

# Day 1: Making a Claim and Gathering Evidence



**Skill Practice:** Students will identify the claim and use of text evidence in a sample essay.

**Writing:** Students will write a claim for their essays and gather text evidence to support their claim.

# Review: Using Evidence

Open [Amplify](#) and complete two activities reviewing claims and evidence.

# Discuss Prompt

POLL 1:

Which of the following human characters is *most* harmed by his or her pride?

The humans from "Prometheus" **Windows**

Odysseus from *The Odyssey* **bookshelf**

Arachne from "Arachne" **Root wall**

Icarus from "Daedalus" **smartboard**

*Drag the circle up to select your answer*

POLL 2:

Which of the following human characters is *least* harmed by his or her pride?

The humans from "Prometheus" **Windows**

Odysseus from *The Odyssey* **bookshelf**

Arachne from "Arachne" **Root wall**

Icarus from "Daedalus" **smartboard**

*Drag the circle up to select your answer*

# Prompt

Using two of the following characters—the humans from “Prometheus,” Odysseus from *The Odyssey*, or Arachne from “Arachne”—answer the following question:

**Are humans destroyed by their pride? Why or why not?**

Use your answer to make a claim about whether or not these characters have been destroyed by their pride. Make sure to support your claim with textual evidence.

## Calendar

# Calendar of Essay Days

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**Lesson 1:** Making a Claim and Gathering Evidence

**Lesson 2:** Writing Body Paragraphs

**Lesson 3:** Essay Flex Day

**Lesson 4:** Revising and Writing an Introduction

**Lesson 5:** Writing a Conclusion and Editing the  
Essay

# Elements

**An introduction** to the essay and claim. It includes:

- A lead
- The name of the text(s) and author(s)
- Relevant background or context of the topic and the texts
- A statement of the claim

*You will write one body paragraph about each character you chose*

**Body paragraphs** to develop the reasoning and evidence. Each includes:

- Specific textual evidence that supports the claim/argument
- Description of the key parts of your evidence
- Clear explanation of how this evidence supports the claim/argument

**A conclusion** that wraps up the ideas about the claim/argument. It includes:

- A restatement of the claim
- A final thought

# Gather Evidence

Yes, they are destroyed by their pride	<i>cut/paste each of these names into the columns you think they fit in</i>	No, they are not destroyed by their pride
	The humans from "Prometheus"	
	Odysseus	
	Arachne	
	Icarus	

Whichever column has two characters should be what you choose to write about for your essay. You will write one body paragraph about each story, proving why they are or are not destroyed by their pride. Use the following two slides to brainstorm reasons, find quotes, and keep track of citations. If you cannot explain why that quote shows your claim, pick a different one.

Click to go directly to the text: [Humans in Prometheus](#)|[Odysseus](#)|[Arachne](#)|[Icarus](#)

Explain:

Example of pridefulness (quote):

Character:

Example of being destroyed (quote):

Explain:

Yes, humans  
are destroyed  
by their pride

Explain:

Example of pridefulness (quote):

Character:

Example of being destroyed (quote):

Explain:



Explain:

Example of pridefulness (quote):

Character:

Example of being just fine (quote):

Explain:

No, humans are not destroyed by their pride

Explain:

Example of pridefulness (quote):

Character:

Example of being just fine (quote):

Explain:

Click to go directly to the text:

[Humans in Prometheus](#)|[Odysseus](#)|[Arachne](#)|[Icarus](#)

# Gather Evidence

Character:

Reason	Quote	Citation	Explain

Click to go directly to the text:

[Humans in Prometheus](#)|[Odysseus](#)|[Arachne](#)|[Icarus](#)

# Gather Evidence

Character:

Reason	Quote	Citation	Explain

# Make a Claim

[Amplify](#) will walk you through this, or you can use the prompts below.

\_\_\_\_\_ and \_\_\_\_\_ are two characters who  
are/are not destroyed by their pride because  
\_\_\_\_\_.

*Example:*

Veruca Salt and Augustus Gloop are two characters who are  
destroyed by their greed because they both end up  
suffering from the consequences of their mistakes.

Write your claim here...

# Wrap Up

Answer the poll in [Amplify](#)

The characters I chose to write about are

the humans from “Prometheus.”

