



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 3A: Unit 2: Lesson 15**

## **End of Unit 2 Assessment: Writing the Analysis Essay, Part 1**



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

- I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)
- I can analyze how the author distinguishes his/her position from others'. (RI.7.6)
- 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 select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)

**Supporting Learning Targets**

- I can write an organized essay that explains the position of Frederick Douglass with relevant and well-chosen examples.
- In my essay, I can analyze how Frederick Douglass distinguished his positions from those of his audience.
- In my essay, I can use evidence effectively.

**Ongoing Assessment**

- End of Unit 2 Assessment, Part 1



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Entry Task: Checking Combining Sentences Homework (5 minutes)</p> <p>2. Work Time</p> <p>A. Reviewing the Mid-Unit 2 Assessment Part 2 (10 minutes)</p> <p>B. Looking at the Rubric (10 minutes)</p> <p>C. End of Unit 2 Assessment: Writing the Essay (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. None</p> <p>4. Homework</p> <p>A. Read your independent book. There will be a check-in tomorrow.</p>	<ul style="list-style-type: none"><li>• In this lesson, students start their End of Unit 2 Assessment. Before they begin writing, they will re-familiarize themselves with the rubric and use it to assess the Model Essay: “Telling the Truth about Slavery.”</li><li>• The rubric for this essay is the New York State Grade 6–8 Expository Writing Evaluation Rubric. The students should be familiar with it from Modules 1 and 2, so Work Time B is meant to be a review only. It’s also an opportunity for them have a brief physical release before they begin writing.</li><li>• Consider whether to let students refer to the rubric as they write.</li><li>• Time is provided during Work Time A to hand back the Mid-Unit 2 Assessment Part 2. Decide ahead of time how best to utilize this time. You may want to make a list of common errors and correct them together, or you may wish to work with a group of struggling students while you give the other students a chance to correct their mistakes.</li><li>• Time is also provided for you to return and discuss the optional Quote Sandwich from Lesson 14, Closing and Assessment.</li><li>• Students should hand in their End of Unit 2 Assessment and Frederick Douglass Essay Planner at the end of class. You will return them in the next lesson so they can finish their essays. It is likely that some students will not finish writing the essay within the time allotted in the next lesson. Consider giving them extra time after class or during another time such as lunch.</li><li>• In the next lesson, students will participate in an independent reading check-in. Remind them to bring their books with them.</li><li>• In advance: Evaluate the Mid-Unit 2 Assessment Part 2 and decide what kind of feedback would be most helpful to your students. You may wish to focus on items related to Douglass’s purpose, since that is central to the essay.</li><li>• In advance: Decide which protocol you will use in Work Time B.</li></ul>



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> <li>• Document camera</li> <li>• Entry Task: Combining Sentences (answers, for teacher reference; one to display)</li> <li>• Quote Sandwich (optional; from Lesson 14; returned this lesson with teacher feedback)</li> <li>• Mid-Unit 2 Assessment, Part 2 (from Lesson 11; returned this lesson with teacher feedback)</li> <li>• New York State Grades 6–8 Expository Writing Evaluation Rubric (one per student)</li> <li>• Model Essay: “Telling the Truth about Slavery” (from Lesson 13; one per student)</li> <li>• Sticky notes (one per student)</li> <li>• Frederick Douglass Essay Planner (from Lesson 14; one per student)</li> <li>• Quote Sandwich worksheet (from Lesson 14; one per student)</li> <li>• End of Unit 2 Assessment: Analyzing Douglass’s Purpose in <i>Narrative of the Life of Frederick Douglass</i> (one per student)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Entry Task: Checking Combining Sentences Homework (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students’ attention to the <b>document camera</b> and ask them to take out their Entry Task: Combining Sentences.</li> <li>• Prompt them to check their answers against the displayed <b>Entry Task: Combining Sentences (answers, for teacher reference)</b>. As students work, return their <b>Quote Sandwich</b> with teacher feedback (if you had students write them in Lesson 14, Closing and Assessment).</li> <li>• Answer any questions.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Reviewing the Mid-Unit 2 Assessment Part 2 (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Return the <b>Mid-Unit 2 Assessment, Part 2</b> with feedback.</li> <li>Give students a few minutes to read over your feedback and ask any clarifying questions.</li> </ul>	
<p><b>B. Looking at the Rubric (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute the <b>New York State Grades 6–8 Expository Writing Evaluation Rubric</b>.</li> <li>Invite students to take out the <b>Model Essay: “Telling the Truth about Slavery.”</b></li> <li>Remind students that this the same rubric you used to evaluate the essay from Module 1, and very similar to the rubric you used to evaluate the essay from Module 2, so they should be familiar with it.</li> <li>Ask for a few volunteers to read each box in the 4 column.</li> <li>Tell them you will read the model essay aloud again. As you do so, they should follow along and look for reasons why the model essay earns a 4 on one of the rows of the rubric.</li> <li>Using <b>sticky notes</b>, assign each of the students a number from 1 to 4. Post this key on the board:             <ul style="list-style-type: none"> <li>1=Control of Conventions</li> <li>2=Coherence, Organization, and Style</li> <li>3=Command of Evidence</li> <li>4=Content and Analysis</li> </ul> </li> <li>Ask students to put their finger on the box of the rubric they will concentrate on.</li> <li>Model what the students will do next by saying something like: “If I was a 1, and I was looking at Control of Conventions, I would have noticed that the author capitalized the word ‘Northerners.’ Because this is a specific group of people, it should be capitalized. Therefore, this shows a proper use of conventions.”</li> <li>Give the students a moment to find an example that shows why the model essay earns a 4 in their particular category.</li> <li>For the next five minutes, instruct the students to move around and talk to each other about their findings, using a protocol such as Concentric Circles or Go, Go, Mo (see Appendix).</li> </ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>C. End of Unit 2 Assessment: Writing the Essay (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to return to their seats and get out their <b>Frederick Douglass Essay Planner</b> and <b>Quote Sandwich worksheet</b>.</li> <li>• Collect the Model Essay: Telling the Truth About Slavery. Students should not have access to them as they write their essays (see Lesson 13, Teaching Notes).</li> <li>• Distribute the <b>End of Unit 2 Assessment: Analyzing Douglass's Purpose in <i>Narrative of the Life of Frederick Douglass</i></b>.</li> <li>• Read the directions. Encourage the students to do their best work.</li> <li>• Collect students' Frederick Douglass Essay Planners and End of Unit 2 Assessment at the end of class. Let students know they will have time to finish their essays tomorrow.</li> </ul>	
Closing and Assessment	Meeting Students' Needs
None	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Read your independent reading book. There will be a check-in tomorrow.</li> </ul>	



