about which of the two learning targets they feel most comfortable with right now.• Ask students to show you which they are most comfortable with by putting that many fingers in the air; for instance, if they are most comfortable with the first one, put one finger in the air.• Ask students to keep the learning target that they feel <i>least</i> comfortable with in mind during class today and encourage them to try to make progress with their comfort level on that learning target before they leave class today. To do that, they need to do their best thinking and ask questions.	



Work Time	Meeting Students' Needs
<p>A. Reviewing the Essay Rubric (15 minutes)</p> <ul style="list-style-type: none"> Remind students that in Module 1, their essays were assessed using the New York State Expository Writing Evaluation Rubric and that same rubric will be used again this time. Emphasize the importance of students knowing what criteria will be used to assess their work. Direct students' attention to the full rubric included on the Informational Essay Prompt and New York State Grades 6–8 Expository Writing Evaluation Rubric that you distributed at the start of the lesson. Point out the headings of the rows on the left side and read them aloud: <ul style="list-style-type: none"> Content and Analysis Command of Evidence Coherence, Organization, and Style Control of Conventions Remind students that these are the different aspects of writing that they are assessed on. Now, point to the “3” column. Explain that this column shows them what is generally expected of them in their writing. Distribute one of the Rubric Criteria strips to each pair of students. Point out that at the top of the strip is one heading of one row on the rubric and that the criterion on that strip is from the “3” column on the rubric. Then, point out that there is a prompt for students to finish: “This means that in my informational essay, I need to ...” Explain that students need to write, in their own words, what the criterion will look like in their essay writing. Model this by displaying Strip 7 from the Sample Rubric Criteria strips (for teacher reference) with the document camera. Do a think-aloud. First read the criterion from the Content and Analysis row: <ul style="list-style-type: none"> * “Demonstrate grade-appropriate analysis of the text(s)” Model how to finish the prompt and write in the space provided: “This means that in my informational essay, I need to ... use the texts we have read to accurately explain how television, newspapers, and other press influenced the story of the Little Rock Nine by illuminating or making clear events and sometimes providing an incomplete or inaccurate picture of events. I also need to explain how this affected people’s perceptions.” Refer to the Sample Rubric Criteria strips (for teacher reference) for guidance. 	<ul style="list-style-type: none"> Consider pulling a small group of students who struggle with writing during this time and reading through the model body paragraph with the annotated active and passive voice in the Sample Informational Essay Planner (for teacher reference; see supporting materials).



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Point out that on students' copies of the informational essay prompt and rubric, they can take notes about writing their essays. Have students take notes based on your modeling in the Content and Analysis row.• Invite students to turn their attention to their own Rubric Criteria strip and work with their partners to describe what that will look like in their essays.• Then, ask pairs who had Strip 1 to raise their hands. Cold call one pair to share what they wrote and encourage students to write it down on their copy of the informational essay prompt and rubric in the space provided.• Continue this until all six strips have been shared and students have taken notes. Refer to the Sample Rubric Criteria strips for possible answers.	



