



EXPEDITIONARY  
LEARNING

## **Grade 7: Module 2A: Unit 1: Lesson 13**

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



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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)

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)

**Supporting Learning Targets**

- 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.

**Ongoing Assessment**

- Venn diagram
- Exit ticket



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task (10 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Reading and Analyzing the Model Essay (15 minutes)</p> <p>B. Discussing Essay Prompt (15 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Exit Ticket: Explain the Meaning of the Prompt: What Must You Do in This Essay? (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Reread the model essay and circle or highlight where the author acknowledges the opposing ideas to his/her claim.</p> <p>B. Continue reading Chapters 18-19 of <i>Lyddie</i> and complete Reader's Notes for Chapters 18 and 19. This is due in Lesson 14.</p>	<ul style="list-style-type: none"><li>• In this lesson, students begin the writing process for the End of Unit 1 Assessment, an argument essay on <i>Lyddie</i>. In the design of this lesson and the lessons that follow, the following criteria were used to define argument writing:<ul style="list-style-type: none"><li>• The goal of argument writing is for the reader to acknowledge the validity of the claim (not necessarily be persuaded by it).</li><li>• Appropriate evidence is used and analyzed logically to support the claim. This evidence is usually organized into reasons.</li><li>• The author considers the reasons and evidence for them before articulating the claim.</li><li>• The author acknowledges a counterargument in his or her writing.</li></ul></li><li>• The model essay is about the decision that Lyddie makes to go to Lowell to work in the mills. The model essay is intentionally written about the same text (<i>Lyddie</i>) that students also will write about so that students are familiar with the context. However, the model essay does not use the same prompt as the student essay. Instead, it focuses on a different decision Lyddie made.</li><li>• Students will need the model essay in subsequent lessons, so ask them to keep their copy.</li><li>• The writing process for the argument essay is similar to that of Module 1. The rubric for this assignment is based closely on the New York State Expository Writing Rubric. Because the students are already familiar with that rubric, the rubric analysis built into these lessons will not be as in-depth as it was in Module 1.</li><li>• In this lesson, time is dedicated to students understanding the difference between an explanatory essay (which they wrote in Module 1) and an argument essay, which they are writing now about <i>Lyddie</i>.</li><li>• Remember, writing is really about thinking. To be successful with a writing assignment, students need to know the content well and understand the structure they will work in. Students have been developing a clear understanding of content; today is the day they build their understanding of the structure of an argument essay.</li></ul>



Agenda	Teaching Notes
	<ul style="list-style-type: none"> <li>• For students who would benefit from a visual representation of the structure of an argument essay, consider creating and posting a Building an Argument Essay poster. A sample is included in the supporting materials.</li> <li>• As in Module 1, students will have a Writer’s Glossary to help them master the language used to talk about writing. The goal of this glossary is to build students’ understanding of an argument essay as well as their academic vocabulary. Consider asking students to add the <i>Lyddie</i> Writer’s Glossary to their Writer’s Glossaries from Module 1.</li> <li>• In advance: Post similarities and differences between explanatory essays and argument essays (see supporting materials).</li> <li>• Decide which Discussion Appointment to use today.</li> </ul>