Odysseus from *The Odyssey*.

Arachne from “Arachne.”

Icarus from “Daedalus”

# Day 2: Writing Body Paragraphs



**Skill Practice:** Students will identify sentences that explain and describe evidence in a sample essay.

**Writing:** Students will draft two body paragraphs for their essays, using and describing selected text evidence.

# Reminder

Using two of the following characters—the humans from “Prometheus,” Odysseus from *The Odyssey*, or Arachne from “Arachne”—answer the following question:

**Are humans destroyed by their pride? Why or why not?**

Use your answer to make a claim about whether or not these characters have been destroyed by their pride. Make sure to support your claim with textual evidence.

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## Elements

**An introduction** to the essay and claim. It includes:

- A lead
- The name of the text(s) and author(s)
- Relevant background or context of the topic and the texts
- A statement of the claim

*You will write one body paragraph about each character you chose*

**Body paragraphs** to develop the reasoning and evidence. Each includes:

- Specific textual evidence that supports the claim/argument
- Description of the key parts of your evidence
- Clear explanation of how this evidence supports the claim/argument

**A conclusion** that wraps up the ideas about the claim/argument. It includes:

- A restatement of the claim
- A final thought

# Sample Essay: Find Evidence and Descriptions

Open [Amplify](#) and do the activity with the sample essay

Note: You will have to include the author's last name when you cite your source in your body paragraphs. See directions here.

"Prometheus" by Bernard Evslin

*The Odyssey* by Homer

"Arachne" by Ted Hughes

"Daedalus" by Bernard Evslin

## Guidelines for Citing and Punctuating Direct Quotes From Multiple Texts in The Greeks

When quoting from a poem, use a slash to indicate a line break within the text of the poem.

Only include the end punctuation of your quote if it is a question mark or exclamation point.

Cite the author name and paragraph number in parentheses at the end of the sentence.

In spite of their shared courage, Arachne and Odysseus face down their challengers in different ways. Arachne is always direct and honest about her identity and "her inborn skill" (Hughes 29). Rather than pretend to submit to Minerva, Arachne proposes a fair opportunity to prove her skill as a weaver when she says, "If the goddess dare practise what she preaches/ Why doesn't she take up my challenge?" (Hughes 64-65). In spite of Minerva's obvious power, Arachne believes that she can compete fairly and win. Odysseus, however, is willing to use deceit and trickery to beat the Cyclops. "My name is Nobody," Odysseus lies when asked his name by Polyphemus. He continues to lie when he says, "'That is what I am called by my mother and father and by all my friends'" (Homer 33). His willingness to lie in order to prevent the Cyclops from identifying his attacker allows him to escape unharmed.

Use double quotation marks to show where the quote begins and ends.

If you are introducing a quote with a speaker tag, add a comma to separate the speaker tag and the direct quote itself.

When quoting from a poem, cite the author name and line number(s) in parentheses at the end of the sentence.

Use single quotation marks around any dialogue within the direct quote.



# SAMPLE

Character:

**Sample topic sentence:** Arachne is too prideful because she thinks she is better than the gods.

once by his son Zeus.

2 The first time that Cronos's strength loses to someone else's cleverness is when his wife Rhea hides their newest son from him. Because Cronos's father Uranus told him that "one of your own sons will dethrone you," Cronos decides to eat all of his children to make sure they don't fulfill the prediction (1). After he eats several of their children, his wife Rhea decides that she will protect the next one, Zeus. When Zeus is born, she hides him in a tree. Later she "took a rock and wrapped it in swaddling clothes and held it to her breast, humming a lullaby" (3). This fools Cronos, who takes the wrapped-up stone and eats it, thinking that it's Zeus. Even though Cronos is strong enough to take anything from Rhea, she is smarter than him, and by disguising the stone as a baby, she protects the real Zeus.

