

GRADE 7: MODULE 2A: UNIT 1: LESSON 13

Writing an Argumentative Essay: Introducing the Writing Prompt and Model Essay
Abbreviated Version

Long Term Learning Targets (over the course of the unit and module): <ul style="list-style-type: none"> • <i>I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</i> • <i>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</i> 	
Lesson objectives for today:	Assessment (Formative)
<ul style="list-style-type: none"> • I can explain what it means to write a coherent argument essay with appropriate structure and relevant evidence. • I can analyze the argument in a model essay 	<ul style="list-style-type: none"> • Venn Diagram • Exit Ticket
Materials	Vocabulary
<ul style="list-style-type: none"> • <i>Lyddie</i> Writer's Glossary (one per student) • <i>Lyddie</i> Model Essay (one per student, plus one for teacher use) • Explanatory Essay vs. Argument Essay handout (one per student) • Similarities & Differences between Explanatory & Argument Essays (display) 	argument, claim relevant evidence coherent appropriate counterclaim

Opening: A. Entry Task (10 minutes)	Meeting Students' Needs
<ul style="list-style-type: none"> • Students read the learning targets and circle the most important words. • Cold call on students to share what words they circled. Be sure that they note <i>argument</i>, <i>relevant evidence</i>, <i>coherent</i>, and <i>appropriate</i>. (Remind students that they discussed <i>relevant evidence</i>, <i>coherent</i>, and <i>appropriate</i> in Module 1.) • Partner share on entry task: Think about a time that you were in an argument with someone. What causes an argument? • Cold call on a pair to share their thinking. • Explain: in writing, there is a difference between argument and opinion. In speaking, we often say that we had an argument because we had a difference of opinion—but when we refer to writing, the meaning of the two words is different. Writing an opinion piece means that it's something a person believes, whether or not the author has evidence to prove it. In a written argument, the author will make a claim, support it with reasons, and prove reasons with evidence. • Share today's focus: understanding what it means to write an <i>argument</i> essay. • Pass out the Lyddie Writer's Glossary. Ask students to star the words that appear in today's learning targets. • Tell students that to prepare to write their own essays, the lesson today will be focused on understanding what it means to write an argument essay. 	<ul style="list-style-type: none"> • Discussing and clarifying the language of learning targets helps build academic vocabulary. • For students who need more support in understanding the structure of an essay or who might benefit from a visual representation, consider adapting and posting the Building an Argument Essay supporting material and pointing to it during this explanation.

Work Time A: Reading and Analyzing the Model Essay (15 minutes)	Meeting Students' Needs
<ul style="list-style-type: none"> Distribute the Lyddie Model Essay. Students read silently while you read aloud. After, ask students to turn to their partner and talk about the gist of the essay. Explain that this is an argument essay. In this lesson, they will use this essay to help them understand how to make a claim and support it in an argument essay. Students reread the essay, underline the claim, and number reasons that support the claim. After about 5 minutes, refocus the class. Cold call on pairs to share the claim of the model essay and the reasons to support it. Listen for: <ul style="list-style-type: none"> Claim: This is the right decision: by leaving she at least stands a chance of improving her situation and making enough money to buy back the farm. Reasons: it will be a better life than the one she is leading at the tavern <i>and</i> it will pay her much better. 	<ul style="list-style-type: none"> Students who need substantial support will be able to use the top of the anchor chart to create the introduction paragraph to their essays. You may wish to have each student maintain a copy of the Lyddie's Decision anchor chart in his/her notes.

Work Time B: Discussing Essay Prompt (15 minutes)	Meeting Students' Needs
<ul style="list-style-type: none"> Distribute the Explanatory Essay vs. Argument Essay <i>handout</i>. Remind students to read along as you read the prompt aloud. Explain that they will write an essay on <i>Lyddie</i> based on this prompt. Their task now is to understand how this essay is going to be similar to and different from the essay they wrote on <i>A Long Walk to Water</i>. Explain that they are going to work with their partner to compare and contrast the essay prompts using <i>handout Explanatory Essay vs. Argument Essay</i> Show the class the posted list of Similarities and Differences... Essays. Tell students that they are going to work with their partner to sort these similarities and differences and write them on their Venn diagram on the Explanatory Essay vs. Argument Essay <i>handout</i>. Circulate and check student progress as they work. After filling out Venn diagrams, refocus class. Project a blank Venn diagram. Cold call on pairs to share something they included in their Venn diagrams. As students share, fill in the blank Venn diagram with similarities and differences. Encourage students to add to their own Venn diagrams. 	<ul style="list-style-type: none"> Taking the time to explicitly teach students the expectations of a particular writing form gives all students more opportunity to be successful If you identified students who need more support on their Forming Evidence-Based Claims graphic organizers, consider working with a small group