Lesson Vocabulary	Materials
<p>argument, claim, relevant evidence, coherent, appropriate, counterclaim</p>	<ul style="list-style-type: none"> <li>• Entry task (one per student)</li> <li>• <i>Lyddie</i> Writer’s Glossary (one per student)</li> <li>• <i>Lyddie</i> Model Essay (one per student, plus one for teacher use)</li> <li>• Document camera</li> <li>• Explanatory Essay vs. Argument Essay handout (one per student)</li> <li>• Explanatory Essay vs. Argument Essay (Answers for Teacher Reference)</li> <li>• Similarities and Differences between Explanatory Essays and Argument Essays (one to display)</li> <li>• Exit ticket (one per student)</li> <li>• Building an Argument Essay (optional; for Teacher Reference)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to read the learning targets and circle the words that are the most important.               <ul style="list-style-type: none"> <li>* “I can explain what it means to write a coherent argument essay with appropriate structure and relevant evidence.”</li> <li>* “I can analyze the argument in a model essay.”</li> </ul> </li> <li>• After 2 minutes, 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>.</li> <li>• Remind students that they discussed <i>relevant evidence</i>, <i>coherent</i>, and <i>appropriate</i> in Module 1, Unit 2 as they wrote their essays on <i>A Long Walk to Water</i>. These words, along with many others, were also included in their Writer’s Glossaries in Module 1.</li> <li>• Invite students to turn to a partner and share the answer to the second question on their <b>entry task</b>:               <ul style="list-style-type: none"> <li>* Think about a time that you were in an argument with someone. What causes an argument?</li> </ul> </li> <li>• Cold call on a pair to share their thinking. Ideally, students will say: “We disagreed about something,” or “We had different ideas.”</li> <li>• Explain that 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. However, in a written argument, the author will make a claim, support it with reasons, and prove his or her reasons with evidence. The author will also acknowledge that there is another valid point of view.</li> <li>• Let students know that today they will be focused on understanding what it means to write an <i>argument</i> essay.</li> <li>• Pass out the <b>Lyddie Writer’s Glossary</b>. Ask students to look at the first page and put a star next to the words that appear in today’s learning targets.</li> <li>• Tell students that in order for them to get ready to write their own essays, the lesson today will be focused on understanding what it means to write an argument essay. They will begin working on their own essays in the next class.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> <li>• 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.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Reading and Analyzing the Model Essay (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to meet with their selected Discussion Appointment partner. Distribute the <b>Lyddie Model Essay</b>. Invite students to read along silently while you read the model aloud.</li><li>• Ask students to turn to their partner and talk about the gist of the essay.</li><li>• Explain that this is an argument essay, like the ones they will be expected to write. In this lesson, they will use this essay to help them understand how to make a claim and support it in an argument essay.</li><li>• Ask students to reread the model essay, underlining the claim that the author makes and numbering the reasons that support the claim.</li><li>• 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 students to say:</li><li>• “The claim is, “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.””</li><li>• Reason 1: “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.”</li><li>• Reason 2: “Another reason the author gives is that it will pay her much better.”</li></ul>	<ul style="list-style-type: none"><li>• Students who need substantial support with this writing assignment will be able to use the top of the anchor chart to create the introduction paragraph to their essays.</li><li>• You may wish to have each student maintain a copy of the Lyddie’s Decision anchor chart in his/her notes. If so, photocopy enough to distribute. However, also make sure to keep a class anchor chart.</li></ul>



Work Time	Meeting Students' Needs
<p><b>B. Discussing Essay Prompt (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Explanatory Essay vs. Argument Essay</b> <i>handout</i>. Point out the argument essay prompt. Remind students to read along while you read the prompt aloud. Explain that they will write an essay on <i>Lyddie</i> based on this prompt, and make sure that they notice that this is the question they have been gathering textual evidence about in Lessons 10–12. 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>.</li> <li>• Point out the title of the worksheet—Explanatory Essay vs. Argument Essay—and explain that they are going to work with their partner to compare and contrast the essay prompts.</li> <li>• Show the class the posted list of <b>Similarities and Differences Between Explanatory Essays and Argument Essays</b>.</li> <li>• 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>.</li> <li>• While students are working, circulate and check student progress. If students are stuck, consider asking questions like:             <ul style="list-style-type: none"> <li>* What did you need to do to address the prompt in your essay on <i>A Long Walk to Water</i>?</li> <li>* Based on the prompt for the essay on <i>Lyddie</i>, what do you think you'll need to do to address this prompt?</li> </ul> </li> <li>• Once students have their Venn diagrams filled out, refocus whole class. Project a blank Venn diagram using the <b>document camera</b>. 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 between the explanatory essay and the argument essay. Encourage students to add to their own Venn diagrams as others in the class share their work.</li> <li>• When a student mentions, “In the essay you need to acknowledge that others might disagree with you,” add it to the Venn diagram. Then point out that this is known as acknowledging a <i>counterclaim</i>. Let students know that they will learn more about counterclaims in the following lesson.</li> <li>• If a student volunteers information that does not help the class understand the difference between the two essay types, thank the student for taking a risk and sharing, but do not add it to the Venn diagram.</li> </ul>	<ul style="list-style-type: none"> <li>• Taking the time to explicitly teach students the expectations of a particular writing form gives all students more opportunity to be successful, but it is particularly supportive of ELL students and others who need additional support.</li> <li>• If you identified students who need more support on their Forming Evidence-Based Claims graphic organizers, consider working with a small group during this time.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: Explain the Meaning of the Prompt: What Must You Do in This Essay? (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that they get to synthesize their understanding of what an argument essay is.</li><li>• Distribute the <b>exit ticket</b>. Ask students to reread the essay prompt and explain the meaning of the prompt: What must they do in this essay?</li><li>• Collect the exit tickets.</li></ul>	
Homework	Meeting Students' Needs
<p>A. Reread the model essay and circle or highlight where the author acknowledges the opposing ideas to his/her claim.</p> <p>B. Continue reading Chapters 18-19 of <i>Lyddie</i> and complete <b>Reader's Notes for Chapters 18 and 19</b>. This is due in Lesson 14.</p> <p><i>Note: 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.</i></p>	



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# Grade 7: Module 2A: Unit 1: Lesson 13

## Supporting Materials



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.....  
**Name:**

.....  
**Date:**

- 1. Read the learning targets for this lesson and circle the words that are the most important.**

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.

