



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 2B: Unit 2: Lesson 14**

## **Writing an Argument Essay: Analyzing the Model**



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

I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)

With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5).

**Supporting Learning Targets**

- I can use the writing process to determine my strengths and challenges in essay writing.
- I can determine the evidence and structure needed for writing an argument essay on *Pygmalion*.

**Ongoing Assessment**

- Writing Improvement Tracker (from homework)
- Analyzing Evidence in the Model Essay handout
- Analyzing Structure of the Model Essay handout
- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Review Homework/Unpack Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Analyzing Evidence in the Model Essay (15 minutes)</li> <li>B. Analyzing Structure of the Model Essay (20 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Exit Ticket (3 minutes)</li> <li>B. Explain Homework (2 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Fill in the <i>Pygmalion</i> Essay Planner with information and feedback from the Eliza Character Tracker.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In this lesson, students analyze the model essay in more depth than in Lesson 13. Students generally do not have lots of experience reading argument writing, as they do with narrative writing. To be able to write in a particular form, they need to have a deep understanding of its elements.</li> <li>• Students need a model to emulate to successfully push their writing, much like a basketball player imitating the moves of a professional to improve his or her play. It is good for students to imitate the structure of a model argument essay to show they can do the thinking that such an essay requires. To make sure the students are assessed on their own thinking, the model essay is focused on another character who may or may not change throughout the play: Alfred Doolittle, Eliza's father.</li> <li>• The goal of students' analysis of the model is to be sure they understand the claim, reasons, use of evidence, and structure of an argument essay. Students reread the model several times, each time with a different purpose. Rereading helps them internalize the model essay, supporting their own essay writing in Lesson 18.</li> <li>• Students are introduced to part of the essay planner for their argument essay. They use it to analyze the structure of the model essay, especially the structure within body paragraphs. In the next lesson, they plan their essay using the complete planner. This build is intentional; it not only gives students a framework for analyzing the model essay, but also gives them a model to complete most of the planner.</li> <li>• The New York State Expository Rubric—argument version is printed and distributed to students as part of the essay planner.</li> <li>• The exit ticket asks students to analyze the conclusion of the model essay. Teachers collect this work for an informal formative assessment. The tickets should be corrected and retained to hand back to students in Lesson 17, when they will have a mini review of the essential components of a conclusion.</li> <li>• For homework, students will use their Eliza Character Tracker to begin the work of planning their essay by filling in their claim and reasons on the <i>Pygmalion</i> Essay Planner.</li> <li>• In advance: Decide which Discussion Appointment to use today.</li> </ul> <p>Post: Learning targets.</p>



