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Educ 230
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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?