- 2. Think about a time that you were in an argument with someone. What causes an argument?**

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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 <i>Ex: 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 <i>Ex: 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 <i>Ex: 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 <i>Ex: 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 <i>Ex: Sally used relevant evidence in her essay on the theme of survival in Hunger Games.</i>



<b>WORD/PHRASE</b>	<b>Definition</b>
<b>irrelevant</b>	<b>not related to the subject being discussed</b>
<b>counterclaim</b>	<b>the opposing viewpoint or the opposite of the main claim in an essay</b>
<b>well-chosen evidence</b>	<b>evidence that is relevant and specific</b>
<b>illustrates</b>	<b>to give the reader a clear picture in his mind</b>
<b>Other new words you encountered:</b>	



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

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

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.



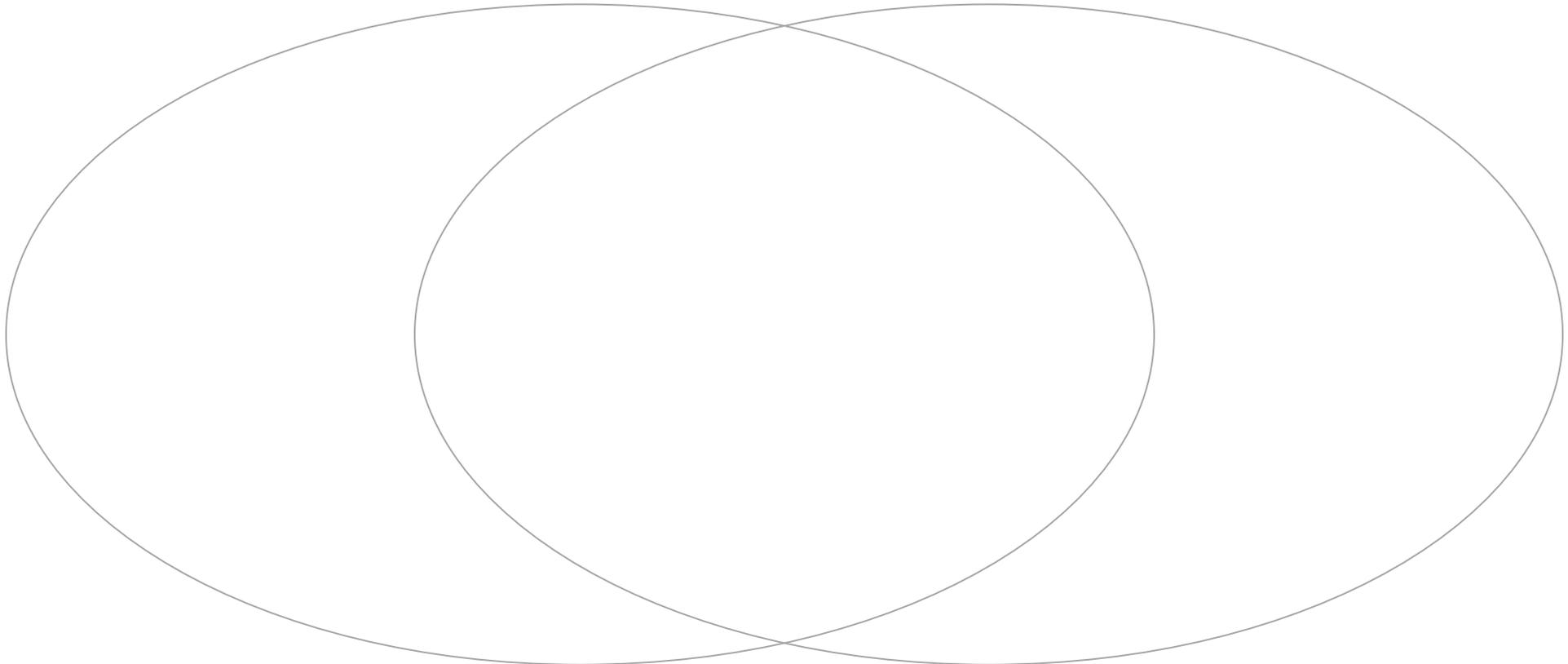
Even though there are reasons Lyddie should not have gone to Massachusetts to work in the mills, her decision to go is the right one for her. It will allow Lyddie to improve her life by living more comfortably in a boarding house, making friends with girls her own age, and learning more about the world. 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.