Lesson Vocabulary	Materials
coherent, argument, appropriate, structure, relevant evidence	<ul style="list-style-type: none"> <li>• <i>Pygmalion</i> (play; one per student)</li> <li>• Pygmalion Model Essay: Alfred Doolittle, The Same as Ever (from Lesson 13)</li> <li>• Analyzing Evidence in the Model Essay (one per student and one to display)</li> <li>• Analyzing Structure of the Model Essay (one per student and one to display)</li> <li>• Document camera</li> <li>• Analyzing Structure of the Model Essay (for teacher reference)</li> <li>• Exit ticket (one per student)</li> <li>• <i>Pygmalion</i> Essay Planner (one per student)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Review Homework/Unpack Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Have students take out their Writing Improvement Trackers and <b><i>Pygmalion</i></b>, turn to a partner, and share their strength and challenge from the Module 1 essay. Remind students that they will use their Writing Improvement Trackers for the rest of the year.</li> <li>• Direct students' attention to the learning targets. Read them out loud together with the class:             <ul style="list-style-type: none"> <li>* "I can use the writing process to determine my strengths and challenges in essay writing."</li> <li>* "I can determine the evidence and structure needed for writing an argument essay on <i>Pygmalion</i>."</li> </ul> </li> <li>• Ask students to talk about how knowing their strength and challenge will help them write their essay on <i>Pygmalion</i> and achieve their learning targets today. Listen for statements that apply students' identified strengths and weaknesses directly to the upcoming <i>Pygmalion</i> essay.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Analyzing Evidence in the Model Essay (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to get out their copy of the <b><i>Pygmalion Model Essay: Alfred Doolittle, The Same as Ever</i></b>, where they underlined the claim and numbered the reasons that support the model essay's claim.</li><li>• Ask students to reread the essay silently as you read it aloud. Review the claim and reasons that students identified in the previous lesson.</li><li>• Distribute the <b>Analyzing Evidence in the Model Essay</b> handout. Explain that students are going to look closely at how evidence is used in an argument essay. Remind them that in their essays, they will use “quote sandwiches” to present and explain their evidence. They were introduced to the quote sandwich in Unit 1.</li><li>• Direct students to sit with the Discussion Appointment partner you designate for today. When they are settled, invite them to work with their partner to do the following:<ul style="list-style-type: none"><li>– Find a quote sandwich in the model essay.</li><li>– Add it to your handout.</li><li>– Answer Questions 1–3.</li></ul></li><li>• As students are working, circulate to address questions as they arise. If students are stuck, prompt them by asking:<ul style="list-style-type: none"><li>* “Why do you think so?”</li><li>* “Where do you see that in the essay?”</li><li>* “How does that relate to the claim/reason in the essay?”</li></ul></li><li>• Once students have finished, refocus the class whole group. Cold call pairs to share their answers to Questions 1–3 on the handout. Clarify or correct as needed. Encourage students to add to or revise their own answers based on the class discussion.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Analyzing Structure of the Model Essay (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Explain that students will turn their attention to the structure of the model essay, and that will require that they read the essay again. Remind them that rereading is a skill that good readers practice, and it takes perseverance.</li> <li>• Distribute <b>Analyzing Structure of the Model Essay</b> and display a copy using a <b>document camera</b>. Tell students that this handout is just like one part of the essay planner that they will use in the next lesson to plan their own essays. For today, students will use it to understand the structure of the body paragraph of an argument essay.</li> <li>• To get students started, do a think-aloud about how to fill out the Analyzing Structure of the Model Essay handout by filling in the claim, topic sentence, and first piece of evidence in the box for Body Paragraph 1. Refer to <b>Analyzing Structure of the Model Essay (for teacher reference)</b>. Invite students to fill out their own handouts as you do the think-aloud.</li> <li>• Ask students if there are any questions about using the handout. Clarify as necessary. Invite them to continue working with their partners to analyze the structure of the essay and complete the handout.</li> <li>• As students are working, circulate. Push them to think about how those body paragraphs are structured. Ask questions like:             <ul style="list-style-type: none"> <li>* “What is the job of that sentence?”</li> <li>* “How do those sentences go together?”</li> <li>* “How does that sentence relate to the reason/claim?”</li> </ul> </li> <li>• After about 10 minutes, refocus the class. Cold call pairs to share what they included for Body Paragraph 1. Add to the displayed copy and encourage students to add to or revise their own work as needed. Emphasize that the evidence in an argument essay always needs to be explained, as it is in the model essay. By connecting the evidence to specific reasons, an author makes a strong argument.</li> <li>• Ask:             <ul style="list-style-type: none"> <li>* “What was included in the body paragraphs that was not on the handout?”</li> </ul> </li> <li>• Give students a moment to think and then cold call them to share their ideas. Listen for: “The introduction to the quotes wasn’t included on the handout” and “Transition words weren’t included on the handout.”</li> <li>• Explain that the essay planner they will use in the next lesson is meant to help them organize their ideas but will not be the template for their entire essay. They need to keep things like the introduction of quotes and use of transitions in mind when they draft their essay later. Assure them that they will review some of this information in an upcoming lesson.</li> <li>• Ask students to store their copies of the model essay in a safe place.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing a model that is clear enough to illustrate the criteria for all students, but also a bit more advanced than what students are actually expected to do helps push even the strongest writers.</li> <li>• If many students need more support with the structure of body paragraphs, consider more extended teacher guidance and modeling with this task.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket (3 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute the <b>exit ticket</b>. Ask students to reread the conclusion of the model essay and underline the claim and circle the reasons restated in it.</li> <li>Collect students' exit tickets to informally assess. Focus on those who may need more support identifying claims and reasons.</li> </ul>	
<p><b>B. Explain Homework (2 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute the students' Eliza Character Trackers from Lesson 13 and the <b><i>Pygmalion</i> Essay Planner</b>. Explain that for homework, they will use the information on the character tracker to fill in the claim and evidence on the essay planner.</li> <li>Point out that when they do so, they should take into account the feedback you have given them on their tracker.</li> <li>Direct them to the exact places on the essay planner where they should fill in the claim and evidence, and have them highlight those sections in some fashion.</li> <li>Remind students that they should use the starred reasons and the information in the My Claim box on their character tracker to fill out the essay planner.</li> </ul> <p>Remind them to choose <u>one</u> reason—the most compelling one—to discuss in the essay. It should be the reason they have the most and strongest evidence for.</p>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Fill in the <i>Pygmalion</i> Essay Planner with information and feedback from the Eliza Character Tracker.</li> </ul>	<ul style="list-style-type: none"> <li>Consider meeting with students who struggled with the tracker before assigning this homework and/or modifying the homework to meet struggling students' needs.</li> </ul>



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# Grade 7: Module 2B: Unit 2: Lesson 14

## Supporting Materials



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Analyzing Evidence in the Model Essay

Find an example of a quote sandwich in the model essay and use it to fill in this graphic organizer.

