



EXPEDITIONARY  
LEARNING

## **Grade 7: Module 3A: Unit 2: Lesson 13**

### **Writing an Analysis Essay: Introducing the Writing Prompt and the Model Essay**



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

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2)  
 I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)  
 I can determine an author’s point of view or purpose in informational text. (RI.7.6)  
 I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)

**Supporting Learning Targets**

- I can explain the writing prompt in my own words.
- I can identify the focusing statement and analyze the structure of a model essay.
- I can analyze how the model essay addresses the prompt.

**Ongoing Assessment**

- Exit Ticket: Closely Reading the Prompt



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Entry Task: Writer’s Reflection (10 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Analyzing the Model Essay: Telling the Truth about Slavery (23 minutes)</li> <li>B. Annotating Your Excerpt Analysis Note-catcher (7 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Exit Ticket: Closely Reading the Prompt (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Find more quotes for your essay. You should have two strong examples for each of the two positions/aspects of slavery before the next lesson.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In this lesson, students begin the writing process for the End of Unit 2 Assessment, an on-demand analytical essay on <i>Narrative of the Life of Frederick Douglass</i>. In particular, students reflect on their writing process, dissect the End of Unit 2 Assessment Essay Prompt, and analyze the Model Essay: Telling the Truth about Slavery.</li> <li>• In the Opening, students reflect on their past writing experiences. They will need the Writing Improvement Tracker (from Modules 1 and 2). If you have not already done so, consider establishing a permanent place in the classroom for students to keep all their writing materials including past essays, the Writer’s Glossary, Writing Improvement Tracker, and other pertinent papers. This will save on class time spent locating these materials.</li> <li>• In this lesson students receive a <i>Narrative of the Life of Fredrick Douglass</i> Writer’s Glossary. This glossary is for academic words related to the writing process and products. In Modules 1 and 2, students were introduced to the New York State Expository Writing Rubric and its vocabulary. Using that as a foundation, this Writer’s Glossary adds to the students’ vocabulary about writing. Feel free to create more pages for this glossary as more vocabulary about writing is taught throughout the year.</li> <li>• The bulk of this lesson is devoted to analyzing the model essay. This model responds to the same writing prompt but examines two other aspects of slavery brought to light by Frederick Douglass. The model is intentionally written on the same text so students will be familiar with the content. (Note: the specific evidence used in this essay was not in the excerpts students read.) Be aware that the introduction and conclusion will have the same basic information as the students’ essays. It is fine for students to closely imitate the model, but you may wish to collect the model before they begin writing to encourage students use their own words.</li> <li>• This essay prompt is challenging and requires students to answer three different but interrelated questions. Because students have previously written two essays and should be familiar with the structure, less time is spent analyzing the structure of the model essay, and more time is devoted to analyzing how the essay addresses the prompt.</li> <li>• For students who will benefit from seeing a visual representation, consider drawing a diagram of the essay on the board as you discuss it in Work Time A.</li> <li>• Use the exit ticket from today’s lesson to identify students who may additional support as they plan their essays in the next lesson.</li> <li>• Post: Learning targets.</li> </ul>