Work Time (continued)	Meeting Students' Needs
<p>B. Language Mini Lesson (5 minutes)</p> <ul style="list-style-type: none">• Let students know that they need to use both the active and passive voice in their essays.• Write these two sentences on the board:<ul style="list-style-type: none">– Carlotta was bullied by some students.– Some students bullied Carlotta.• Read each sentence aloud, asking students to follow along.• Ask students to look at the first sentence and think about who is emphasized more in it: Carlotta or the students. Invite students to give a thumbs-up when they have an answer. Call on one to share thoughts. Listen for: “In the first sentence, Carlotta is emphasized more because she is mentioned first.”• Reread the second sentence: “Some students bullied Carlotta.”• Once again, ask students to think about who is emphasized in that sentence and give a thumbs-up when they know. Call on a student to share. Listen for: “In the second sentence, the students are emphasized more because they are mentioned first.”• Now ask students to turn and talk to their partner to identify which sentence is written in active voice and which is written in passive voice. After about 1 minute, cold call a pair. Listen for: “The first sentence is in the passive voice and the second sentence is in the active voice.”• Remind students to keep the active and passive voice in mind; they will need to use those intentionally when they draft their essay in the next lesson. While most of their essay will be in the active voice, at times they may use the passive when the “acted upon” is the more important in that particular sentence.	
<p>C. Planning the Essay (15 minutes)</p> <ul style="list-style-type: none">• Distribute the Informational Essay Planner. Point out its similarity to the essay planner they used in Module 2 to write their argument essays.• Point out that a major difference between the essay planner in Module 2 and this Informational Essay Planner is that authors don’t need to take a position or address a counterclaim in informational writing, but they still need to have a focus statement or topic.• Distribute the Quote Sandwich and display it on the document camera. Read it aloud and invite students to follow along silently. Point out that this should look familiar since they used it in Module 2.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Explain that all three parts of the Quote Sandwich are very important for the reader to understand the information they include in their essays and how it develops their ideas. Explain that they may use this Quote Sandwich as a reference.• Display the Quote Sandwich examples.• Have students refer to their Quote Sandwiches to identify how each of the examples follows the guide. Move through each of the examples one at a time, noting each of the three parts of the Quote Sandwich. Note that the Quote Sandwich format is meant to help students add the evidence from the texts they read, and this evidence may be quoted or paraphrased. The Quote Sandwich works well for both paraphrasing and quoting.• Ask students to look at their Gathering Evidence note-catchers and instruct them to use them to fill out their essay planners.• Students may decide to also use details they did not put on their Gathering Evidence note-catcher, which is fine as long as it's still relevant to the essay prompt. Remind them of the resources they have for evidence and quotes, such as their structured notes that they have been completing throughout Units 1 and 2 for <i>A Mighty Long Way</i> and <i>Little Rock Girl 1957</i>.• Let students know that correct spelling will be an important part of this essay. Ask:<ul style="list-style-type: none">* "What strategies can you use to make sure you are spelling words correctly?"• Cold call several students and listen for them to say: "You can use a dictionary," "You can use spell check," "You can read the word out loud to yourself," and "You can make sure it's the right form of the word, like 'there,' 'their,' and 'they're.'"• Remind students that it is important to be careful about spelling as they plan their essays, especially words that may not be as familiar to them, such as names, places, and domain-specific words.• Invite students to work on their essay planners independently. As students work, circulate to listen in and support as needed. Push students to be clear and explicit in their plan. Invite students to use a dictionary or spell check as they begin to plan their essay.	<ul style="list-style-type: none">• Consider meeting with students who struggle to have them talk through their essay plan with you. Clarify and support their plan as needed.



Closing and Assessment	Meeting Students' Needs
<p>A. Previewing Homework (3 minutes)</p> <ul style="list-style-type: none">• Tell students that their homework is to finish their Informational Essay Planner. Remind them that they have used a similar planner in previous modules so the format should look familiar to them.• In the next lesson, they will draft their essays, so it's important they do their very best on the planner. Remind students to take home the resources they may need to finish the planner, especially their Gathering Evidence note-catchers.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish your Informational Essay Planner.	



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 16

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Informational Essay Prompt and New York State
Grades 6–8 Expository Writing Evaluation Rubric

Name: _____

Date: _____

Prompt: In the events surrounding the Little Rock Nine and the struggle to integrate Central High, the press played a newly powerful role. In what ways did it serve to illuminate events for a national audience, and in what ways did it give an incomplete or even inaccurate picture of events?

New York State Grade 6–8 Expository Writing Evaluation Rubric

Criteria	SCORE		
	4 Essays at this level:	3 Essays at this level:	This means that in my informational essay, I need to ...
CONTENT AND ANALYSIS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts	—clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s)	— clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s)	
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	



Informational Essay Prompt and New York State
Grades 6–8 Expository Writing Evaluation Rubric

New York State Grade 6–8 Expository Writing Evaluation Rubric			
Criteria	SCORE		
	4 Essays at this level:	3 Essays at this level:	This means that in my informational essay, I need to ...
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	<p>—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning</p> <p>—establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice</p> <p>—provide a concluding statement or section that is compelling and follows clearly from the topic and information presented</p>	<p>—exhibit clear organization, with the use of appropriate transitions to create a unified whole</p> <p>—establish and maintain a formal style using precise language and domain-specific vocabulary</p> <p>—provide a concluding statement or section that follows from the topic and information presented</p>	
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	<p>—demonstrate grade-appropriate command of conventions, with few errors</p>	<p>—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</p>	



Rubric Criteria Strips

From “3” Column of the NYS Expository Writing Evaluation Rubric

1. Content and Analysis:

“clearly introduce a topic in a manner that follows from the task and purpose”

This means that in my informational essay, I need to ...