Topic  
Introduce  
quote  
explain  
transition  
Introduce  
quote  
explain

- Topic Sentence
- Introduce
- Quote
- Cite
- Explain
- Transition
- Introduce
- Quote
- Cite
- Explain
- Transition
- Introduce
- Quote
- Cite
- Explain

Refer to your evidence on slide 8

Character:

# Write your first body paragraph

Topic Sentence

Introduce

Quote

Cite

Explain

Transition

Introduce

Quote

Cite

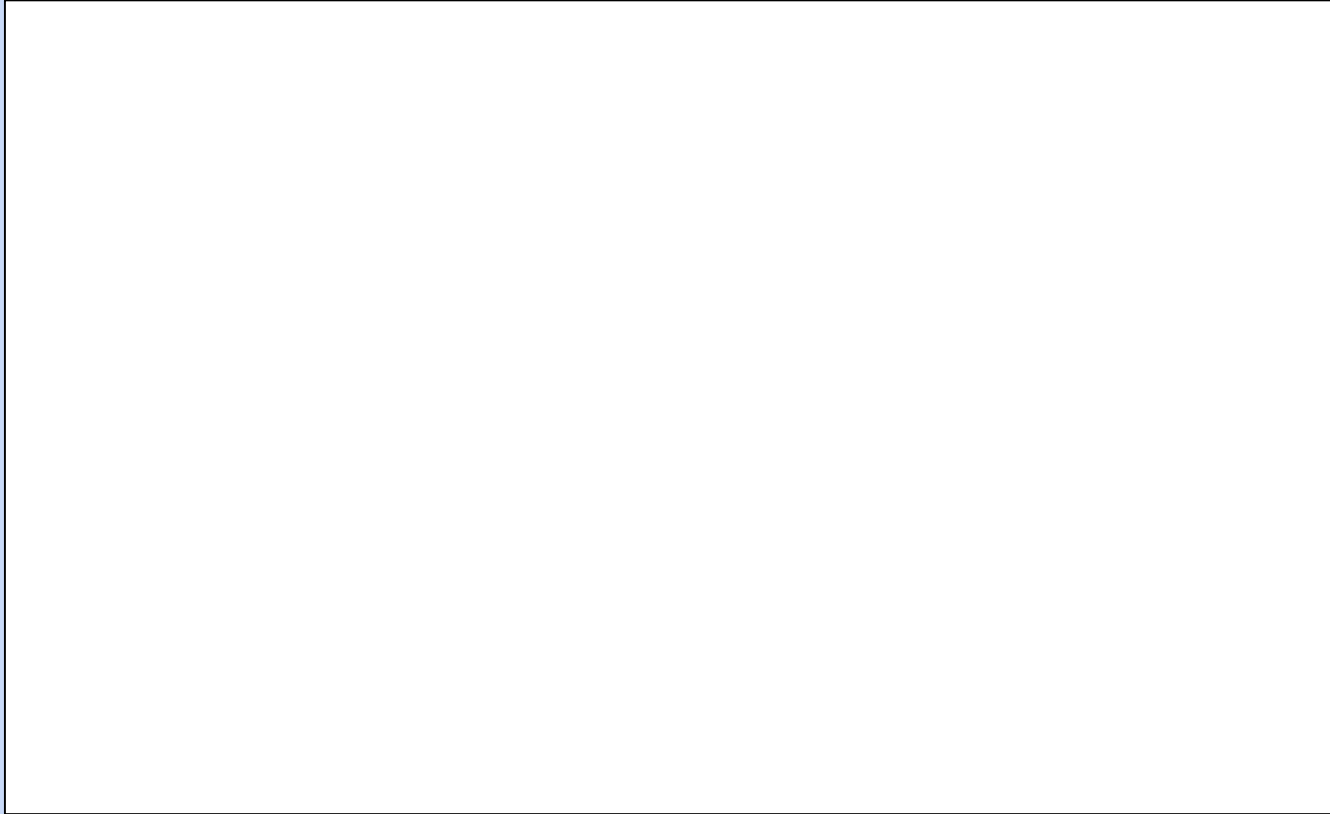
Explain

- Topic Sentence
- Introduce
- Quote
- Cite
- Explain
- Transition
- Introduce
- Quote
- Cite
- Explain
- Transition
- Introduce
- Quote
- Cite
- Explain

*Refer to your evidence on slide 8*

Character:

Write your second body paragraph



- Topic Sentence
- Introduce
- Quote
- Cite
- Explain
- Transition
- Introduce
- Quote
- Cite
- Explain
- Transition
- Introduce
- Quote
- Cite
- Explain

*Refer to your evidence on slide 9*

# Wrap Up

POLL: Select the response that best explains the work you did today.