Lesson Vocabulary	Materials
<p>purpose, position, audience, support, aspect of slavery, claim</p>	<ul style="list-style-type: none"> <li>• Entry Task: Writer’s Reflection (one per student)</li> <li>• Writing Improvement Tracker (from Modules 1 and 2; for teacher reference)</li> <li>• <i>Narrative of the Life of Frederick Douglass</i> Writer’s Glossary (one per student)</li> <li>• Document camera</li> <li>• End of Unit 2 Assessment Essay Prompt (one to display)</li> <li>• Model Essay: “Telling the Truth about Slavery” (one per student)</li> <li>• Linking the Prompt to the Essay worksheet (one per student)</li> <li>• Douglass’s Homes Discussion Appointments (from Unit 1, Lesson 6; one per student)</li> <li>• Excerpt Analysis Note-catchers for Excerpts 2–5 (from Unit 1, Lesson 10 and Unit 2, Lessons 4, 8, and 10; one per student)</li> <li>• Exit Ticket: Closely Reading the Prompt (one per student)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Entry Task: Writer’s Reflection (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Entry Task: Writer’s Reflection</b> and ask students to take out their <b>Writing Improvement Tracker</b> (from Modules 1 and 2). Instruct students to use the Writing Improvement Tracker to help them reflect on their previous essays as they complete the entry task.</li> <li>• After 5 minutes, invite students to turn and talk to a partner about their goals for this essay assignment.</li> <li>• Refocus whole class and ask students to “popcorn” some of their ideas for Question 5.</li> <li>• Direct students’ attention to the posted learning targets, and ask for a volunteer to read them aloud. Note that the class will be studying a model essay, which is an excellent strategy for improving their writing.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Analyzing the Model Essay: Telling the Truth about Slavery (23 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <i>Narrative of the Life of Frederick Douglass Writer's Glossary</i>.</li> <li>• Direct students' attention to the <b>document camera</b>. Post the <b>End of Unit 2 Assessment Essay Prompt</b> and ask students to follow along silently as you read it aloud: "In his <i>Narrative</i>, Fredrick Douglass explains his purpose is to throw 'light on the American slave system.' Which aspects of slavery does his <i>Narrative</i> bring to light? How does his position differ from that of those who defended slavery? How does he use his story to support his position?"</li> <li>• Ask for a volunteer to come to the document camera and circle a word or phrase they must keep in mind in order to successfully write this essay. Repeat until the words <i>purpose</i>, <i>position</i>, <i>audience</i>, <i>support</i>, and <i>aspect of slavery</i> have been identified.</li> <li>• Ask for volunteers to define the words purpose, position, audience, and support. Invite students to write the definitions in their Writer's Glossary.</li> <li>• Ask:             <ul style="list-style-type: none"> <li>* "Which of Douglass's positions have we been tracking? Which aspects of slavery do they relate to?"</li> </ul> </li> <li>• Listen for: "Slavery corrupts slave owners" and "Slavery was terrible for slaves."</li> <li>• Point out that reading the text closely is one of the strategies for successful writing and congratulate students for working hard to diligently track these two aspects of slavery. They have already completed a large part of writing an essay—gathering evidence.</li> <li>• Distribute the <b>Model Essay: "Telling the Truth about Slavery."</b> Explain that this model essay answers the same prompt but examines two different aspects of slavery that Douglass brought to light. Tell students to listen closely to identify these aspects and his positions.</li> <li>• Invite them to follow along silently as you read the model essay aloud. Make sure to read the whole essay so students understand the "whole" before they start analyzing its components.</li> <li>• Ask students to give a thumbs-up if they know one aspect of slavery examined in this essay. Wait for most students to have their thumbs up and then call on at least two students to explain. Listen for students to say something like "Slavery created an unnatural order in society" and "Slavery corrupted slaves." Encourage them to write these down in the right-hand column of their model essay.</li> <li>• Ask students to star the sentence in the introduction where the author articulates the two aspects of slavery that Douglass wanted to bring to light. Tell them that these are Douglass's positions.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing models of expected work supports all learners, but especially supports challenged learners.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Point out that this is an explanatory essay, not an argumentative essay. The central idea of their essay is a focusing idea, rather than a <i>claim</i>.</li><li>• Ask for a volunteer to define claim and listen for: “It is an argument that is supported by evidence.” Explain that in this essay, students will use evidence to support a focusing statement. The essay is about explaining Douglass’s position, not about making their own argument.</li><li>• Ask students to turn and talk:<ul style="list-style-type: none"><li>* “How is this essay different than the argument essay you wrote about Lyddie?”</li><li>* “How does the focusing statement relate to the body paragraphs?”</li></ul></li><li>• Ask students to give a thumbs-up if they can find a place where the author gives evidence to support her explanation of one of Douglass’s positions.</li><li>• Call on a few students. Listen for them to identify the examples from the model essay. Encourage students to circle the examples in the body paragraphs.</li><li>• Then, ask students to skim the model essay and underline sentences where the author addresses how Frederick Douglass’s position is different from the position of people who defend slavery. Give them 3 minutes to do so.</li><li>• Ask students to raise their hands if they found a sentence in the introduction. Repeat for body paragraphs and conclusion. Point out that throughout the entire essay, the author refers to the position of those who defended slavery (some members of Douglass’s likely audience). Point out that this is an important part of the prompt.</li><li>• Ask:<ul style="list-style-type: none"><li>* “How is the position of those who defended slavery different from Douglass’s position?”</li></ul></li><li>• Cold call a student to share out.</li><li>• Tell students they will now work with a partner to closely reread the different parts of the model essay. They will start with the introduction.</li><li>• Distribute the <b>Linking the Prompt to the Essay worksheet</b>. Read the directions aloud and clarify as needed.</li><li>• Instruct students to take the model essay and Linking the Prompt to the Essay and meet with a partner using the <b>Douglass’s Homes Discussion Appointments</b> (you decide which one). Circulate to help as needed.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• After 5–7 minutes, refocus whole class. If time permits, ask a few students to share out their ideas. Be sure and note that the third part of the prompt (“How does he use his story to support his position?”) is more prevalent in the body paragraphs than in the introduction.</li> </ul>	
<p><b>B. Annotating Your Excerpt Analysis Note-catcher (7 minutes)</b></p> <ul style="list-style-type: none"> <li>• Instruct students to take out their <b>Excerpt Analysis note-catchers for Excerpts 2–5</b>.</li> <li>• Tell them to reread their analysis and the quotes they identified and decide which evidence will make the strongest essay.</li> <li>• Invite students to circle and star two strong pieces of evidence for either “Slavery corrupts slave owners” or “Slavery was terrible for slaves.”</li> <li>• After 5 minutes, ask students to turn and talk to a partner about their ideas.</li> <li>• While they are talking, distribute the <b>Exit Ticket: Closely Reading the Prompt</b>.</li> </ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: Closely Reading the Prompt (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Refocus whole class. Ask students to fill out the exit ticket individually.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Find more quotes for your essay. You should have two strong pieces of evidence for each of the two positions/aspects of slavery before the next lesson.</li> </ul>	



