



EXPEDITIONARY
LEARNING

Grade 10: Module 2: Unit 2B: Lesson 14

Writing an Argument Essay: Planning the Essay



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

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Supporting Learning Targets

- I can select reasons and support them with evidence to support my claim about *A Midsummer Night's Dream*.
- I can explain how the details develop the reasons that support my claim.
- I can acknowledge and respond to a counterclaim.

Ongoing Assessment

- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Entry Task: Writing Improvement Tracker (8 minutes)B. Reviewing Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Continuing to Plan the Essay (20 minutes)B. Essay Plan Talk-through (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debriefing Learning Targets (3 minutes)B. Previewing Homework (2 minutes)4. Homework<ol style="list-style-type: none">A. Revise the <i>A Midsummer Night's Dream</i> essay planner.	<ul style="list-style-type: none">• In this lesson, students start a Writing Improvement Tracker that they will return to after writing the essay in each module for the rest of the year. The purpose of this work is to develop students' awareness of their strengths and challenges, as well as have them strategize to address their challenges. Self-assessment and goal-setting helps students take ownership of their learning. To begin, students will review the rubric from their essay in Module 1 and complete the Writing Improvement Tracker from Module 1. If rubrics from Module 1 are not available, distribute blank NYS Grades 6–8 Expository Writing Evaluation Rubrics and ask students to recall as best they can.• Note that students' Module 1 essay was informative (aligned with W.8.2), whereas their Module 2B essay is an argument (aligned with W.8.1). Continue to make this distinction for students; this may be a point of confusion since both types of writing tasks are evaluated based on a very similar writing rubric.• In Work Time A, students craft a response to a counterclaim. This thinking is often hard for kids to do, so spending a bit of time with this particular paragraph in the model would be time well spent—looking at <i>how</i> the writer responds, the specificity of it, references made to text, and other defining features.• During Work Time B, consider working with students who still need help understanding what an argument essay is or how to write a claim with reasons and evidence for an argument essay.• In advance: Make sure students have access to their essay rubrics from Module 1. If the completed rubric is not accessible, provide a blank version of the rubric used in Module 1.• Review students' exit tickets from Lesson 13 to make sure all students are starting with appropriate claims and reasons.• Use the Rochester discussion partners today.• Review: Fist to Five in Checking for Understanding techniques (see Appendix). Notice any students who rate themselves with a two in the Fist to Five or lower on any of the learning targets and check in with them before they begin to draft their essay in the next class.



Lesson Vocabulary	Materials
claim, counterclaim	<ul style="list-style-type: none"> • NYS Grades 6–8 Expository Writing Evaluation Rubric (students’ copies from Module 1, Unit 2, Lesson 11; or prepare clean copies) • Writing Improvement Tracker (one per student) • <i>A Midsummer Night’s Dream</i> model essay (from Lesson 11, one for teacher) • Document camera • Model essay planner (optional; only for students who need additional support)

Opening	Meeting Students’ Needs
<p>A. Entry Task: Writing Improvement Tracker (8 minutes)</p> <ul style="list-style-type: none"> • As students enter the room, distribute the NYS Grades 6–8 Expository Writing Evaluation Rubric (from Module 1) and the Writing Improvement Tracker. • Explain to students that this is a tracker to help them identify what strengths and challenges they have in writing. They will continue to use this tracker for the rest of the year. • Give students several minutes to reflect on and record their strengths and challenges from Module 1. • Then, ask students to turn to a partner and share: <ul style="list-style-type: none"> * “What is one strength and one challenge from your Module 1 essay?” * “How will knowing these strengths and challenges help you write your essay on <i>A Midsummer Night’s Dream</i>?” 	<ul style="list-style-type: none"> • Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Read the learning targets aloud and let students know that they will be working on planning their argument essays today. 	



Work Time	Meeting Students' Needs
<p>A. Continuing to Plan the Essay (20 minutes)</p> <ul style="list-style-type: none">• Project a copy of the <i>A Midsummer Night's Dream</i> model essay on the document camera, and ask students to get out their copies of the model essay. Read the introduction paragraph aloud as the students read along silently. After reading, ask students to turn and talk to an elbow partner about what the author does in the introduction. Cold call pairs to share their ideas. Listen for: “The author names the title of the play and the author,” “The author introduces Puck and Helena, the two characters the claim is focused on,” and “The introduction ends with the author’s claim.”• Read the three body paragraphs aloud while students read along silently. After reading, ask students to talk with their elbow partner about how this third body paragraph is different from the first two body paragraphs. Cold call pairs and listen for: “It focuses on a counterclaim,” “The author gives a reason to support the counterclaim and develops it,” and “The author responds to the thinking in the counterclaim with good thinking of his own.”• Lastly, read the conclusion aloud while students read along silently. Ask students to talk with their partner about what the author does in the conclusion. Cold call pairs and listen for: “The author restates her claim” and “The author summarizes her reasons.”• Remind students that they have started to work on planning the first two body paragraphs of their essay and now they will get the chance to plan the other paragraphs.• Ask students to get out their <i>A Midsummer Night's Dream</i> essay planners that they worked on for homework and their Supporting Evidence-Based Claims graphic organizers.• Circulate as students are working. Push students to be clear and explicit in their plan.	<ul style="list-style-type: none">• Graphic organizers provide the necessary scaffolding especially critical for learners with lower levels of language proficiency and/or learning.



