

Area/Skill - LA, Writing	Cognitive Skill Level - Analysis	Correlation to Framework - 01.06	Lesson Number - 29
<p>Activity Title - The Hamburger Essay - AKA The Sandwich Essay</p> <p>Goal/Objective</p> <p>To provide students with a graphic organizer that assists them in visualizing and identifying the five parts of an essay.</p> <p>Lesson Outline Introduction</p> <p>Discuss how a hamburger that only has the top and bottom bun and the hamburger patty is often called a “plain” hamburger. Paragraphs or essays often follow the same pattern. There is nothing wrong with them; they just aren’t filled with all of the good stuff.</p> <p>Activity</p> <p>Discuss how a five paragraph essay has five basic parts: the introduction that includes a topic sentence, a 1st supporting idea and details, a 2nd supporting idea and details, a 3rd supporting idea and details, and a conclusion. Compare this to a well-made hamburger sandwich where the top bun is the introduction and the bottom bun is the conclusion that looks very similar to the top bun. The 1st layer of the hamburger are the condiments, such things as ketchup, pickles, mustard, and onions. The 2nd layer of the hamburger often contains cheese, and the 3rd layer is the hamburger patty. Just like a well written essay, a good hamburger sandwich is more than just bread and the patty. Have students create a mind map of a five paragraph essay using the graphic of a tasty hamburger sandwich.</p> <p>Debriefing/Evaluation Activity</p> <p>Have students read sample essays and identify each paragraph as a level of the hamburger sandwich. Have them provide reasons for their answers.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Paper and pencils • Colored markers • Visual of a hamburger with all of the fixings
<p>Real-Life Connection</p> <p>In real-life people often use diagrams or pictures to assist them in completing a task. Have students brainstorm different types of diagrams or graphics that they use in the workplace, community, or at home. List their ideas on the board.</p>			<p>Extension Activity</p> <p>Provide students with sample essays. Have them label each part of the essay with colored markers or highlighters.</p> <p>ESE/ESOL Accommodations</p> <p>Provide students with a diagram of the hamburger into which they can list the main parts of a well written five paragraph essay.</p> <p>Pair students in small groups to critique essays</p> <p>Allow students to orally identify the parts of a five paragraph essay.</p>

GED 2002 Teachers' Handbook of Lesson Plans

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Introduction

Ask: How many of you enjoy eating a hamburger with just the patty and a dry bun? What types of things do you usually put on your hamburger? *Say:* To make a tasty hamburger, most of use lots of condiments, a layer of cheese or bacon, and then finally the patty. The bun holds all of this good stuff together. When you are writing your essay for the GED Language Arts, Writing Test, you may wish to picture a hamburger to make sure that you have all of the necessary elements of an effective, rather than just a “plain” essay.

Main Activity

Say: Building a good essay is like building a tasty hamburger sandwich. Any good essay should have three supporting paragraphs (condiments, meat, and cheese). Let's see if we can draw a tasty hamburger sandwich and then identify how the sandwich and an essay are alike.

Have students draw a visual image of the five parts of a hamburger on a piece of paper. Make sure that they include: the top bun, condiments, cheese, hamburger patty, and the bottom bun. Next have them identify the five parts of the essay and list these beside the appropriate part of the hamburger sandwich.

Say: The top bun is the introduction. The introductory paragraph tells the reader about your topic and what the essay will discuss. The condiments are the 1st supporting idea and details. All essays need to be developed. The inside of the hamburger develops the main idea with lots of details. The cheese is the 2nd supporting idea and details. The hamburger patty is the 3rd supporting idea and details. The bottom bun is the conclusion which looks much like the top bun. The conclusion or bottom bun finished off the sandwich.

Say: The reason the top and bottom of the bun look so similar is that a conclusion should restate ideas that were introduced at the beginning of the essay. The conclusion or bottom bun and the introduction or top bun hold everything together.

Provide students with a couple of sample five paragraph essays. Have them identify and label the five parts of the essay. You may wish to use colored highlighters. Next, have students look at their last written essay.

Ask: Are all of the different parts of a five paragraph story present in your writing? Discuss what parts of the “hamburger sandwich” are missing and how the essay could be made more effective using this method.

Debriefing/Evaluation Activity

Give students essays that are missing a part of the “sandwich.” Have them identify which part is missing. You may also wish to give students essays that have the different parts out of order. Have them reorganize the essays using the graphic organizer of the hamburger sandwich.