

Day 1: Making a Claim and Gathering Evidence

Lesson Objective

Reading: Students will gather and select evidence to identify the characteristics that most helped the investigative problem solvers in the unit texts.

Writing: Students will create a draft of their claim statement of which character trait most helped the investigators solve problems based on their analysis of their collected evidence.

WHAT MAKES A GOOD INVESTIGATOR?

Drag the arrow to point to the trait that you think is most important.



Directions

Think back on all the investigators, scientists, and other people you have read about in this unit. Discuss with your partner before responding:

POLL: What stands out to you as the most important characteristic to have as a problem solver or investigator?

They take bold and brave actions.

They work methodically.

They think carefully and logically.

They collaborate with others.

They try new approaches.

ESSAY PROMPT

People—like scientists, detectives, health workers—take many approaches to solving problems. They take bold and brave actions; they work methodically; they think carefully and logically; they collaborate with others; they try new approaches.

Based on the texts you have read, what stands out to you as one important characteristic to have as a problem solver or investigator?

Include two examples of individuals demonstrating this characteristic in your response.

CALENDAR

Calendar of Essay Days

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: Concluding and Polishing the Essay

ELEMENTS

An introduction to the essay and claim. It includes:

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

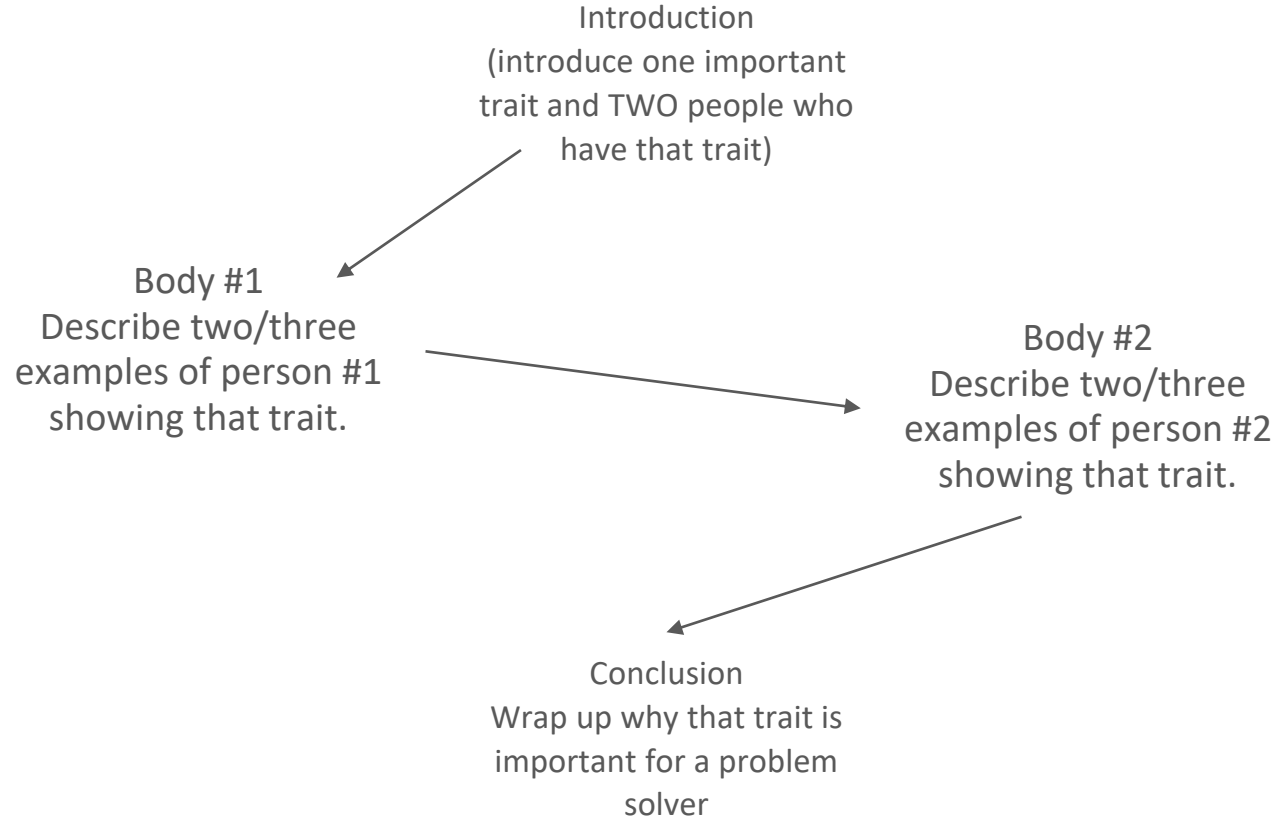
Body paragraphs to develop the reasoning and evidence. Each includes:

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

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

- A restatement of the claim
- A final thought

FORMAT OF ESSAY



PEOPLE TO CONSIDER

TO CONSIDER

- Dr. Walter Reed
- Dr. Aristides Agramonte
- Dr. James Carroll
- Dr. Jesse Lazear
- Dr. Carlos Finlay
- Hospital Corp. Volunteers
- Sherlock Holmes
- Healthcare Workers in Brazil

|

TRAITS

- Taking bold and brave actions
- Working methodically
- Thinking carefully or logically
- Collaborating with others
- Trying new approaches
- Other (*type it here*)

BRAINSTORM

Directions: put an X or note in each box where you can think of that person having that trait. See which people and which traits you have overlapping.

Remember: You need two or three examples of each trait for the two people you pick.

	bold/brave	methodical	Think logically	collaborate	Tries new approaches	Other (type trait in)
Reed						
Agramonte						
Carroll						
Lazear						
Finlay						
Hospital Corp. Volunteers						
Sherlock Holmes						
Healthcare Workers in Brazil						

MAKE A DECISION

Trait you will be writing about:

People you will be writing about:

1.

2.

Open the Amplify Library to find the texts you'll need.

[*The Secret of the Yellow Death: A True Story of Medical Sleuthing*](#) by Suzanne Jurmain

["Yellow Fever Circles Brazil's Huge Cities"](#) [excerpt] The New York Times

["The Red-Headed League"](#) from *The Adventures of Sherlock Holmes* by Sir Arthur Conan Doyle

["The Speckled Band"](#) from *The Adventures of Sherlock Holmes* by Sir Arthur Conan Doyle

Example 1:
Quote:

Person:

Example 2:
Quote:

Trait:

Example 1:
Quote:

Person:

Example 2:
Quote:

MAKE A CLAIM

One important characteristic for a successful problem solver is _____. One investigator/problem solver who possesses this trait is _____ because _____.

Another investigator/problem solver who possesses this trait is _____ because _____.

Fill in the blanks of the claim statement above.

FIND EVIDENCE FOR BODY #1

Person:

Trait:

Text:

Quote	Source (include chapter if applicable, and paragraph #)	Explain

FIND EVIDENCE FOR BODY #2

Person:
Trait:
Text:

Quote	Source (include chapter if applicable, and paragraph #)	Explain

Drag the red circle to show how you feel at the end of today

WRAP UP

In this lesson, you worked to...

- gather specific textual evidence that supports the claim/argument.
- draft a claim statement.