I wrote two or more body paragraphs where I described and explained how my evidence supports my claim.

I wrote one body paragraph where I described and explained how my evidence supports my claim.

I wrote two or more body paragraphs, but I don't think I described or explained how my evidence supports my claim.

I wrote one body paragraph, but I don't think I described or explained how my evidence supports my claim.

*Drag the circle up to select your answer*

# Day 3: Flex Day



Writing: Students will complete two body paragraphs, developing evidence to support their claim.

Revising: Students will revise their claims statement to better express the claim they developed in the body of their essay.

Writing: Students will identify evidence for a possible counterargument against their claim.

# Reminder

Using two of the following characters—the humans from “Prometheus,” Odysseus from *The Odyssey*, or Arachne from “Arachne”—answer the following question:

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*You will write one body paragraph about each character you chose*

**Body paragraphs** to develop the reasoning and evidence. Each includes:

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# Work Session A

## Work Session A: Complete Body Paragraphs

- Make sure you have used **at least** two pieces of evidence from each text to support your claim.
- Make sure you have described and explained your evidence to show how it supports your claim.

# Work Session B

## Work Session B: Revise Claim Statement

- Reread your body paragraphs and consider the claim you have written about.
- Write two new claim statements that are supported by your body paragraphs.
- Compare the three claim statements, and select the one that expresses your claim or argument most clearly.

Original claim statement (from slide 10):

Your claim statement, reworded:

Your claim statement, reworded:



# Work Session C (Optional)

## Work Session C: Evidence for Counterargument

- Gather one or two pieces of evidence someone might use to claim the opposite of what you claimed.

Consider the other side of the argument? What might people who disagree with you say?

	Counterargument	What you would say to them
Character 1		
Character 2		

# Day 4: Writing an Introduction



Writing: Students will draft an introduction for their essay.

# Reminder

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# Introduction

## ELEMENTS OF AN INTRODUCTION — RESPONSE TO TEXT ESSAY

- An engaging lead to grab the reader's attention and to give the reader a sense of what your essay is about
- The name of the text(s) and author(s)
- Key background or context to help the reader understand the topic of your essay and the text(s) you are using
- Your claim or argument

Open [Amplify](#) and highlight the sample introduction.

# Practice Writing a Lead

You will write two leads to practice writing them.

Ask a Question	
Quotes the Text	
Includes a fun detail from the text	

*After writing two leads, pick the one that is your favorite for your writing.*

## Gather information for your introductory paragraph.

In Ted Hughes' version of "Arachne," a human named Arachne challenges the Goddess Minerva to a weaving contest. Arachne wins, but Minerva turns her into a spider anyway.

A human named Icarus died after wings that he was wearing melted when he got too close to the sun. The wings were made by his father because they were trapped on an island together. His father tried to warn him to keep safe, but Icarus didn't listen. Bernard Evslin told the story of Icarus in his chapter called "Daedalus."

*The Odyssey* by Homer describes a long trip that a man named Odysseus goes on. During one part, Odysseus discovers the island cave of a Cyclops. His men wanted to steal from the Cyclops and run, but Odysseus wanted to stay and meet the cave owner. This got several of his crew killed, although in the end, Odysseus got away after tricking the Cyclops.

# Gather information for your introductory paragraph

When you write an introductory paragraph, you need to include certain information so your reader knows what you are talking about. Note: you used two different texts, you need to do this for BOTH of them.

Find the information below and fill in the tables:

"Prometheus" by Bernard Evslin

*The Odyssey* by Homer

"Arachne" by Ted Hughes

Title of book/story	
Author	
Short synopsis (think Netflix)	

Title of book/story	
Author	
Short synopsis (think Netflix)	

# Put it all together: Write the Introduction

Start with your lead (slide 26).

Then include the background information (slide 27)

Finish with your claim statement (slide 21).



- Lead
- Background Information
  - Title(s)
  - Author(s)
- Claim



# Wrap Up

POLL 2: If you claimed these characters are destroyed by their pride:

I am more convinced than ever that these characters are destroyed by their pride.

I thought the characters were destroyed by pride, but I've found some evidence that they were not destroyed by pride.

I thought the characters were destroyed by pride, but the evidence has completely proven that they were not destroyed by pride.