2. Command of Evidence:

“develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)”

This means that in my informational essay, I need to ...



3. Coherence, Organization and Style:

“exhibit clear organization, with the use of appropriate transitions to create a unified whole”

This means that in my informational essay, I need to ...





Rubric Criteria Strips

From “3” Column of the NYS Expository Writing Evaluation Rubric

4. Coherence, Organization, and Style:

“establish and maintain a formal style using precise language and domain-specific vocabulary”

This means that in my informational essay, I need to ...



5. Coherence, Organization, and Style:

“provide a concluding statement or section that follows from the topic and information presented”

This means that in my informational essay, I need to ...



6. Control of Conventions:

“demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension”

This means that in my informational essay, I need to ...



Rubric Criteria Strips

From “3” Column of the NYS Expository Writing Evaluation Rubric

7. Content and Analysis:
“demonstrate grade-appropriate analysis of the text(s)”

This means that in my informational essay, I need to ...



8. Command of Evidence:
“sustain the use of relevant evidence, with some lack of variety”

This means that in my informational essay, I need to ...



Sample Rubric Criteria Strips

From “3” Column of the NYS Expository Writing Evaluation Rubric
(For Teacher Reference)

1) Content and Analysis:

“clearly introduce a topic in a manner that follows from the task and purpose”

This means that in my informational essay, I need to ... *include an introduction that gives background information about the integration of Central High by the Little Rock Nine and some background on mediums. Then I should mention how various mediums illuminated or presented incomplete or inaccurate information on this event. I might also need to write about the new role of television. I also need a focus statement that clearly answers the focus question or prompt.*



2) Command of Evidence:

“develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)”

This means that in my informational essay, I need to ... *use details and quotes from A Mighty Long Way, Little Rock Girl 1957, and the primary sources we read to show how various mediums illuminated or presented incomplete or inaccurate information and what the results of that were.*



3) Coherence, Organization, and Style:

“exhibit clear organization, with the use of appropriate transitions to create a unified whole”

This means that in my informational essay, I need to ... *use transitions to connect my ideas together and make sure that the organization of the essay overall is logical.*



Sample Rubric Criteria Strips

From “3” Column of the NYS Expository Writing Evaluation Rubric
(For Teacher Reference)

4) Coherence, Organization, and Style:

“establish and maintain a formal style using precise language and domain-specific vocabulary”

This means that in my informational essay, I need to ... *use words that are domain-specific (like “integration”) and write in a way that sounds like an essay, not a story.*



5) Coherence, Organization, and Style:

“provide a concluding statement or section that follows from the topic and information presented”

This means that in my informational essay, I need to ... *write a conclusion that summarizes the main ideas in my essay.*



6) Control of Conventions:

“demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension”

This means that in my informational essay, I need to ... *make sure I use correct spelling and grammar so my reader can understand my essay. I also need to use both the active and passive voice.*



Sample Rubric Criteria Strips

From “3” Column of the NYS Expository Writing Evaluation Rubric
(For Teacher Reference)

7) Rubric Criteria Strip for Modeling

“demonstrate grade-appropriate analysis of the text(s)”

This means that in my informational essay, I need to analyze the books *A Mighty Long Way* and *Little Rock Girl 1957* for the ways various mediums got the story of the Little Rock Nine right or presented an inaccurate or incomplete story of the Little Rock Nine.

8) Command of Evidence:

“sustain the use of relevant evidence, with some lack of variety”

This means that in my informational essay, I need to use a variety of ways in presenting evidence related to the topic. I can quote, retell, or paraphrase the evidence I select and include in the essay.