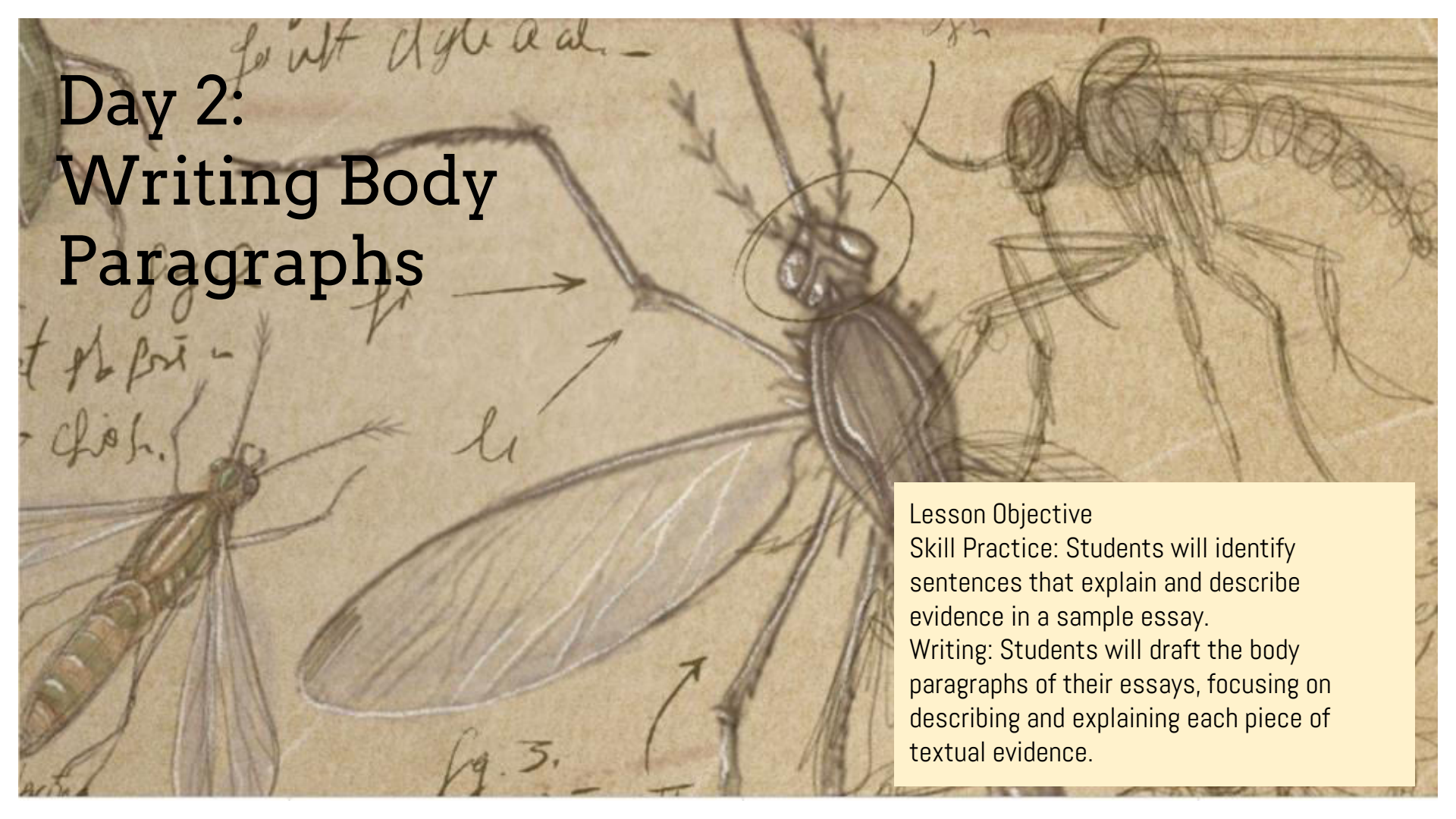
How do you feel about your progress?

A I feel confident. I understand the parts of my essay that I was supposed to complete, and I was able to finish most of my work.

B I feel unsure. I am confused about parts of my essay or I'm having trouble completing my work.