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# Grade 7: Module 3A: Unit 2: Lesson 13

## Supporting Materials



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Entry Task: Writer's Reflection

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Name:

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Date:

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**Directions:** In a few days you will write an on-demand essay that reflects your understanding of *Narrative of the Life of Frederick Douglass*. Please read over your Writing Improvement Tracker from Modules 1 and 2 to help you focus on your strengths and weaknesses.

1. What has been one of your strengths in the previous essay assignments?

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2. What have you struggled with in past essay assignments?

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3. What is your goal (look at Essay from Module 2, Question 4) for this essay assignment?

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4. What other goal do you have for this essay assignment?

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5. How can I help you accomplish these goals?

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Entry Task: Writer's Reflection

**Read through this list of possible strategies to improve your writing:**

- Revise my writing (or my planning) multiple times
- Ask myself, "Does this make sense?"
- Look at other models
- Read the necessary texts closely
- Read other people's work
- Talk through my ideas with an adult
- Ask questions when I have them
- Use quote sandwiches
- Take a break and reread with fresh eyes
- Have another student write the gist of my paragraphs and make sure they match what I thought they were

Circle any strategies that you have used to improve your writing.

Star two that you would like to try this time.



**Writing Improvement Tracker**  
(For Teacher Reference)

**Strategies to Improve Writing**

- Revise my writing (or my planning) multiple times
- Ask myself, “Does this make sense?”
- Look at other models
- Read the necessary texts closely
- Read other people’s work
- Talk through my ideas with an adult
- Ask questions when I have them
- Use quote sandwiches
- Take a break and reread with fresh eyes
- Have another student write the gist of my paragraphs and make sure they match what I thought they were



**Writing Improvement Tracker:**  
Essay from Module 1  
(For Teacher Reference)

**Name:**

**Date:**

**Directions:** Look at the first two rows of the New York State Expository Writing Evaluation 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. What one or two strategies listed at the top of this tracker will I use to meet my goal in the next module?

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Writing Improvement Tracker:  
Essay from Module 2  
(For Teacher Reference)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

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**Writing Improvement Tracker:**  
Essay from Module 3  
(For Teacher Reference)

**Name:**

**Date:**

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

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**Writing Improvement Tracker:**  
Essay from Module 4  
(For Teacher Reference)

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**Name:**

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**Date:**

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**Directions:** Look at the first two rows of the Persuasive Writing Rubric.

1. What did I do well in my essay?

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2. What in my writing improved this year?

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3. What strategy helped me the most?

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4. What improvement am I most proud of?

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End of Unit 2 Assessment Essay Prompt

**Draw on your reading and notes to plan and write an essay that addresses the prompt below.**

In his *Narrative*, Fredrick Douglass explains his purpose is to throw “light on the American slave system.” Which aspects of slavery does his narrative bring to light? How does his position differ from that of those who defended slavery? How does he use his story to support his position?



*Narrative of the Life of Frederick Douglass* Writer's Glossary

\_\_\_\_\_  
**Name:**

\_\_\_\_\_  
**Date:**

**The words here are from Module 3A, Unit 2, Lessons 13–16**

Word/Phrase	Definition
purpose	
position	
audience	
support	
<b>Other new words you encountered:</b>	



Model Essay: Telling the Truth about Slavery

Name: \_\_\_\_\_

Date: \_\_\_\_\_

After escaping from slavery in the 1830s, Frederick Douglass embarked on a quest to abolish slavery. He knew the best way to abolish slavery was to “shine a light” on aspects of slavery and to tell a story that people did not know, the story of being a slave. The people who read his story in *Narrative of the Life of Frederick Douglass* were Northerners who were either apathetic to slavery or supportive of slavery. Using his own experience, Douglass argues that slavery created an unnatural order in society, and that instead of civilizing slaves, it corrupted them. These positions opposed commonly held Northern beliefs, especially the beliefs of those who defended slavery. By telling a compelling story that also proved the negative effects of slavery, Douglass built a convincing case for the abolition of slavery.