Informational Essay Planner

Name: _____

Date: _____

Focusing Question: In the events surrounding the Little Rock Nine and the struggle to integrate Central High, the press played a newly powerful role. In what ways did it serve to illuminate events for a national audience, and in what ways did it give an incomplete or even inaccurate picture of events?

Reminders:

- * As you plan your essay, be intentional about writing sentences in the active or passive voice.
- * Make sure that your spelling is correct, especially of names, places, and other domain-specific vocabulary.

I. Introduction	
A. Hook to capture the reader's interest and attention	
B. Give brief background information to the reader about the texts (historical context, the Little Rock Nine, the role of various mediums, etc.)	
C. Topic or focus statement	



Informational Essay Planner

II. Body Paragraph 1	
A. Topic sentence	
B. Evidence 1	
C. Evidence 2	
D. Concluding sentence	



Informational Essay Planner

III. Body Paragraph 2	
A. Topic sentence	
B. Evidence 1	
C. Evidence 2	
D. Concluding sentence	



Informational Essay Planner

V. Conclusion	
A. Restate focus statement	
B. Summarize reasons	
C. What does this show us about the power and responsibility of the various mediums?	



Sample Informational Essay Planner
(For Teacher Reference)

Focusing Question: In the events surrounding the Little Rock Nine and the struggle to integrate Central High, the press played a newly powerful role. In what ways did it serve to illuminate events for a national audience, and in what ways did it give an incomplete or even inaccurate picture of events?

Reminders:

- * As you plan your essay, be intentional about writing sentences in the active or passive voice.
- * Make sure that your spelling is correct, especially of names, places, and other domain-specific vocabulary.

I. Introduction	
A. Hook to capture the reader's interest and attention	In 1957, the integration of the Little Rock Nine students into Central High School was one of the most widely covered news events of the time period.
B. Give brief background information to the reader about the texts (historical context, the Little Rock Nine, the role of various mediums, etc.)	The historic desegregation of Central High School was a direct result of the Supreme Court ruling in the <i>Brown v. Board of Education</i> case. The effort to integrate the high school caused tensions and emotions to run high in Little Rock. The coverage by various mediums shaped the way the public, including other Americans and the international community, perceived or viewed the event. In the 1950s, the modern medium of television was in a new and powerful position. Newspapers, photographs, and other mediums still played an influential and important role since they were widely accessed.
C. Topic or focus statement	Together, these various mediums served to illuminate the important events surrounding the Little Rock Nine, as well as, at times, provide an inaccurate or incomplete picture of events.



Sample Informational Essay Planner
(For Teacher Reference)

II. Body Paragraph 1		
A. Topic sentence	In some ways, the media illuminated the story of the events that were occurring in the integration of Central High School.	
B. Evidence 1	Will Counts' photograph of Hazel Bryan heckling Elizabeth Eckerd is an example of the power of a well-timed photograph to tell a story.	<i>Active</i>
	This snapshot revealed the hateful atmosphere surrounding the outside of the school as black students tried to integrate.	<i>Passive</i>
	It illuminated the anonymous and faceless victims of racism and their story, and caused the public to empathize with them.	<i>Active</i>
C. Evidence 2	Wilson was a civil rights journalist and photographer who was covering the story of the Little Rock Nine.	<i>Active</i>
	The angry crowd turned on him and began to kick and beat him.	<i>Active</i>
	All of this was captured by the new medium of television.	<i>Passive</i>
	As a result, this coverage, which Carlotta saw, caused her to feel a kinship with Wilson.	<i>Active</i>



Sample Informational Essay Planner
(For Teacher Reference)

II. Body Paragraph 1		
C. Evidence 2	In this case, television coverage allowed the public to see the racist violence and high degree of tension surrounding Central High School as the Little Rock Nine made attempts to integrate the school, and it “motivated people to get involved” (<i>Little Rock Girl 1957</i>, page 45).	<i>Active</i>

II. Body Paragraph 1	
E. Concluding sentence	The mediums of photographs and television at times illuminated the events of 1957 and caused some people to react by feeling empathy for the victims of racism. The medium of photography proved its influence as it tapped into the emotions of people around the world. These powerful photographs both illuminated the events and shaped the public’s perception of what was happening in Little Rock by causing the public to mostly react empathetically to the events.