Day 2: Writing Body Paragraphs

The background of the slide features several detailed pencil sketches of insects on aged, yellowish paper. The central focus is a large, detailed drawing of a fly or similar insect, with its head and thorax circled in pencil. To its left is a smaller, more delicate drawing of a dragonfly-like insect. To the right, another insect is sketched, showing its segmented abdomen and legs. Handwritten notes in cursive script are scattered around the drawings, including phrases like "Joint of eye & ant.", "at the base", "ch. h.", and "Fig. 3.". Several arrows point to specific anatomical features of the insects, such as the joint of the eye and antenna, and the base of the wing.

Lesson Objective

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

Writing: Students will draft the body paragraphs of their essays, focusing on describing and explaining each piece of textual evidence.

CALENDAR/ELEMENTS/PROMPT

An introduction to the essay and claim. It includes:

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

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

- A restatement of the claim
- A final thought

Based on the texts you have read, what stands out to you as one important characteristic to have as a problem solver or investigator?

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

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

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SAMPLE ESSAY

Open [Amplify](#) and do the activities on card 1 and card 2 to review a sample essay and see what your expectations are for the body paragraphs.

WRITE YOUR FIRST BODY PARAGRAPH

Person:

Trait:

Text:

Topic sentence

Introduce

Cite

Explain

Transition

Introduce

Cite

Explain

Summarize argument

- Topic sentence
- Introduce
- Cite
- Explain
- Transition
- Introduce
- Cite
- Explain
- Summarize argument

Refer to your evidence on slide 10

WRITE YOUR SECOND BODY PARAGRAPH

Person:

Trait:

Text:

Topic sentence

Introduce

Cite

Explain

Transition

Introduce

Cite

Explain

Summarize argument

- Topic sentence
- Introduce
- Cite
- Explain
- Transition
- Introduce
- Cite
- Explain
- Summarize argument

Refer to your evidence on slide 11

WRAP UP

Drag the red circle to show how you feel at the end of today

In this lesson, you worked to:

- Write body paragraphs that include...
 - 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.

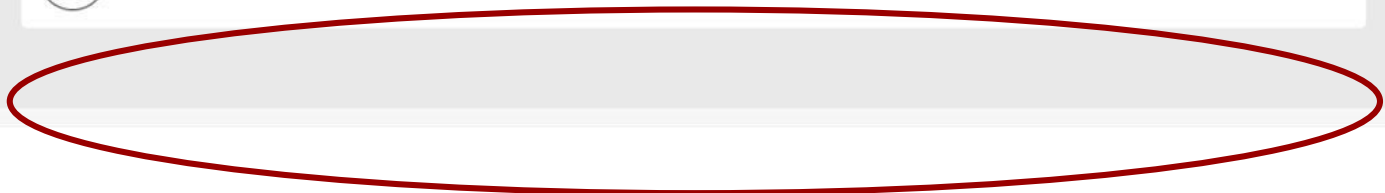
How do you feel about your progress?

A

I feel confident. I understand the parts of my essay that I was supposed to complete, and I was able to finish most of my work.

B

I feel unsure. I am confused about parts of my essay, or I'm having trouble completing my work.



Day 3: Essay Flex Day



Lesson Objective
Writing: Students will continue to work on their essays with teacher support based on students' individual needs.

CALENDAR/ELEMENTS/PROMPT

An introduction to the essay and claim. It includes:

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- The name of the text(s) and its author(s)
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- A restatement of the claim
- A final thought

Based on the texts you have read, what stands out to you as one important characteristic to have as a problem solver or investigator?

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- Specific textual evidence that supports your claim
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STATUS UPDATE

Open [Amplify](#) and do the status update to check where you are in your progress. If you need a teacher conference, be sure to let Mrs. Wallace know!

WORK SESSION A: REVIEW BODY PARAGRAPHS

1. Reread your writing from the last lesson and decide what you will do to continue to develop your evidence (slides 17 and 18).
2. Here are the elements that should be in each body paragraph:
 - Description of the key parts of your evidence (**I**ntroduce)
 - Specific textual evidence that supports the claim/argument (**C**ite)
 - Clear explanation of how this evidence supports the claim/argument (**E**xplain)

As you write, think about the connection between your claim, reasons, and evidence, and use language that will help your reader understand those connections.

