

## Lesson 2.8 – Thesis Statement: Group Presentations

*“Often a student begins to write his essay before he has arrived at what might be called a starting idea so that his essay, rather than being the development of an idea, is the record of an idea developing” (234).*

- Mina Shaughnessy, Errors & Expectations

**Rationale:** For the spatial and interpersonal profiles of intelligence, this lesson will stand out. Spanning three class sessions, these presentations will give students ample time to study the thesis sentence, approach the instructor with questions, and develop some creative and detailed ways to teach on the subject. With students acting as teacher, they will maintain a deeper understanding of the subject. This lesson should coincide with the completion of the first drafts of the students’ persuasive essay. After the final presentation, the first draft will be submitted for peer editing. This will give every student the chance to focus on the thesis sentence as the map of their peers’ essays.

**Goal:** Students will collaborate and present on the thesis statement.

**Objectives:** Students will be able to

1. Define and have discussion about thesis statements.
2. Create a short presentation on thesis statements.

**Assessment:**

1. During freewrite time and base-group discussions, the instructor will be walking around the classroom answering questions, providing guidance where needed, and making sure all students are focused on the subject of thesis statements.
2. The rubric and peer-feedback cards will demonstrate that the students have completed the presentation.

**Preparation:** Print out handouts; gather 5 to 6 texts with comprehensive writing on thesis statements, preferably with examples.

**Process/Procedures: Introduction**

1. Instructor presentation on thesis statement (see Lesson 2.7). (Day 1)
2. Freewrite: “What are thesis statements, and why do we need them?” (10 min)
3. Freewrite discussion in base groups. (5 min)
4. Freewrite discussion as whole class. (5-10 min)
5. Challenge students to come up with their own analogy for a thesis statement (similar to the *map* analogy of instructor’s presentation), and encourage the use of class text and other texts provided by instructor. Pass out presentation instruction sheet. (5 min)
6. Pass out one rubric per group for reference on how presentation will be graded and go-over. (5 min)
7. Allow remaining class time for group work, brainstorming, presentation preparation. Provide poster paper and markers for each group. (10-15 min)
8. Collect poster papers until presentations begin, the next class session. (Day 2)

**Process/Procedures: Presentations**

9. At beginning of Day 3, allow groups time to prepare for presentations. (10 min)
10. Pass out index cards to class for peer-feedback. Number groups by presentations (1-5). Group 5 will give feedback to group 1, group 1 for group 2, etc. Instruct students to give feedback as: Liked, Disliked, Question. (2 min)
11. Groups present, in quick succession. Instructor fills out rubric for each group during presentations. (6-7 min each, 30-35 min)
12. Pass back graded rubrics, class end. (Day 3)

**Materials:** Class text and at least 5 additional texts with thesis statement sections tabbed; 6-8 large poster papers; markers; assignment sheets for thesis statement presentations and working outlines; 15-20 index cards; 15 rubrics.

**Modifications/accommodations:** If more preparation time is needed, expand this lesson to 4 days.