**Introduce the quote.**

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

Sample sentence starters for introducing a quote:

In Act \_\_\_\_\_, \_\_\_\_\_.

While the author is \_\_\_\_\_, he \_\_\_\_\_.

After \_\_\_\_\_, the author \_\_\_\_\_.

**Include the quote.**

Make sure to punctuate the quote 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 \_\_\_\_\_.



Analyzing Evidence in the Model Essay

1. How does the quote sandwich relate to the paragraph it is in?

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2. How does the quote sandwich relate to the claim?

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Analyzing Structure of the Model Essay

Name:

Date:

What is the claim/thesis of the model essay?

Body Paragraph 1: evidence to support claim from the beginning of the play	
A. Topic sentence(s)	
B. Introduce the evidence.	
C Include the quote/evidence.	
D. Analyze the evidence.	
E. Concluding sentence	



Analyzing Structure of the Model Essay

<b>Body Paragraph 2: evidence to support claim from the end of the play</b>	
A. Topic sentence(s)	
B. Introduce the evidence.	
C. Include the quote/evidence.	
D. Analyze the evidence.	
E. Concluding sentence	



## Analyzing Structure of the Model Essay

### Counterclaim

What counterclaims does the author acknowledge, and where?

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Analyzing Structure of the Model Essay  
(For Teacher Reference)

What is the claim/thesis of the model essay?

*Despite the “extreme makeover” of Mr. Doolittle’s outward appearance that occurs later on, he remains much the same character on the inside throughout the play.*

<b>Body Paragraph 1: Alfred Doolittle is a self-assured and selfish man in Act I.</b>	
A. Topic sentence(s)	<b>Mr. Doolittle is dressed as a dustman (a garbage collector), which is his profession, and yet his personality is very strong and self-assured. Specifically, Mr. Doolittle is extremely self-centered.</b>
B. Introduce the evidence.	<b>Mr. Doolittle comes into Henry Higgins’s home to exploit an opportunity to get money from Higgins, attempting to have Higgins pay for the opportunity to conduct the experiment upon Eliza.</b>
C. Include the quote/evidence.	<b>He says: “Will you take advantage of a man’s nature to do him out of the price of his own daughter what he’s brought up and fed and clothed by the sweat of his brow until she’s grown big enough to be interesting to you two gentlemen? Is five pounds unreasonable?”</b>
D. Analyze the evidence.	<b>From this offer, we can tell that Mr. Doolittle is perfectly willing to hand his daughter over to strangers for a small amount of money so that he can entertain himself.</b>
E. Concluding sentence	<b>His desire to get rid of Eliza indicates the depth of his selfishness.</b>

Analyzing Structure of the Model Essay  
(For Teacher Reference)

<b>Body Paragraph 2: Alfred Doolittle is the same person internally in Act V as he was in Act I.</b>	
A. Topic sentence	<b>It may seem at this point that Mr. Doolittle has completely changed; however, he remains the same self-absorbed man that he was in Act I.</b>
B. Introduce the evidence.	<b>When Mrs. Higgins asks Mr. Doolittle to step out of the room for a moment so as not to surprise Eliza, he agrees:</b>
C. Include the quote/evidence.	<b>“As you wish, lady. Anything to help Henry to keep her off my hands.”</b>
D. Analyze the evidence.	<b>This demonstrates that even with his change in fortune, Mr. Doolittle is just as eager to give up his responsibility for Eliza as he was in Act I.</b>
E. Concluding sentence	<b>Mr. Doolittle may be wearing silken clothes and expensive shoes, but he is a loud reminder that it takes more than a fancy suit to transform a character.</b>



Analyzing Structure of the Model Essay  
(for Teacher Reference)

**Counterclaim**

What counterclaims does the author acknowledge, and where?

**It may seem at this point that Mr. Doolittle has completely changed because of his good luck.... This is done in the second paragraph, as part of the reasoning that supports his unchanging inner identity.**





Exit Ticket

.....  
**Name:**

.....  
**Date:**

**Directions:** Reread the conclusion from the model essay on *Pygmalion*. Underline the claim and circle the reasons restated in this conclusion.