WORK SESSION B: REVIEW CLAIM STATEMENT

Reread your claim statement (slide 12). Does it still make sense after you've written your body paragraphs? Did you go in a different direction? Tweak your claim statement as needed.

Drag the red circle to show how you feel at the end of today

WRAP UP

In this lesson you worked to...


- finish your body paragraphs.
- decide which claim statement works best for your essay.

How do you feel about your progress?

A I feel confident. I understand the parts of my essay that I was supposed to complete, and I was able to finish most of my work.

B I feel unsure. I am confused about parts of my essay, or I'm having trouble completing my work.



The background of the slide features several pencil sketches of insects on aged, yellowish paper. The most prominent sketch is a large, detailed drawing of a fly or similar insect, with its wings spread. A circle is drawn around its head, and several arrows point to various parts of its body and legs. To the right, there is a sketch of a segmented insect, possibly a caterpillar or a larva. In the bottom left, there is a sketch of a dragonfly-like insect. Handwritten notes in cursive are scattered throughout the sketches, including "Joint of leg a d.", "Fig. 3.", and "ch. h.". The overall aesthetic is that of a scientific or naturalist's field notebook.

Day 4: Revising and Writing an Introduction

Lesson Objective

Revision: Students will revise their body paragraphs by adding evidence or developing their evidence further.

Writing: Students will write introductions that contain strong leads to draw in the reader and frame their examination of the topic.

CALENDAR/ELEMENTS/PROMPT

An introduction to the essay and claim. It includes:

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SAMPLE ESSAY

1. Open [Amplify](#) and do the activity involving reading the sample essay and revisions.

1. Look at your body paragraphs and see if you need to add any other elaborations or tweak your body paragraphs.

PRACTICE WRITING A LEAD

You will write three leads - one of each kind - to practice writing them.

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

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

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: if you use two different texts, you need to do this for BOTH of them.

Find the information below and fill in the tables:

Title of book (<i>italicize</i>)	
Author	
Short synopsis (think Netflix)	

Title of book (<i>italicize</i>)	
Author	
Short synopsis (think Netflix)	

PUT IT ALL TOGETHER: WRITE THE INTRODUCTION

Start with your lead (slide 29).

Then include the background information (slide 30)

Finish with your claim statement (slide 12).

Lead

Background Information

Claim

- Lead
- Background Information
 - Include the titles and authors in the paragraph
- Claim