Work Time (continued)	Meeting Students' Needs
<p>B. Essay Plan Talk-through (10 minutes)</p> <ul style="list-style-type: none">• Invite students to meet with their Rochester Discussion Appointments to talk through their essay plans with their partners. Make sure that students know not to read straight from their plans; instead, they should tell their partner what their essay will be about and how they will develop their claim. Students should also present the counterclaim they will use and possible ideas for a counterclaim.• As students are working, circulate and listen. If a student is being unclear or imprecise, ask questions like: “How does that support your claim?” or “How are those ideas related?”• After students have had the chance to share, let them know that for homework they should revise the ideas in their essay planner to make sure their argument is logical and clear.	<ul style="list-style-type: none">• If students are ready for a challenge, push them to include four body paragraphs in their essay instead of three.• For students who may need more support planning their essay, a model essay planner (optional) is included in the supporting materials. Consider using it with individual students or small groups during this time to guide them through the process.• Giving students the opportunity to talk through their argument allows students to ensure that the ideas in their essay are logical and flow well. Students can also learn from each other and strengthen their own writing.



Closing and Assessment	Meeting Students' Needs
<p>A. Debriefing Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Read the first learning target aloud. Ask students to rate their mastery of that learning target with the Fist to Five Checking for Understanding technique. Repeat for the other two learning targets as well:<ul style="list-style-type: none">* “I can select reasons and support them with evidence to support my claim about <i>A Midsummer Night’s Dream</i>.”* “I can explain how the details develop the reasons that support my claim.”* “I can acknowledge and respond to a counterclaim.”	<ul style="list-style-type: none">• Checking in with learning targets helps students self-assess their own learning. This research-based strategy supports struggling learners most.
<p>B. Previewing Homework (2 minutes)</p> <ul style="list-style-type: none">• Preview the homework. Tell students that the next lesson provides time for students to write their best independent draft of their essays.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Revise the <i>A Midsummer Night’s Dream</i> essay planner. <p><i>Note: Lesson 15 is designed assuming that students will use computers to write the essay. Be sure to reserve laptops or the use of a computer lab, if necessary. If using computers is not possible in your classroom, consider giving students more time to handwrite their essays.</i></p>	



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Supporting Materials



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Writing Improvement Tracker

Name:

Date:

Writing Improvement Tracker

Strategies to Improve Writing

- Revise my writing (or my planning) multiple times
- Look at other models
- Read others' work
- Ask questions when I have them
- Take a break and reread with fresh eyes
- Ask myself, "Does this make sense?"
- Read the necessary texts closely
- Talk through my ideas with an adult
- Use Quote Sandwiches
- Have another student write the gist of my paragraphs and make sure they match what I thought they were

Essay from Module 1

Directions: Look at the first two rows of the New York State Expository Writing Evaluation Rubric.

1. What did I do well in my essay?
2. What do I need to improve?
3. What is my goal for the next module for those areas? (Be specific: "I will do better" is too general. Name a specific skill to improve, such as "I will use stronger evidence in my writing.")
4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?



Writing Improvement Tracker

Essay from Module 2

Directions: Look at the first two rows of the Argument Essay Rubric.

1. What did I do well in my essay?
2. What do I need to improve?
3. What is my goal for the next module for those areas? (Be specific: “I will do better” is too general. Name a specific skill to improve, such as “I will use stronger evidence in my writing.”)
4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?

Essay from Module 3

Look at the first two rows of the New York State Expository Writing Rubric.

1. What did I do well in my essay?
2. What do I need to improve?
3. What is my goal for the next module for those areas? (Be specific: “I will do better” is too general. Name a specific skill to improve, such as “I will use stronger evidence in my writing.”)
4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?



Directions: Look at the first two rows of Argument Writing Rubric.

1. What did I do well in my essay?
2. What in my writing improved this year?
3. What strategy helped me the most?
4. What improvement am I most proud of?



Model Essay Planner

Name: _____

Date: _____

Focus question: In *A Midsummer Night's Dream*, does Shakespeare make the case that it is possible to control another person's actions, or not? Choose two characters from the list below and give evidence from the text to support your thinking. Be sure to take into account what people who disagree might say.