*In conclusion, Mr. Doolittle remains true to his own self in character, even while his clothes and appearance change considerably. The evidence from Act I and Act V clearly support this view. Due to his desire to get rid of his own daughter and keep all his fortune to himself, he is a self-assured—and selfish—character from the beginning of the play to the end.*



*Pygmalion*  
Essay Planner

.....  
**Name:**

.....  
**Date:**

**Focus Question:** Has Eliza Doolittle changed internally as well as externally?

I. Introduction	
A. Hook to capture the reader's interest and attention	
B. Name the play and author.	
C. Give brief background information to the reader about the play (characters, plot overview, etc.).	
D. Claim	



*Pygmalion*  
Essay Planner

II. Body Paragraph 1: Evidence from the beginning of the play	
A. Topic sentence	
B. Introduce the evidence.	
C. Include the quote/evidence.	
D. Analyze the evidence.	
E. Concluding sentence	



*Pygmalion*  
Essay Planner

III. Body Paragraph 2: Evidence from the end of the play	
A. Topic sentence	
B. Introduce the evidence.	
C. Include the quote/evidence.	
D. Analyze the evidence.	
E. Concluding sentence	



*Pygmalion*  
Essay Planner

IV. Conclusion	
A. Restate claim.	
B. Summarize reasons.	
C. Explain why your view is worth consideration by the reader.	

V. Counterclaim	
D. What counterclaim(s) will you include in your essay?	
E. Where in your essay will you acknowledge the counterclaim(s)?	



*Pygmalion* Essay Planner:  
New York State Expository Rubric—argument version

Criteria	CCLS	4	3	2	1	0
CLAIM AND REASONS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to logically support the author's claim.	W.2 R.1–9	clearly introduce the text and the claim in a manner that is compelling and follows logically from the task and purpose  Claim and reasons demonstrate insightful analysis of the text(s)  acknowledge counterclaim(s) skillfully and smoothly	clearly introduce the text and the claim in a manner that follows from the task and purpose  Claim and reasons demonstrate grade-appropriate analysis of the text(s)  Acknowledges counterclaim(s) appropriately and clearly	introduce the text and the claim in a manner that follows generally from the task and purpose  Claim and reasons demonstrate a literal comprehension of the text(s)  acknowledge counterclaim(s) awkwardly	introduce the text and the claim in a manner that does not logically follow from the task and purpose  Claim and reasons demonstrate little understanding of the text(s)  does not acknowledge counterclaim(s)	claim and reasons demonstrate a lack of comprehension of the text(s) or task



*Pygmalion* Essay Planner:  
New York State Expository Rubric—argument version

Criteria	CCLS	4	3	2	1	0
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support argument	W.9 R.1-9	<p>develop the claim with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)</p> <p>sustain the use of varied, relevant evidence</p> <p>skillfully and logically explain how evidence supports ideas</p>	<p>develop the claim with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</p> <p>sustain the use of relevant evidence, with some lack of variety</p> <p>logically explain how evidence supports ideas</p>	<p>partially develop the claim of the essay with the use of some textual evidence, some of which may be irrelevant</p> <p>use relevant evidence inconsistently</p> <p>sometimes logically explain how evidence supports ideas</p>	<p>demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence that is generally invalid or irrelevant</p> <p>attempt to explain how evidence supports ideas</p>	<p>provide no evidence or provide evidence that is completely irrelevant</p> <p>do not explain how evidence supports ideas</p>



*Pygmalion* Essay Planner:  
New York State Expository Rubric—argument version

Criteria	CCLS	4	3	2	1	0
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3. L.6	<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 claim and reasons 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 claim and reasons presented</p>	<p>exhibit some attempt at organization, with inconsistent use of transitions</p> <p>establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary</p> <p>provide a concluding statement or section that follows generally the claim and reasons presented</p>	<p>exhibit little attempt at organization, or attempts to organize are irrelevant to the task</p> <p>lack a formal style, using language that is imprecise or inappropriate for the text(s) and task</p> <p>provide a concluding statement or section that is illogical or unrelated to the claim and reasons presented</p>	<p>exhibit no evidence of organization</p> <p>use language that is predominantly incoherent or copied directly from the text(s)</p> <p>do not provide a concluding statement or section</p>





*Pygmalion* Essay Planner:  
New York State Expository Rubric—argument version

Criteria	CCLS	4	3	2	1	0
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	demonstrate grade-appropriate command of conventions, with few errors	demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	demonstrate emerging command of conventions, with some errors that may hinder comprehension	demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	are minimal, making assessment of conventions unreliable