POLL 3: If you claimed these characters are not destroyed by their pride:

I am more convinced than ever that these characters are not destroyed by their pride.

I thought the characters were not destroyed by pride, but I've found some evidence that they were destroyed by pride.

I thought the characters were not destroyed by pride, but the evidence has completely proven that they were destroyed by pride.

*Drag the circle up to select your answer*

# Day 5: Writing a Conclusion and Editing the Essay



**Writing:** Students will draft a conclusion for their essay.

**Revision:** Students will edit their essays for sentence flow, essay completeness, grammar, spelling, punctuation, and citations.

# Reminder

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# Conclusion

## Sample Essay: Using Your Head—Claim Statement and Conclusion

### Claim Statement

The story of Zeus, as told by Bernard Evslin, proves that it's better to be clever than it is to be strong.

### Conclusion

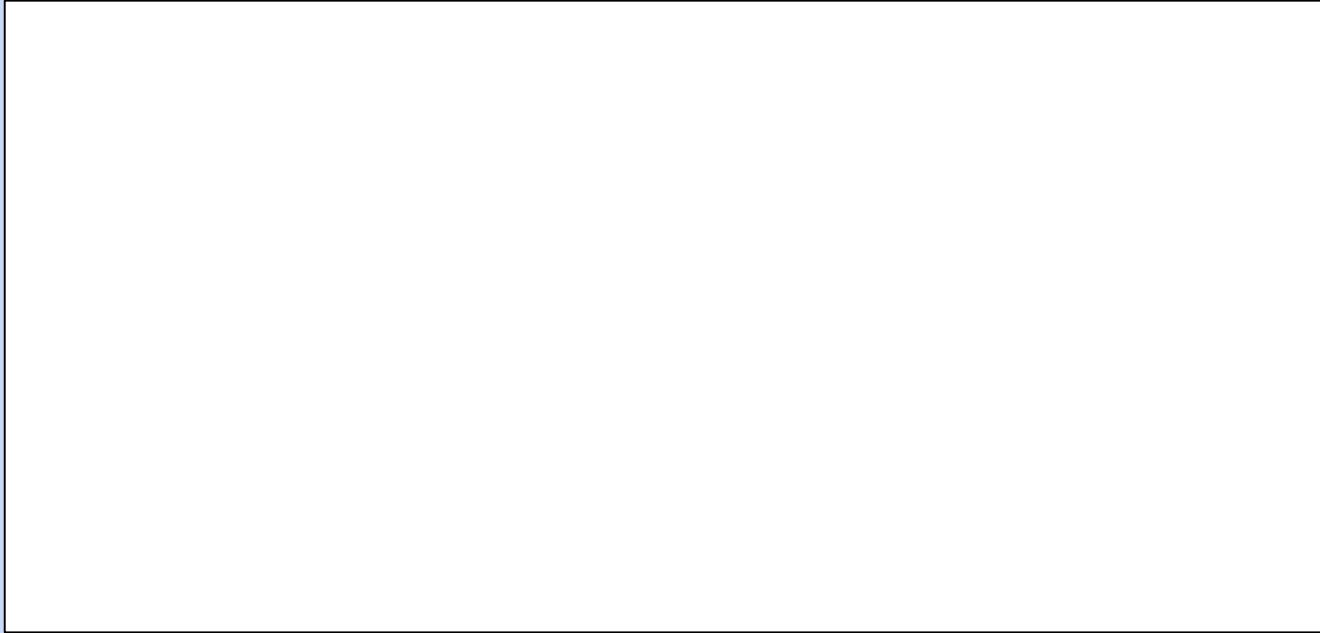
These two examples show how even though Cronos was stronger than any other god, he could be defeated by clever thinking. When Rhea hides her son and replaces him with a rock, she tricks Cronos and protects her child. When Zeus knows that the Titans are too strong, he doesn't try to face them head on, but rather he comes up with a plan to take the Titans by surprise. This story proves that sometimes brains matter more than muscles. As Cronos learned, some of the most important battles are fought with the mind rather than the fists.

### Elements of a Conclusion—Response to Text Essay

- A restatement of your claim/argument.
- A final thought for your reader to take away.
  - Explain why the ideas in the essay matter.
  - Connect the ideas in the essay to the reader's life.