Closing and Exit Ticket: Explain the Meaning of the Prompt: What Must You Do in This Essay? (5 minutes)
<ul style="list-style-type: none"> Tell students that they get to synthesize their understanding of what an argument essay is and distribute the exit ticket. Ask students to reread the essay prompt and explain the meaning of the prompt. Collect tickets. Look over the exit tickets to make sure students understand what the essay prompt is asking them to do. If there is confusion, address it in the next lesson.

Homework

- Reread the model essay. Circle where the author acknowledges the opposing ideas to his/her claim.
- Continue reading Chapters 18-19 of *Lyddie* and complete Reader's Notes for Chapters 18 and 19.

GRADE 7: MODULE 2A: UNIT 1: LESSON 13 Writer's Glossary - *Lyddie* Argument Essay

This glossary is for academic words related to the writing process and products. In Module 1, 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 students' vocabulary around writing. Feel free to create more pages for this glossary as more vocabulary about writing is taught throughout the year.

The words here are from Module 2, Unit 1, Lessons 13–20

WORD/PHRASE	Definition
appropriate (opposite: inappropriate)	correct or suitable for a particular time, situation, or purpose Ex: <i>Nice pants and a nice shirt are appropriate to wear to a job interview.</i>
argument	reasoned thinking that supports a specific claim or position Ex: <i>The lawyer made the argument that cell phones were a distraction to drivers, using many statistics about cell phone-related accidents..</i>
claim	A statement that a speaker or writer is trying to prove, usually by using evidence Ex: <i>In the trial, the defendant presented a claim that she was innocent.</i>
coherent (opposite: incoherent)	when something such as a piece of writing is easy to understand because its parts are connected in a clear and reasonable way opposite: when something is hard to understand or does not make sense
reason	a justification of a claim; an explanation Ex: <i>The reason teenagers should drink milk is that the calcium in milk builds strong bones.</i>
relevant evidence	details or quotes from a text that directly relate to the subject or problem being discussed or considered Ex: <i>Sally used relevant evidence in her essay on the theme of survival in <i>Hunger Games</i>.</i>
irrelevant	not related to the subject being discussed
counterclaim	the opposing viewpoint or the opposite of the main claim in an essay
well-chosen evidence	evidence that is relevant and specific
illustrates	to give the reader a clear picture in his mind
Other new words you encountered:	

GRADE 7: MODULE 2A: UNIT 1: LESSON 13 *Lyddie* Model Essay Focusing Question:**Should Lyddie go to work in the mills in Lowell, MA?**

In Katherine Paterson's novel *Lyddie*, the main character faces several difficult decisions as she tries to take care of her family after her father disappears from their small mountain farm in Vermont. 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. In the spring, Lyddie and Charlie have to leave also. 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. Some would say that this is a foolish move for Lyddie because it takes her far away from the home and family she loves. This is the right decision for her to make because by leaving she at least stands a chance of improving her situation and making enough money to buy back the farm.

One of the reasons that Lyddie has made the right decision 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. While working at the tavern in Chapter 3, 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). This shows that Lyddie is treated badly, without even a bed to sleep in or a room of her own. She also works very hard and has no friends or companions. The only person who notices her at all is the old cook, who becomes a sort of protector. Even though Lyddie is not far from where her brother lives, she only sees him once in the year she works at the tavern and she never sees her mother and sisters. Making the decision to go south to Massachusetts is the right one for Lyddie because her situation at the tavern is harsh and lonely. Working in the mills offers the possibility of a better life.

The other good reason for Lyddie to leave the tavern for a mill job is that it will pay her much better. Ever since her family had to give up the farm, she has had the dream of buying it back. She wants to save her pay to do that, but she is only paid \$.50 week at Cutler's and that money is sent directly to her mother, not given to her. In Chapter 3 when Lyddie meets a factory girl who is traveling through town and stays at Cutler's, she is amazed at how well dressed and rich the girl is. The girl 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. This means that if Lyddie could make that much money, she will be able to save enough to one day buy back the farm and unite her family. She wants that so much that she is brave enough to leave Vermont, ride on a coach, and face a big, strange city. Lyddie does the right thing by becoming a mill girl in order to make a real living wage.