Drag the red circle to show how you feel at the end of today

WRAP UP

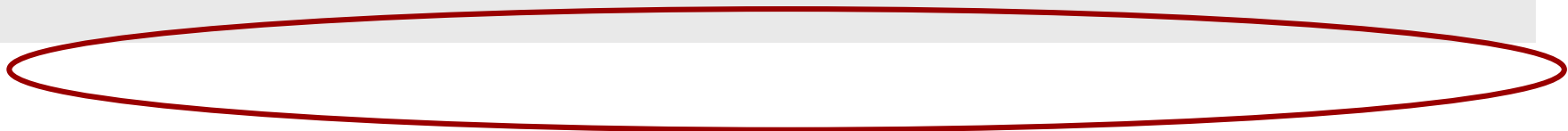
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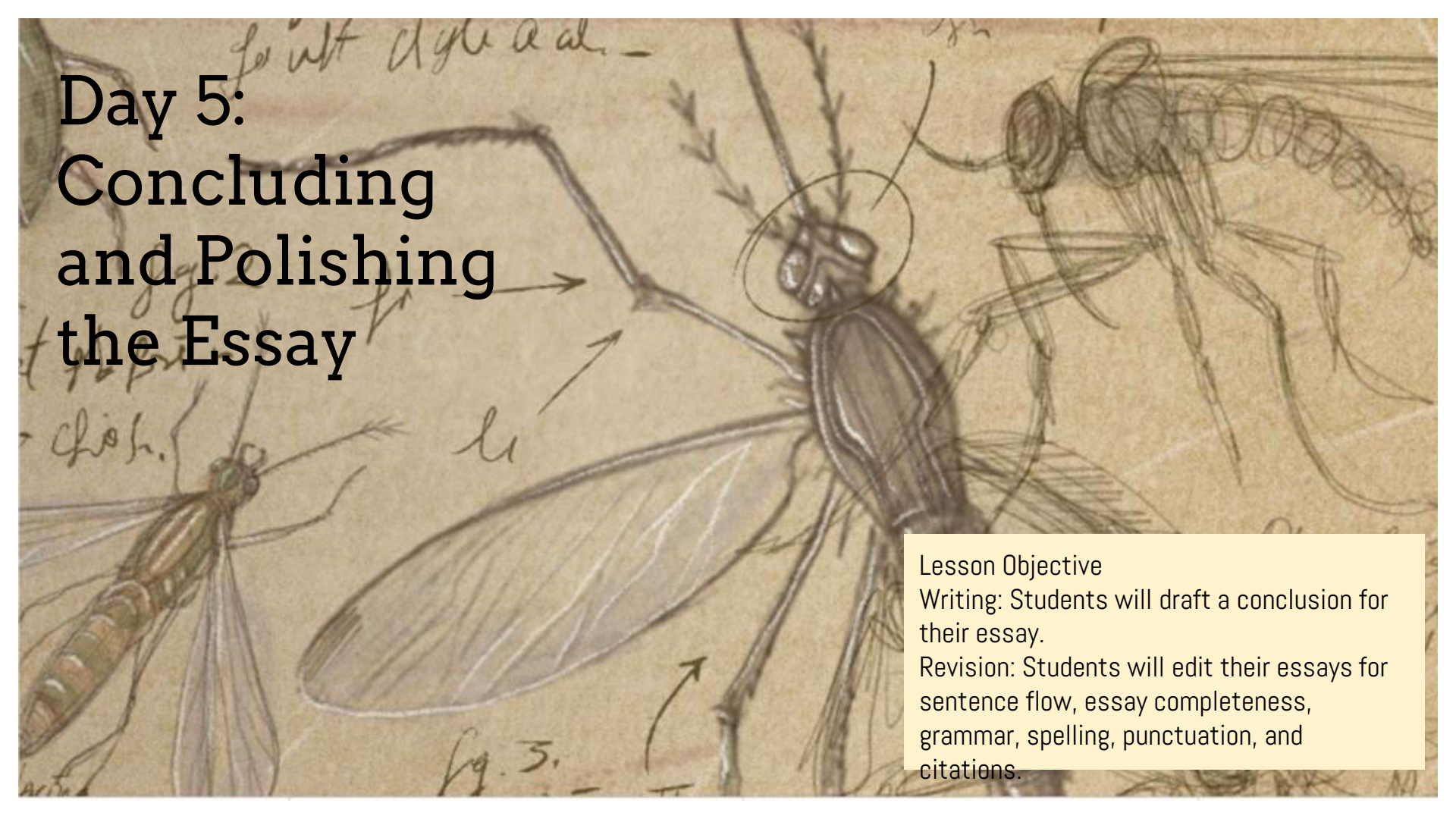
- revise your body paragraphs.
- write your introduction.

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Day 5: Concluding and Polishing the Essay

Lesson Objective

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.

