



EXPEDITIONARY  
LEARNING

# Grade 7: Module 3A: Unit 2: Lesson 14

## Writing an Analysis Essay: Planning the Essay



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

- I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)
- I can determine an author’s point of view or purpose in informational text. (RI.7.6)
- 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)

**Supporting Learning Targets**

- I can select relevant evidence from *Narrative of the Life of Frederick Douglass* to support my focusing statement.
- I can organize my ideas into a coherent essay that answers the prompt.
- I can explain how my examples relate to the position of Frederick Douglass.

**Ongoing Assessment**

- Frederick Douglass Essay Planner
- Quote Sandwich (optional)



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Entry Task: Combining Sentences (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Planning Your Essay (20 minutes)</li> <li>B. Reviewing the Quote Sandwich (15 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Getting Started (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Finish your Frederick Douglass Essay Planner and Entry Task: Combining Sentences.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In the Opening, students work on combining sentences. This skill will be assessed in Unit 3.</li> <li>• In this lesson, students continue to prepare for the End of Unit 2 Assessment. Today, they plan their essays using the Frederick Douglass Essay Planner and review the Quote Sandwich (a writing tool they learned in Module 2).</li> <li>• Use the Exit Ticket: Closely Reading the Prompt from Lesson 13 to identify struggling students, and work with them in a small group during Work Time A.</li> <li>• After they spend time planning their essay, students review the Quote Sandwich and see how it fits into the larger structure of a body paragraph. They will also see a body paragraph that is missing vital parts. Being able to recognize the mistakes in a model will give students confidence and make it easier to spot mistakes in their own writing. Providing both a high-end and low-end model gives students a clearer vision of success.</li> <li>• The Closing activity for today is optional. If you think the students would benefit from more time to plan their essays, you could add the time to Work Time A. However, giving students an opportunity for focused feedback will help them as they begin to write their essays in Lesson 15. If you do the Closing activity, be sure you have it ready to hand back in the next lesson.</li> <li>• Note: You will hand back the Mid-Unit 2 Assessment Part 2 in Lesson 15.</li> </ul>

Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> <li>• Entry Task: Combining Sentences (one per student)</li> <li>• Frederick Douglass Essay Planner (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>• Quote Sandwich (one per student)</li> <li>• Quote Sandwich in Action (one per student)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task: Combining Sentences (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Entry Task: Combining Sentences</b>. Instruct students to work on it individually.</li> <li>• After a few minutes, ask students to share out their ideas on the first section. If they have not gotten to the homework section, they should do it tonight.</li> </ul>	

Work Time	Meeting Students' Needs
<p><b>A. Planning Your Essay (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Frederick Douglass Essay Planner</b>. Point out that this is similar to the essay planners students used in Modules 1 and 2, and express your confidence in their ability to successfully plan their essays</li> <li>• Ask students to get out their <b>Excerpt Analysis note-catchers for Excerpts 2–5</b>.</li> <li>• Remind them that they gathered evidence while they read and then sifted through that evidence both in the previous lesson and for homework.</li> <li>• Encourage students to use this time wisely to work on their essay planners and remind them that they will be writing their essays tomorrow. Note that they may use direct quotes, specific examples from the text, or a combination of both, and their Excerpt Analysis note-catchers may be a good place to start.</li> <li>• Circulate as students are working. Push them to be clear and explicit in their plans. Consider meeting with a small group of struggling students.</li> </ul>	<ul style="list-style-type: none"> <li>• You may want to pull a small group of students for extra support based on their exit ticket from Lesson 13. Some students will need more guided practice before they are ready for independent work.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Reviewing the Quote Sandwich (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Quote Sandwich</b> and the <b>Quote Sandwich in Action</b>.</li><li>• Refocus whole class and remind students that they learned about the Quote Sandwich in Module 2.</li><li>• Invite students to take a moment to silently read over the Quote Sandwich and then give a thumbs-up when they can explain what it is.</li><li>• Wait for most thumbs to be up and then call on a student to share out.</li><li>• Ask students if they can explain how the example on this worksheet is a little different from other Quote Sandwiches they have written. Possible responses: “This one combines parts of the introduction with the quote,” and “This one has two interrelated quotes and one analysis after the second one.”</li><li>• Remind students that they want to write in a clear and logical way. Sometimes, that means combining parts of the Quote Sandwich into one sentence. Other times, it means varying the order of the body paragraphs. As they get to be better writers, they will be able to write in more interesting and varied ways. As long as they have all the necessary parts clearly explained, their essays will be successful.</li><li>• Direct students' attention to the Quote Sandwich in Action. Invite them to follow along silently as you read aloud.</li><li>• Read the first paragraph and point out the organization listed in the right-hand column. Note that this corresponds to their Frederick Douglass Essay Planner. Point out that the analysis comes before the example and even though it isn't typical, in this case, it works.</li><li>• Read the second paragraph aloud as students follow along. Then, give students 2 minutes to answer the question in the right-hand column.</li><li>• Instruct students to turn and talk to a partner about their ideas.</li><li>• After 3 minutes, refocus whole group and cold call on a few students to share out.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Getting Started (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to write a Quote Sandwich for one of their pieces of evidence or their introduction.</li><li>• Let them know you will provide them with feedback on their Quote Sandwich, so they should choose whichever option would benefit the most from teacher feedback.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Finish your Frederick Douglass Essay Planner and Entry Task: Combining Sentences.</li></ul>	



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## Supporting Materials



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Entry Task: Combining Sentences

Name:

Date:

**Directions:** Combine the following sentences. Suggested conjunctions:

*while*

*because*

*to*

*even though*

*so*

*either... or*

*but*

*nor*

*not only ... but also,*

*after*

*yet*

*since*

*and*

*although*

*before*

*in order*

1. Fredrick Douglass argued that slaves were treated like property. Northerners believed slaves were treated like children.