Open [Amplify](#) and highlight the sample conclusion.

# Wrap It All Up: Write the Conclusion



- Paraphrase your claim
- Final thought for the reader to take away

## STOP:

1. Open the Google Doc “6D Unit Essay” in the Classroom assignment
2. Copy and paste your paragraphs into a Google Doc (they all have the light blue backgrounds)
  - a. First, copy your introduction
  - b. Then, copy your body paragraphs
  - c. Then, copy your conclusion
3. Make sure you have four separate paragraphs, each indented on the first line.
4. Proceed through the rest of the slide for the editing/revision process

# Revise Transitions

1. Reread your introduction and body paragraphs in their final order.

2. Ask yourself the following questions:

- When I finish reading one paragraph and begin reading the next paragraph, is the relationship between the paragraphs clear?
- Do I use words that clearly explain how my evidence is connected to my claim?

For example:

**Time connection:**

“**After** the character realizes her mistake...”

**Contrast connection:**

“**Despite** the government’s efforts...”

“**Other** evidence shows that...”

**A cause and effect connection:**

“**Because** the narrator believed...”

“**As a result** of the scientists’ careful investigation...”

3. Experiment by creating a new transition between each body paragraph or within a sentence that connects your evidence to a claim.

4. Reread your essay and keep the transitions and connections you like best.

## Read it Aloud (or have a partner read it!)

Read your essay aloud to listen for how sentences work and flow for your reader:

- Is it clear how each sentence follows from the sentence before it? Rewrite sentences in order to make that connection obvious to the reader.
- Does your writing sound like a written essay or do you have any words and phrases that sound out of place in a school essay?



# Check your formatting for your citations

## Guidelines for Citing and Punctuating Direct Quotes From Multiple Texts in The Greeks

When quoting from a poem, use a slash to indicate a line break within the text of the poem.

Only include the end punctuation of your quote if it is a question mark or exclamation point.

Cite the author name and paragraph number in parentheses at the end of the sentence.

In spite of their shared courage, Arachne and Odysseus face down their challengers in different ways. Arachne is always direct and honest about her identity and "her inborn skill" (Hughes 29).

Rather than pretend to submit to Minerva, Arachne proposes a fair opportunity to prove her skill as a weaver when she says, "If the goddess dare practise what she preaches/ Why doesn't she take up my challenge?" (Hughes 64–65).

In spite of Minerva's obvious power, Arachne believes that she can compete fairly and win. Odysseus, however, is willing to use deceit and trickery to beat the Cyclops. "My name is Nobody," Odysseus lies when asked his name by Polyphemus. He continues to lie when he says, "That is what I am called by my mother and father and by all my friends" (Homer 33). His willingness to lie in order to prevent the Cyclops from identifying his attacker allows him to escape unharmed.

Use double quotation marks to show where the quote begins and ends.

If you are introducing a quote with a speaker tag, add a comma to separate the speaker tag and the direct quote itself.

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Use single quotation marks around any dialogue within the direct quote.

# Rules for Editing

1. Indent the first sentence of each paragraph.
2. Capitalize the first letter of every sentence.
3. Make sure every sentence ends with a period, a question mark, or an exclamation point.
4. Review your spelling, particularly commonly misspelled words. If there is a word you aren't sure how to spell, look it up.
5. Check that direct quotes are cited according to the Guidelines for Citing and Punctuating a Direct Quote.

*This is a great step to have someone else do as well.  
Find a peer, parent, or teacher to help out if you can!*

# Think about the rubric

Your essay will be graded on the following criteria:

- Use of evidence (selecting, describing, explaining)
- Focus and logical structure (introduction)
- Focus and logical structure (body)
- Conventions (spelling, grammar, punctuation)

# Think about the rubric

GRADE YOURSELF! Drag the Xs down to where you fall along each scale.



I didn't use any quotes in my essay



I made sure to introduce, cite, and explain three or more quotes.



My introduction is confusing for the reader.



My introduction included a lead, background information, and claim.



My body paragraph is hard for the reader to follow.



My body paragraph has a topic, examples, and transitions between each point.



Errors in punctuation and grammar are distracting to my readers.



I corrected all errors in my writing, and I had someone else edit my work as well.