CALENDAR/ELEMENTS/PROMPT

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SAMPLE ESSAY: CONCLUSION

1. Open [Amplify](#) and do the activity involving reading the sample essay and conclusion.

1. Do the activities on card 2 as well.

WRAP IT ALL UP: WRITE THE CONCLUSION

Paraphrase your claim

Final thought for the reader to take away

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

STOP:

1. Open the Google Doc “6B Unit Essay” in the Classroom assignment
2. Copy and paste your paragraphs into a Google Doc
 - a. First, copy your introduction (slide 32)
 - b. Then, copy your body paragraphs (slides 18, 19)
 - c. Then, copy your conclusion (slide 37)
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

SAMPLE ESSAY: TRANSITIONS

1. Open [Amplify](#) and do the activity involving reading the sample essay and looking at transitions.

1. Look back at your body paragraphs and add in transitions if needed.

UPDATE YOUR CITATIONS!

1. For all Sherlock Holmes quotes, add Doyle:
 - a. (Doyle, 2, 185).
 - b. (Doyle, Red-headed League, 185)
 - i. *If you use chapter title instead of number*
2. For all Yellow Fever quotes, add Jurmain
 - a. (Jurmain, 7, 24).
 - b. (Jurmain, Plans, 24)
 - i. *If you use chapter title instead of number*

CHECK THE ORDER OF YOUR GUYS!

1. Introduction
 - a. Make sure your claim order matches your background info order
2. Body paragraphs
 - a. Make sure your body paragraphs match the order of your introduction
3. Conclusion
 - a. Make sure your paraphrased claim keeps the same order for your guys

REVISE: READ ALOUD

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

1. Is it clear how each sentence follows from the sentence before it?
Rewrite sentences in order to make that connection obvious to the reader.
2. 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?

REVISE: DIRECT QUOTES

An in-text citation has three parts:

1. Introduction to the quote (for example, According to the text... or Studies have found that...)
2. The borrowed words (the quote) in quotation marks
3. The citation in parentheses: the author's last name or the source title, followed by the page or paragraph number

How to write a direct quote:

- Make sure you have an introduction to your quote.
- Use double quotation marks to show where the quote begins and ends.
- Use single quotation marks around any dialogue within the direct quote.
- Only include the end punctuation of your quote if it is a question mark or exclamation point.
- At the end of the direct quote, cite the source you are using in parentheses with the author's last name or source title, followed by the paragraph or page number, for example: (Smith 10) or (ABC News).
- Add the period after the parentheses: (Smith 10).

REVISE: DIRECT QUOTES - EXAMPLES

Examples of properly formatted in-text citations:

A source with an author and a page or a paragraph number:

As the author explains, "He was born on December 8, 1886, in the beautiful old silver town of Guanajuato, capital of the Mexican state of the same name" (Hamill 11).

According to the 2007 Chicago Tribune article, "This sort of commercialization has outraged many intellectuals and Kahlo devotees" (Avila 3).

A quotation that ends in a question mark or exclamation point:

Early in their relationship, Diego wondered "Why didn't she trust my judgment? Hadn't she come herself to ask for it?" (Rivera 7).

A source that has an author but no page or paragraph number:

According to the text, "Named for the valley in which it was situated, called Cullumah, meaning 'beautiful' to the native Nisenan Indians, the new 'town' was called Coloma" (Weiser).

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)

*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



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.



My conclusion is not a separate paragraph.

My conclusion has a variation of my claim and gives the readers something to think about.



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.