<ul style="list-style-type: none"> a. Demetrius b. Egeus c. Hermia 	<ul style="list-style-type: none"> d. Lysander e. Bottom f. Oberon
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I. Introduction	
A. Hook to capture the reader's interest and attention	<i>Sometimes, the person who thinks he is the most in control of a situation turns out to be the biggest fool of all.</i>
B. Name the main text	<i>A Midsummer Night's Dream by William Shakespeare</i>
C. Give brief background information to the reader about the play (characters, plot, etc.)	<i>AMND is about control. Each character is trying to make someone else do what he or she wants him or her to do. Puck is a mischievous fairy working for Oberon, the fairy king. He loves manipulating other people for his own amusement. One of the people he toys with is Helena, a young woman. Helena tries to force Demetrius, her best friend's fiancé, to love her.</i>
D. Claim	<i>Shakespeare makes the case that it is not possible to control another person's actions because the results are unpredictable and temporary.</i>



Model Essay Planner

II. Body Paragraph 1	
First reason to support your claim	<i>unpredictable results</i>
A. Topic sentence	<i>The results of trying to control another person's actions are unpredictable.</i>
B. Quote Sandwich 1	<i>After Oberon tells Puck to use a magic flower to make Demetrius fall in love with Helena, he finds out that Puck put the juice of the flower on the wrong person: "This is thy negligence. Still thou mistak'st,/Or else committ'st thy knaveries willfully" (3.2.366–367). Puck's attempt to control the young lovers resulted in confusion and strife, and his mistake made Oberon mad.</i>
C. Quote Sandwich 2	<i>After Puck mistakenly uses the flower on Lysander, Oberon tries to fix the mistake by anointing Demetrius, as well. Both young men pursue Helena, leading Hermia to confront her, asking, "How low am I, thou painted maypole? Speak!/How low am I? I am not yet so low/But that my nails can reach unto thine eyes" (3.2.311–313). Helena always tried to force Demetrius to love her, but she didn't predict that would lead to her best friend wanting to attack her.</i>
D. Concluding sentence	<i>Both Puck and Helena found out that trying to control someone else's actions can lead to unintended consequences.</i>



Model Essay Planner

III. Body Paragraph 2	
Second reason to support your claim	<i>temporary results</i>
A. Topic sentence	<i>The results of trying to control someone else's actions are temporary.</i>
B. Quote Sandwich 1	<i>Another person Puck tries to control is the foolish Bottom. He changes Bottom's head into that of an ass, but Oberon makes him turn Bottom back: "Now, when thou wak'st, with thine own fool's eyes/peep" (4.1.86–87). Even though Puck succeeded in controlling Bottom and making him look foolish, he must change Bottom back. The results of the change were temporary.</i>
C. Quote Sandwich 2	<i>Sometimes, Shakespeare lets the audience know that the result is temporary, even when the characters do not. Helena thinks she succeeded in making Demetrius love her, but the audience knows it was actually the result of Oberon's magic flower: "Flower of this purple dye,/Hit with Cupid's archery,/Sink in apple of his eye./When his love he doth espy,/Let her shine as gloriously/As the Venus of the sky" (3.2.104–109). Demetrius's love for Helena will last only as long as he is under the influence of the magic potion. If Oberon decides to undo the spell, Helena will realize that she has not succeeded in changing Demetrius's mind about her, after all.</i>
D. Concluding sentence	<i>Because so many of the changes in the play are the result of the magic flower, ultimately, they are all temporary.</i>

Model Essay Planner

IV. Body Paragraph 3	
Counterclaim	<i>it IS possible</i>
A. Topic sentence	<i>Shakespeare makes the case that it is possible to control another person's actions.</i>
B. Reason to support counterclaim	<i>Both Puck and Helena control other people's actions in the play.</i>
C. Quote Sandwich 1	<i>In the middle of the play, Puck brags to Oberon about how he is in control of the young lovers, saying, "Lord, what fools these mortals be!... And those things do best please me/That befall prepost'rously" (3.2.117, 122–123). Puck enjoys the results when he controls other people's actions.</i>
D. Quote Sandwich 2	<i>At the end of the play, Theseus agrees to marry Helena and Demetrius: "For in the temple by and by, with us,/These couples shall eternally be knit" (4.1.187–188). This marriage proves that Helena succeeded in making Demetrius love her.</i>
E. Response to counterclaim	<i>However, both Puck and Helena's fates are actually being controlled by someone or something else.</i>
F. Explanation of response to counterclaim	<i>But, neither Puck nor Helena is actually in control. Oberon tells Puck what to do, and Helena only gets to marry Demetrius because of the influence of the magic flower.</i>
G. Concluding sentence	<i>Even though it seems like Puck and Helena get what they want from other people, they are both also at the mercy of other people's actions and choices.</i>



Model Essay Planner

V. Conclusion	
A. Restate claim	<i>Carefully reading A Midsummer Night's Dream reveals that Shakespeare did not think it was possible to truly control another person's actions.</i>
B. Summarize reasons	<i>consequences of trying to control others are unpredictable and often chaotic in the play, most changes are the result of using magic, which doesn't lead to lasting change</i>
C. Explain why your view is worth consideration by the reader	<i>Trying to control other people's actions rarely works out the way you plan ... unless, that is, you have a magic flower.</i>