*English Instructional Plan – Thesis Statement Writing for persuasive essays7-9*

## Primary Strand: Writing 7.7, 8.7, 9.6

## Integrated Strand/s: Communication and Multimodal Literacies 7.1, 8.1, 9.1

## Essential Understanding

* understand that writing requires a recursive process that includes planning, drafting, revising, editing, ad publishing
* understand that voice in writing is purposefully crafted with attention to deliberate word choice, precise information, and vocabulary
* understand that vocabulary and tone must be selected with awareness of audience and purpose
* understand that effective writing has been elaborated
* understand that a thesis statement is not an announcement of the subject but rather a unified and specific statement
* understand that effective writing has been improved through revisions

## Essential Knowledge, Skills, and Processes

* compose with attention to central idea, unity, elaboration, and organization
* write an effective thesis statement that focuses on the topic and explains the writer’s position in an argument
* sustain a formal style when appropriate
* use written expression to draft and revise compositions with attention to
  + voice
  + tone
  + selection of information
  + embedded phrases and clauses that clarify meaning
  + vivid and precise vocabulary
* apply revising procedures in peer and self-review, including
  + rereading
  + reflecting
  + rethinking
  + rewriting to clarify, elaborate and make writing more precise

Primary SOL: **7.7f** Compose a thesis statement for persuasive writing that includes a position,

**8.7f** Compose a thesis statement for persuasive writing that advocates a position, **9.6f** Compose a thesis for persuasive writing that advocates a position,

Reinforced (Related Standard) SOL:All of **7.7, 8.7, 9.6**

## Academic Background/Language: Students should have an understanding of the composition and components of persuasive writing. Students should be familiar with what a thesis statement is and how to begin composing one. Students should be familiar with the writing process and skills needed to engage in revisions of self and peer writing.

## Materials

* [Advertising and Rhetorical Appeals Prezi](https://prezi.com/nbckbcpu9gbw/?utm_campaign=share&utm_medium=copy&rc=ex0share)
* [Persuasive writing prompts](https://learning.blogs.nytimes.com/2014/02/04/200-prompts-for-argumentative-writing/)
* [Thesis Video](https://www.youtube.com/watch?v=wCzuAMVmIZ8)
* [Parallel Structure Video](file:////Users/cwhitfield/Downloads/●https:/www.youtube.com/watch%3fv=aoiW5LWuQGA)
* [Supplemental resource: From Start to Finish: How to Write an Effective Introduction and Conclusion](https://prezi.com/p4qdppnlcfr3/?utm_campaign=share&utm_medium=copy&rc=ex0share)
* Writing a Thesis Statement Organizer

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* Before the lesson, select a handful of advertisements from the “33 Powerful and Creative Print Ads That Will Make You Think Twice” article. Either print or digitally preview the ads that you choose for students. Ask students to think about and respond to how the ad impacts them emotionally, logically, and what reason(s) do they have to believe its legitimacy. Students may share their thoughts as partners or as a small group. You may want to provide an opportunity for some students to share out to the whole group as well.
* After students have had time to think and respond to the ads, introduce them to the rhetorical appeals: ethos, logos, and pathos. You may use the advertising and rhetorical appeals prezi to help illustrate this idea. Ask students to think about how this relates to persuasive writing. As a class, define persuasive writing and what makes it unique from other forms of writing. You may create an anchor chart to become your reference point for the remainder of the lesson.
* Divide students into groups of 3-4. Each group will be given the same set of prompts. I recommend creating 10 prompts. Make 5 of the prompts persuasive, and the other 5 expository, reflective, or narrative prompts. You may use the link to persuasive writing prompts for help generating prompts. In their groups, students will sort in order to determine which prompts are persuasive. From there, select students will write the persuasive prompts on the board.
* Assign one of the persuasive prompts to each group. Groups will be tasked with creating two thesis statements for their prompt. One will argue for and one against. If this is the first time students are creating a thesis statement, use [this video](https://www.youtube.com/watch?v=wCzuAMVmIZ8) to introduce the concept. Once students complete the task, they will swap thesis statements with another group to revise their thesis for clarity, word choice, and parallel structure. If this is a new concept, show [this video](https://www.youtube.com/watch?v=aoiW5LWuQGA) to help.
* The teacher will support student groups with reflective feedback as they create their thesis statements. The teacher may also decide to work on clarity, word choice, and parallel structure in a later lesson.
* To further extend the writing process students may use their thesis statement to effectively defend their argument with appropriate evidence.

## Assessment (Diagnostic, Formative, Summative)

* The activity itself is a formative checkpoint, however, it can be extended to a summative essay assignment where students write an essay to accompany their thesis statement.

## Writing Connections:

* This plan employs the writing process and the development of thesis statements for varying positions on common persuasive writing prompts. The teacher can complement the writing process and thesis writing with content specific information but should focus on the effective writing of an organized thesis statement in order to further extend the use of evidence to support an argument.

## Extensions and Connections (for all students)

* Have students create an advertising campaign that incorporates ethos, pathos, and logos. Their pitch must include an effective thesis statement that communicates the effectiveness or value of their product

## Strategies for Differentiation

* Students may work in groups or individually
* Give students a template for a thesis statement. Example: (Subject) is/ is not (acceptable) because (reason 1), (reason 2), and (reason 3)

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*