Think about the standards

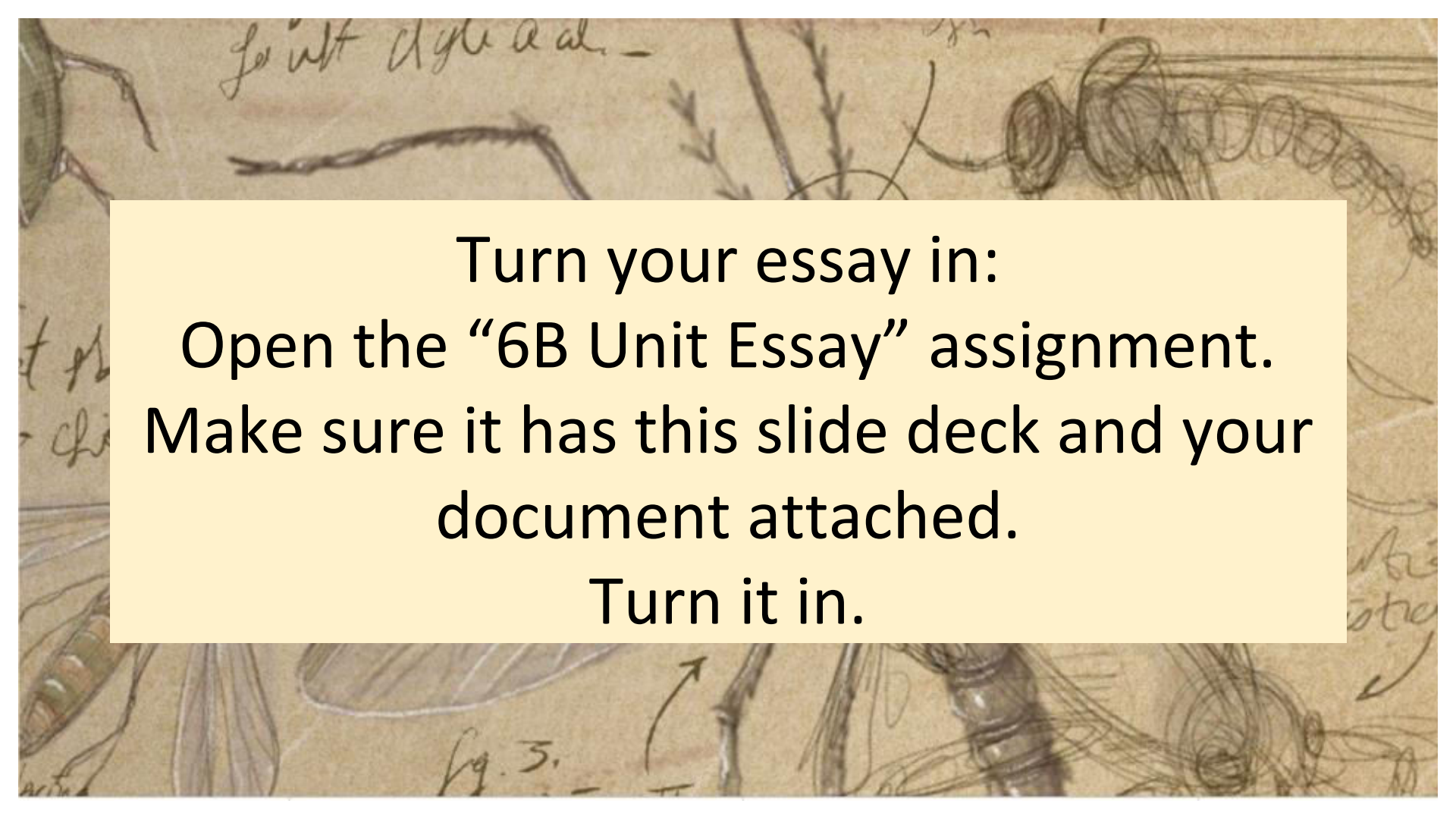
GRADE YOURSELF! Drag the checkmarks over the box (meeting - cover the words) where you think you are.



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.		

WRAP UP

Open [Amplify](#) and answer the questions.

The background of the slide is a collage of scientific sketches and handwritten notes on aged, yellowish paper. The sketches include various biological structures, possibly related to insects or plants, drawn in pencil or light ink. Some sketches show elongated, segmented forms, while others show more complex, branching structures. Handwritten notes in cursive script are scattered throughout, including phrases like "Joint cycle a al.", "Fig. 3.", and "Abstr". The overall aesthetic is that of a historical scientific manuscript or field notebook.

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