Lesson Plan

Lesson: Thesis Structure  
Length: 45 minutes  
Age or Grade Level Intended: 9th Grade

Academic Standard(s):  
9.4.2 Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. (Core Standard)

Performance Objective(s):  
Given a sample essay, the student will format a thesis for the sample writing with two out of the three parts correct.

Given time to work at home, the student will complete a full thesis with 100% of the three parts correct.

Assessment:  
When the students are finished writing their thesis for the sample writing, I will ask them to read the thesis out loud. I will then ask the students to identify the parts and see if they are correct.

When the students turn in their complete thesis, I will grade them and write comments assessing their work.

Advance Preparation by Teacher:  
Make sure to have example thesis statements to show students. Have example writings, or example writing prompts that the teacher can hand out so the students can make a thesis statement from these examples.

Procedure:  
Introduction/Motivation:  
Begin the lesson asking the students what they think is the most important part of a paper. Once they have given their ideas, I will ask them if they know what a thesis is. I will explain to my students that a thesis statement is the foundation to any solid paper. I will then explain that we will be learning how to write a thesis statement.
Step-by-Step Plan:

1. First, I will discuss the structure of a thesis statement. I will explain to the students that a thesis statement has three parts: a topic, an opinion and your reasoning (support). I will explain that the topic of the thesis statement comes first, then the opinion or argument, and finally your supports.

2. I will write a sample thesis, such as Harry Potter is an epic hero because he goes on a magical quest, he tries to find love and he fights evil, on the board and make a diagram out of it, showing the students where each part of the thesis is located. (Gardner: Visual/Spatial)

3. Then, I will give examples of a good thesis and ask the students to locate the three parts of the thesis themselves. For example, I would write an example such as “In The Masque of Red Death, Prince Prospero was a foolish man because he thought he could escape death by locking it out, having a lot of money and having a high social status.” I would ask the students to label the parts of this thesis. (Gardner: Verbal/Linguistic)

4. After giving the students sample thesis statements, I will give a sample writing to each student. I will explain to them that they will need to read this sample, and write a thesis statement that will matches the sample. (Gardner: Interpersonal)

5. After giving adequate time to complete this activity, I will ask students to read their thesis out loud. If there is something missing in their thesis, I will discuss what needs to be fixed. I will ask the students if they have any questions or concerns about writing thesis statements.

Closure:

At the end of this lesson plan, I will ask the students again what they believe to be the most important part of one’s paper. I will explain that without a well written thesis statement, one’s paper will crumble. I will ask them if they have any questions or concerns about writing thesis statements. I will explain their homework assignment, which is to complete a full thesis statement. I will give them a few sample writings. They will have to choose one and write a complete thesis statement, which will need to be turned in the next class.

Adaptations/Enrichment:

Student with Learning disability in reading comprehension:
For this lesson plan, I would read out the sample theses aloud to accommodate these students. I would also read the writing prompts to them so they would understand what they would need to write a thesis for.

**Student with ADHD**

I would explain to these students what we were doing that day in a step by step format. I would tell them that we would be looking at the thesis structure first, then learning about how to write thesis statements. When they have individual work time, I would make sure the student knows what task they are supposed to be doing and if they finish early, let them walk around and see if anyone needs help.

**Student with Gifts and Talents in Creativity**

For these students, I would have them look at a more difficult format of thesis structures. I would have them practice thesis statements that are not in the three part format, but in a more subtle format. I would have them do this format for the other activities planned in this lesson.

**Self-Reflection:**

Did this lesson plan run smoothly?
Could the students keep up with the pace?
Did the students understand my directions?
Do the students now know how to write a thesis statement?
How could I make this lesson plan better for future uses?
What would I do differently?