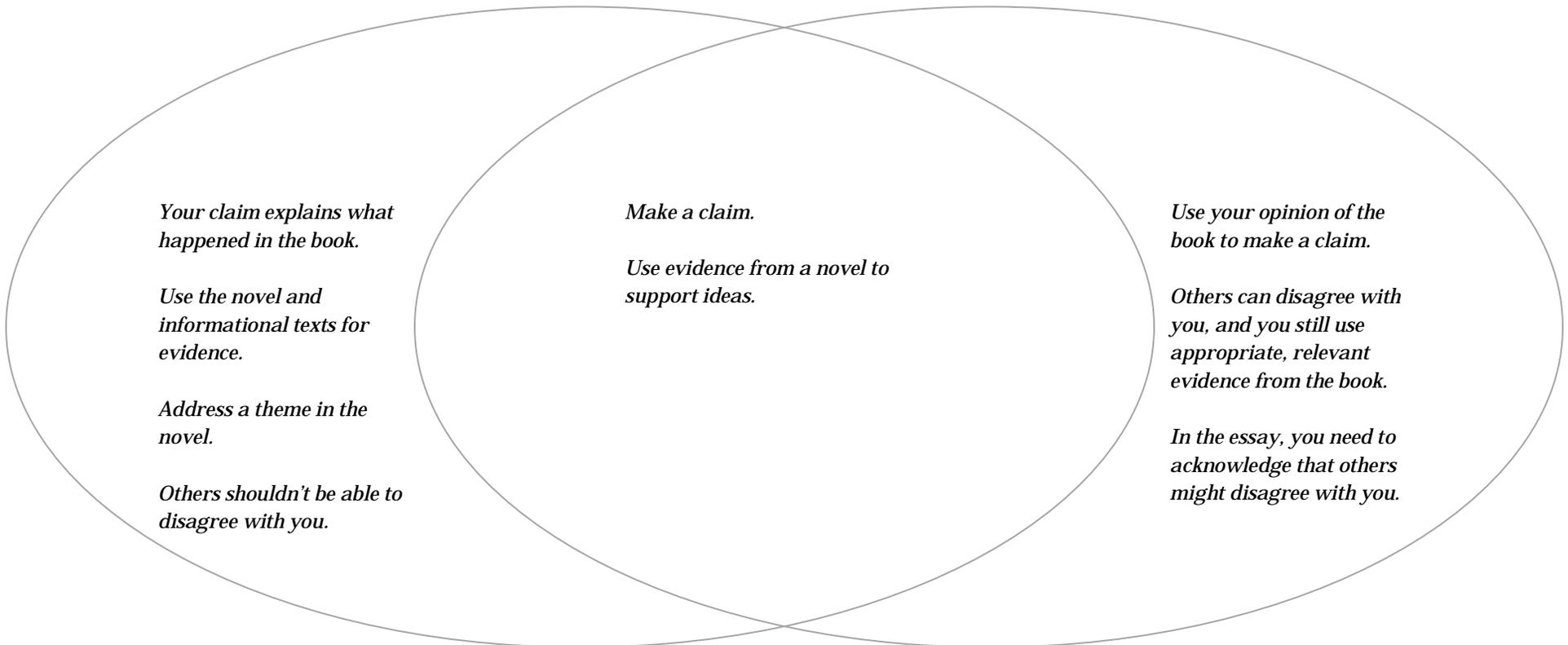


<b>Explanatory Essay Prompt</b>	<b>Argument Essay Prompt</b>
<p>After reading the novel and accounts of the experiences of the people of Southern Sudan during and after the Second Sudanese Civil War, write an essay that addresses the theme of survival by answering the question: <i>What factors made survival possible for Salva in <i>A Long Walk to Water</i>? Support your discussion with evidence from the novel.</i></p>	<p>After reading through Chapter 17 of <i>Lyddie</i>, write an argumentative essay that addresses the question: <i>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.</i></p>





<b>Explanatory Essay Prompt</b>	<b>Argument Essay Prompt</b>
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**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.



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

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

**Directions:** Reread the essay prompt.

After reading through Chapter 17 of *Lyddie*, write an argument 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.

1. Explain the meaning of the prompt: What must you do in this essay?

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*Teacher's Note: This can also be formatted for a 3 body paragraph essay.*

# CLAIM

**REASON**

**REASON**

**EVIDENCE**  
**EVIDENCE**  
**EVIDENCE**

**EVIDENCE**  
**EVIDENCE**  
**EVIDENCE**

**Remember:**

ANALYSIS CONNECTS EVIDENCE AND REASONS.

EVIDENCE CAN BE A QUOTE OR A DETAIL FROM THE TEXT.