Sample Informational Essay Planner
(For Teacher Reference)

III. Body Paragraph 2	
A. Topic sentence	On the other hand, the use of television sometimes made it possible to give people an incomplete or inaccurate understanding of events, which could cause the public’s understanding about the events to be inaccurate.
B. Evidence 1	For example, in the television footage capturing the end of the meeting between President Eisenhower and Arkansas Governor Faubus on July 14, located at the president’s summer home in Rhode Island, the two men were shown exiting a room smiling and shaking hands. As a result, Carlotta viewed this incomplete video, which created the perception that Eisenhower and Faubus had resolved their differences. She had the immediate feeling that everything was all worked out, when in reality this was an inaccurate understanding of the event; no agreement had actually been reached (<i>A Mighty Long Way</i>, page 78).
C. Evidence 2	Another example, was when the <i>Gazette</i> wrote an article about daily life at the school. The article provided an incomplete or inaccurate story of events at the school by portraying the events in a much milder way than they actually were. When Carlotta read the article, she recognized it as being far from the truth. “Much of it was based on rumors and factual inaccuracies ...” (<i>A Mighty Long Way</i>, page 107). This means that the article provided an incomplete and inaccurate picture of what Carlotta and the others were experiencing. The article summed up its report by stating that Central High was, “not entirely calm, by any means, but not in turmoil either” (<i>A Might Long Way</i>, 108). But to Carlotta, it was a tumultuous time. The article did not capture bullying and harassment that she and the others went through each and every day in the hallways of Little Rock Central High School.

III. Body Paragraph 2	
E. Concluding sentence	When television coverage and newspaper articles presented an incomplete or inaccurate picture of events, it left the public with a picture of events that could have led to false or misleading conclusions.



Sample Informational Essay Planner
(For Teacher Reference)

V. Conclusion	
A. Restate focus statement	The power of various mediums in shaping the story of events such as the Little Rock Nine and desegregation of schools in the 1950s is undeniable. The new medium of television caused the public to react to what they saw.
B. Summarize reasons	Television's new influence and the power of the printed newspaper and photographs all illuminated important events and also, at times, showed an incomplete or inaccurate story of the events.
C. What does this show us about the power and responsibility of the various mediums?	The fact that these mediums had so much power to influence public reaction back in 1957 is a good reminder of how very much more influence they have today, and how careful the public needs to be when learning from them.



Quote Sandwich

A sandwich is made up of three parts—the bread on top, the filling in the middle, and the bread on the bottom. A “quote sandwich” is similar; it is how you incorporate quotes from texts into an essay. First, you introduce a quote by telling your reader where it came from. Then, you include the quote. Lastly, you explain how the quote supports your idea.

Introduce the quote.

This includes the “who” and “when” of the quote.

Sample sentence starters for introducing a quote:

In Chapter _____, _____.

When Carlotta is _____, she _____.

After _____, Carlotta _____.

Include the quote.

Make sure to punctuate the quotes correctly using quotation marks. Remember to cite the page number in parentheses after the quote.

Analyze the quote.

This is where you explain how the quote supports your idea.

Sample sentence starters for quote analysis:

This means that _____.

This shows that _____.

This demonstrates that _____.



Quote Sandwich Examples

1. Wilson was a civil rights journalist and photographer who covered the story of the Little Rock Nine. The angry crowd turned on him and began to kick and beat him. All of this was captured by the new medium of television. As a result, this coverage, which Carlotta saw, caused her to feel a kinship with Wilson (pg. 85).
2. For example, in order to reach an agreement in the controversy surrounding the integration of Little Rock Central High, President Eisenhower and Governor Faubus met on June 14 at the president's summer home. The television footage capturing the end of the meeting between the two men showed them exiting a room smiling and shaking hands. As a result, Carlotta viewed this incomplete video, which created the perception that Eisenhower and Faubus had resolved their differences. (pg. 78).
3. When Carlotta read the article, she recognized it as being far from the truth. "Much of it was based on rumors and factual inaccuracies..." (pg. 107). This means that the article provided an incomplete and inaccurate picture of what Carlotta and the others were experiencing.