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2. Frederick Douglass gave multiple examples of overseers who were cruel and heartless. Covey was one of the worst.

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Entry Task: Combining Sentences

**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.

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

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**Homework: Part B**

**Directions:** Underline the conjunction, 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.

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

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Frederick Douglass Essay Planner

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

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

**Directions:** Thoughtfully fill out the essay planner. Remember, you needn't write in complete sentences (in fact, some boxes may be combined into one sentence) until you write your final essay. But you do need to thoroughly explain your ideas. The more you have written and planned, the easier it will be to write your essay.

**Focusing Questions:** 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 people who defended slavery? How does he use his story to support his position?

I. Introduction	
Begins with a hook to capture the reader's interest and attention	
Give context of Frederick Douglass and his overall purpose	
Give context of Douglass's audience	
Focusing statement: Name the two positions of Douglass's that the essay will focus on	



Frederick Douglass Essay Planner

<b>II. Body Paragraph 1</b>	
<p>Explain the position of people who defended slavery or Northerners who were supportive of or indifferent to slavery</p>	<p>People who defended slavery believed ...            Defenders of slavery claimed that ...            Many Northerners believed ...            A common misconception of Northerners was ...</p>
<p>Explain Frederick Douglass's position</p>	<p>Douglass argues ...            But Douglass wanted them to understand ...</p>
<p>Give evidence (in a Quote Sandwich)</p>	
<p>Give additional evidence (in a Quote Sandwich)</p>	
<p>Analysis of evidence:            How does this prove Douglass's position?</p>	<p>This shows that ...            This example proves ...            This illustrates that ...</p>
<p>How does Douglass's evidence disprove the position of those who defend slavery?</p>	
<p>Concluding sentence</p>	



Frederick Douglass Essay Planner

<b>II. Body Paragraph 2</b>	
<p>Explain the position of people who defended slavery or Northerners who were supportive of or indifferent to slavery</p>	<p>People who defended slavery believed ...            Defenders of slavery claimed that ...            Many Northerners believed ...            A common misconception of Northerners was ...</p>
<p>Explain Frederick Douglass's position</p>	<p>Douglass argues ...            But Douglass wanted them to understand ...</p>
<p>Give evidence (in a Quote Sandwich)</p>	
<p>Give additional evidence (in a Quote Sandwich)</p>	
<p>Analysis of evidence:            How does this prove Douglass's position?</p>	<p>This shows that ...            This example proves ...            This illustrates that ...</p>
<p>How does Douglass's evidence disprove the position of those who defend slavery?</p>	
<p>Concluding sentence</p>	



Frederick Douglass Essay Planner

<b>IV. Conclusion</b>	
<b>Restate Frederick Douglass's purpose</b>	
<b>Summarize Douglass's positions</b>	
<b>Explain how his positions disproved the positions of those who defended slavery</b>	



Quote Sandwich

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

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

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 use evidence in an analysis essay. First, you introduce a quote by telling your reader the background information they need to understand the quote. Then, you include the quote. Lastly, you explain how the quote supports your idea. Read this example of using a quote in an analysis essay, then take a look at the graphic:

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.

**Note:** In your essays, you can just list the excerpt number that a quote is from.

Introduce the quote	Example
Introduce the quote with context—the background information your readers need to understand the quote.	<i>Every year between Christmas and New Year’s, slaves were allowed to have time off.</i>
Include the quote	Example
Make sure it is punctuated correctly and if possible, integrated smoothly into a sentence. Be sure to include a citation (tell the excerpt number a quote is from). Notice that the start of the sentence gives context that helps the reader understand the actual quote.	<p><i>However, slaveholders, instead of encouraging a slave to participate in uplifting activities, would “adopt various plans to make him drunk” (Excerpt_____). 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.”</i></p> <p><b>Note:</b> Both of these quotes reinforce the same idea so the analysis goes after the second quote.</p>



Quote Sandwich

Analyze the quote	Example
This is where you explain how this quote is evidence of Douglass's position	<i>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.</i>



Quote Sandwich in Action

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

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

Text of Essay	Analyzing Structure
<p>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 this was very common, and this 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 they 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.</p>	<p><b>In this paragraph, notice the following elements:</b></p> <ol style="list-style-type: none"> <li>1. Position of people who defend slavery</li> <li>2. Douglass’s position</li> <li>3. Evidence of Douglass’s position—sandwiched with context</li> <li>4. Analysis: How this evidence conveys Douglass’s position. How it disproves the position of people who supported slavery.</li> <li>5. Concluding sentence</li> </ol>
<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.</p>	<p><b>After you read this paragraph, answer the question below:</b></p> <ol style="list-style-type: none"> <li>6. What is missing from this paragraph? What suggestions would you have for the author of this body paragraph?</li> </ol>