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## Supporting Materials



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Entry Task: Combining Sentences  
(Answers, for Teacher Reference)

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Name:

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Date:

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**Homework: Part A**

**Directions:** Combine the following sentences as you did above.

1. Frederick Douglass saw firsthand the corrupting influence of slavery. Northerners believed that slavery was good for Southerners.

Possible answers:

**While Douglass saw firsthand the corrupting influence of slavery, Northerners believed that slavery was good for Southerners.**

or

**Even though Northerners believed that slavery was good for Southerners, Douglass saw firsthand the corrupting influence of slavery.**

2. Douglass describes horrific beatings. He also describes deplorable living conditions.

Possible answers:

**Douglass describes horrific beatings and deplorable living conditions.**

or

**In addition to deplorable living conditions, Douglass also describes horrific beatings.**

**Homework: Part B**

**Directions:** Underline the conjunction(s), then rewrite the following as two complete sentences.

1. **Even though** Frederick Douglass was forbidden to learn to read by Mr. Auld, he found a way **and** was soon reading everything he could get his hands on.

**Douglass was forbidden to learn to read by Mr. Auld. He found a way and was soon reading everything he could get his hands on.**

2. **Because** of the dangers of running away, most slaves didn't dare do it.

**There were many dangers to running away. Most slaves didn't dare to do it.**

New York State Grades 6–8 Expository Writing Evaluation Rubric

SCORE CRITERIA	A (90-100) Exceeds Expectations	B (80-89) Meets Expectations	C (70-79) Below Expectations	D (65-69) Needs Improvement	F (<65) Unacceptable
<p><b>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</b></p>	<p>—clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose (deep understanding) —demonstrate insightful (a deeper meaning) of analysis of the text(s)</p>	<p>— clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s)</p>	<p>—introduce a topic in a manner that follows generally from the task and purpose —demonstrate only a factual comprehension of the text(s)</p>	<p>—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)</p>	<p>—demonstrate a lack of comprehension of the text(s) or task</p>
<p><b>COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection</b></p>	<p>—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain (continue) use of varied, relevant evidence</p>	<p>—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain (continuous) the use of relevant evidence, with some lack of variety</p>	<p>—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence sometimes(Inconsistently)</p>	<p>—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant (off topic/inaccurate)</p>	<p>—provide no evidence or provide evidence that is completely irrelevant (off-topic)</p>

New York State Grades 6–8 Expository Writing Evaluation Rubric

SCORE CRITERIA	A (90-100) Exceeds Expectations	B (80-89) Meets Expectations	C (70-79) Below Expectations	D (65-69) Needs Improvement	F (<65) Unacceptable
<p><b>COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</b></p>	<p>—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and subject/text-specific vocabulary that are easy to read —provide a concluding statement or section that is compelling and follows clearly from the topic</p>	<p>—exhibit clear organization, with the use of appropriate transitions to create a flow of ideas —establish and maintain a formal style using precise language and subject/text-specific vocabulary —provide a concluding statement or section that follows from the topic and information presented</p>	<p>—exhibit some attempt at organization, with inconsistent use of transitions (sometimes) —establish but fail to maintain (did not keep up) a formal style, with inconsistent use of language and subject/text-specific vocabulary —provide a concluding statement or section that follows generally from the topic and information presented</p>	<p>—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack a formal style, using language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement or section that is illogical or unrelated to the topic and information presented</p>	<p>—exhibit no evidence of organization —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement or section</p>
<p><b>CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</b></p>	<p>—demonstrate command of conventions, with few errors</p>	<p>—demonstrate command of conventions, with occasional errors that do not hinder comprehension</p>	<p>—demonstrate beginning command of conventions, with some errors that may hinder comprehension (make it hard to read)</p>	<p>—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension (make it hard to read)</p>	<p>—are minimal, making grading of conventions unreliable</p>