What are the aspects of slavery?

Star and underline the claim of the essay.

Defenders of slavery often argued that slavery supported a natural order in society, but Douglass argues that slavery disrupts the natural order because it destroys family relationships. He describes the dynamics of his own family, which were distorted by slavery. Douglass’s father was, in fact, his white master. He goes on to explain that this was very common, and it created a situation in which a father, instead of caring for his child, would “sell his own children to human flesh-mongers” (Chapter 1). If he did not, the father would be compelled to “stand by and see one white son tie up his brother ... and ply the gory lash to his naked back” (Chapter 1). Many Northerners believed fathers should care for their children and brothers should stand together, and the images of a father selling his own children and a brother whipping his brother horrified them. These examples help to convey Douglass’s position that slavery destroys natural family relationships.

What is the focus of the first body paragraph?

Circle examples



Model Essay: Telling the Truth about Slavery

<p>Another common misconception held by Northerners who defended slavery was that slavery civilized the African people. In order to counter this belief, Douglass uses the annual holidays slaves got from their slaveholders as an example. Every year between Christmas and New Year’s, slaves were allowed to have time off. However, slaveholders, instead of encouraging a slave to participate in uplifting activities, would “adopt various plans to make him drunk” (Chapter 10). One such plan was taking bets as to which slave could drink the most whiskey and in “this way succeed in getting whole multitudes to drink to excess” (Chapter 10). If slavery civilized slaves, then slaveholders would not intentionally try to make slaves drink too much. This example illustrates that slaveholders in fact encouraged slaves to be uncivilized and immoral. Northerners would have expected slaveholders to guide their slaves with fatherly tenderness into being morally upright, and Douglass shatters this belief.</p>	<p>What is the focus of the second body paragraph?</p> <p>Circle examples</p>
<p>Douglass’s <i>Narrative</i> became a truth-telling tool used to expose the barbarities of slavery. This tool was purposefully directed at Northerners, whom Douglass saw as potential allies in the fight against the corrupt institution. Douglass directly counters the misconceptions that Northerners had, particularly those who defended slavery, and shows how slavery destroyed the family unit and created a culture of drunk, immoral beings. Understanding the life of a slave through Douglass’s <i>Narrative</i> challenges many of the arguments made by the supporters of slavery, and helped further Douglass’s purpose of abolishing slavery.</p>	<p>Check the three parts of the prompt.</p>



Linking the Prompt to the Essay

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Read the introduction again, paying particular attention to where the author addresses the three parts of the prompt. Connect each box of to the corresponding sentence in the introduction.

1

In his Narrative, Fredrick Douglass explains his purpose is to throw “light on the American slave system.” Which aspects of slavery does his narrative bring to light?

2

How does his position differ from that of those who defended slavery?

3

How does he use his story to support his position?

After escaping from slavery in the 1830s, Frederick Douglass embarked on a quest to abolish slavery. He knew the best way to abolish slavery was to “shine a light” on aspects of slavery and to tell a story that people did not know, the story of being a slave. The people who read his story in *Narrative of the Life of Frederick Douglass* were Northerners who were either apathetic to slavery or supportive of slavery. Using his own experience, Douglass argues that slavery created an unnatural order in society, and that instead of civilizing slaves, it corrupted them. These positions opposed commonly held Northern beliefs, especially the beliefs of those who defended slavery. By telling a compelling story that also proved the negative effects of slavery, Douglass built a convincing case for the abolition of slavery.

Now reread the first body paragraph looking for the sentences that address each part of the prompt. Put the number of each prompt box over the corresponding sentence in the first body paragraph.

If time permits, repeat for the second body paragraph.



Exit Ticket: Closely Reading the Prompt

Name:

Date:

**Directions:** Complete this task individually.

**Prompt**

In his *Narrative*, Fredrick Douglass explains his purpose is to throw “light on the American slave system.” Which aspects of slavery does his narrative bring to light? How does his position differ from that of those who defended slavery? How does he use his story to support his position?

1. Please circle the five words from the prompt above that you must keep in mind in order to successfully write this essay.
2. How is this essay similar to and different from the *argumentative* essay you wrote in Module 2?

3. How is this essay similar to and different from the *analysis* essay you wrote for Module 1?

4. Rewrite what you are going to do in this essay in your own words.