Name:

6D

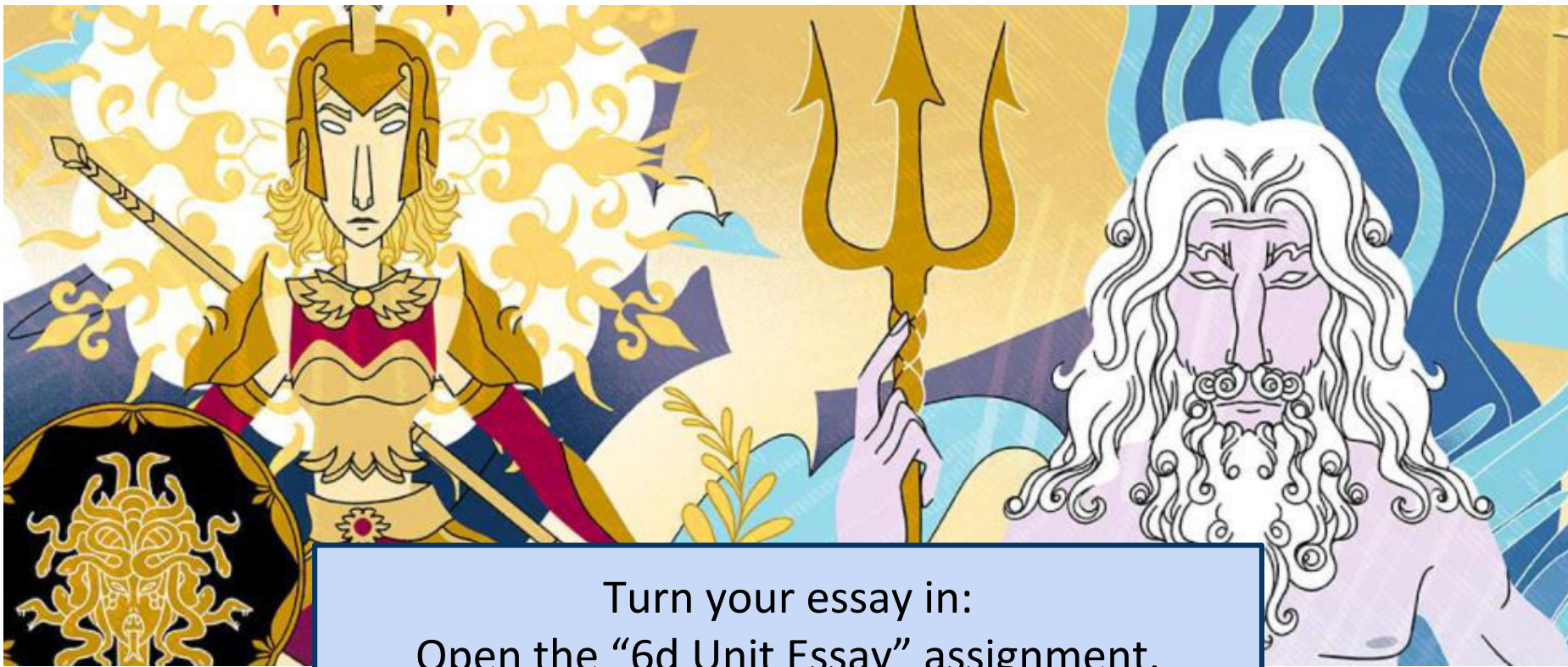
Unit Essay: The Greeks

# Think about the standards

GRADE YOURSELF! Drag the checkmarks over the box (meeting - cover the words) where you think you are.



Expanding	Meeting	Progressing	Getting Started
	Key Ideas & Details - Uses evidence to understand how different elements of text connect to one another in grade level texts.		
	Vocabulary - Uses strategies to figure out unknown words.		
	Grammar - Uses appropriate language conventions in speaking and writing.		
	Writing - Able to write for a variety of purposes independently using appropriate organizational structures and all steps of the writing process with teacher support.		
	Citations - Properly gives credit to sources to avoid plagiarism.		
	Learning Habits - Completes assignments with attention to quality and timeliness and seeks assistance when necessary.		



Turn your essay in:  
Open the “6d Unit Essay” assignment.  
Make sure it has this slide deck and your  
document attached.  
Turn it in.