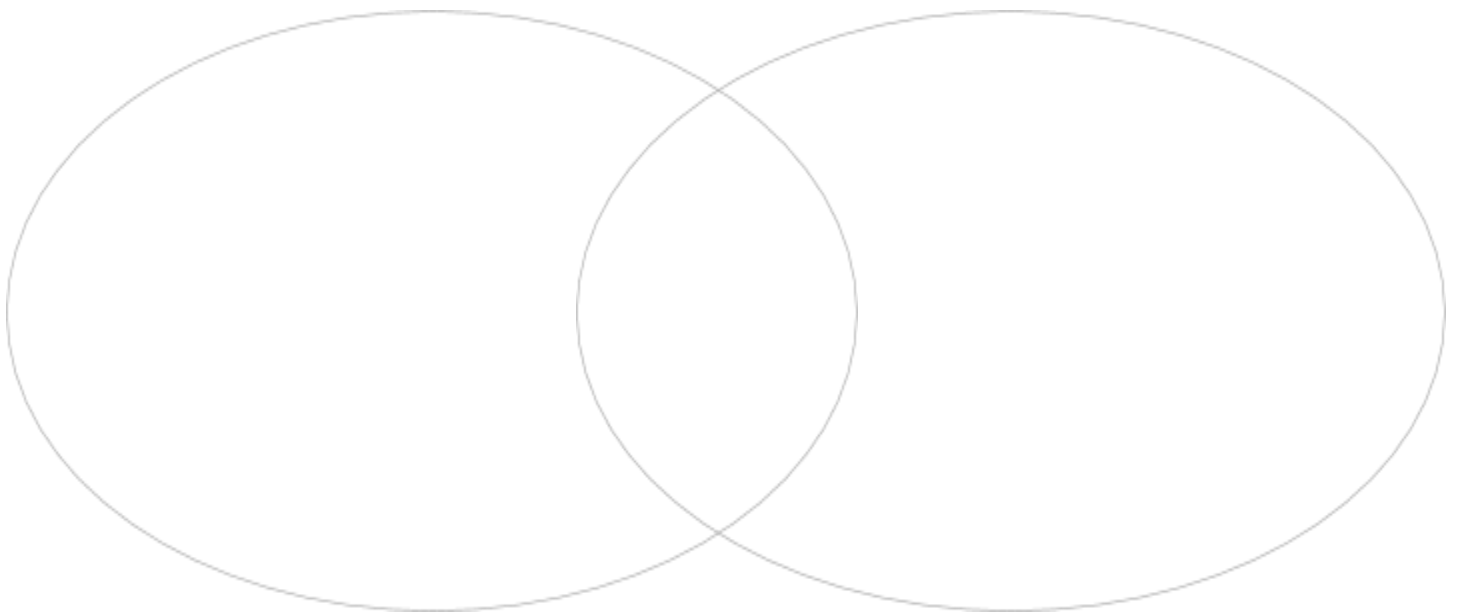
Even though there are reasons Lyddie should not have gone to Massachusetts to work in the mills, her decision to go is the right one for her. It will allow Lyddie to improve her life by living more comfortably in a boarding house, making friends with girls her own age, and learning more about the world. The job will also pay her a living wage so that she can save money to help her family. 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 this is clearly the best decision for her.

Work Cited

Paterson, Katherine. *Lyddie*. New York: Puffin Books, 1991.

GRADE 7: MODULE 2A: UNIT 1: LESSON 13 Explanatory Essay vs. Argument Essay

Explanatory Essay Prompt	Argument Essay Prompt
After reading the novel and accounts of the experiences of the people of Southern Sudan during and after the Second Sudanese Civil War, write an essay that addresses the theme of survival by answering the question: What factors made survival possible for Salva in <i>A Long Walk to Water</i> ? Support your discussion with evidence from the novel.	After reading through Chapter 17 of <i>Lyddie</i> , write an argumentative essay that addresses the question: Should Lyddie sign the petition that Diana Goss is circulating? Support your position with evidence from the novel. Be sure to acknowledge competing views, and refer only to information and events in the book, not what you know because you live in 2013.



Directions: Post this list for students to sort during Work Time B

- Use your opinion of the book to make a claim.
- Address a theme in the novel.
- Others shouldn't be able to disagree with you.
- Others can disagree with you, and you still use appropriate, relevant evidence from the book.
- Make a claim.
- Use evidence from a novel to support ideas.
- Use the novel and informational texts for evidence.
- Your claim explains what happened in the book.
- In the essay, you need to acknowledge that others might disagree with you. *Teacher's Note: This can also be formatted for a 3 body paragraph essay.*