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

**Anne Frank Argumentative Essay**

In an argumentative essay, the writer does two things:

1. **makes a claim or statement**
2. **supports that claim with evidence**

This **formal** essay will follow up our reading of the play “The Diary of Anne Frank.” As we read the play, we tracked the relationships between three sets of characters: Anne and Mrs. Frank, Anne and Peter, and Mr. VanDaan and Mrs. VanDaan (MODELED BY TEACHER). You will select one of the three character relationsheip and determine which you think **changed the most during the play**. Your essay will then state this claim, and then support your claim with specific evidence from the play.

The goal for this essay will be to have **five paragraphs** with a MAXIMUM of 500 words. The purpose of each paragraph is as follows:

**Paragraph One**: Introductory paragraph that explains the background of your essay and **clearly presents the claim you’ll make in the essay**. Here you’ll describe the general background of the reason the people are in hiding, how long they were in hiding, and what dangers they faced if they were found. Finally, you’ll make your claim statement: *Throughout their time in hiding, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_went through the most significant relationship changes.* **Total 4-5 sentences.**

**Paragraph Two**: Body paragraph that provides **evidence to support your claim**. Here you’ll choose an event from **early in the play** to establish the relationship between your 2 characters you made your claim about. You’ll share the event, and explain how it shows the two characters relationship traits. **Cite the Act # and Scene #. Make sure to use ONE direct quote as well to support your claim.** See example essay. 5-6 sentences.

**Pargraph Three**: Body paragraph that provides evidence to support your claim. Here you’ll choose an event from the **middle of the play** to show how the relationship between your two characters is **starting to change**. You’ll share the event, and explain how it shows the two characters relationship is changing. **AGAIN, cite the Act # and Scene #. Make sure to use ONE direct quote as well to support your claim.** See example essay. 5-6 sentences.

**Paragraph Four**: Body paragraph that provides evidence to support your claim. Here you’ll choose an event from toward the **end of the play** to show how the two characters relationship **has changed from the beginning**. You’ll share the event, and explain how it shows the change in the relationship between the two characters. **AGAIN, cite the Act # and Scene #. Make sure to use ONE direct quote as well to support your claim.** See example essay. 5-6 sentences.

**Paragraph Five**: Conclusion paragraph that restates your claim and reminds the reader of your MAIN arguments. Here you will state your original claim from the first paragraph wording it a bit differently. You will then finish with a concluding sentence: *Although at the start of the play \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ seemed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, through the events of the play they became \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

**\*\*Additional reminders:**

1. **Remember to use strong vocabulary to express yourself—do NOT overuse pronouns!**
2. **You may want to try a quote from one of your characters that expresses their changes in either your introduction or conclusion.**
3. **Typing Directions-**
4. **Make a title using TOPIC—18 font Times New Roman, centered.**
5. **Put your name and class period under it—12 font Times New Roman, centered.**
6. **BODY-single space in paragraph, double space between paragraphs, 12 font Times New Roman**
7. **Word Count at the bottom (double space after conclusion)**

Below are the learning targets for the Anne Frank essay showing what you’ll be assessed on.

* Students can use dialogue or incidents in text to show changes in a relationship between characters.
* Students can make a claim and write arguments to support that claim with clear reasons.
* Students can cite textual evidence to support their claim.
* Students can organize their reasons and evidence logically and formally to support their written claim.
* Students can provide a well-supported concluding statement of their claim.
* Students can use appropriate English conventions in their writing.