

# Classification

## Lesson 4

### Objectives

- Understand the purpose of a thesis statement
- Write a thesis statement

### Materials

- Classification Genre Chart
- “Thesis Statements”
- Classification Rubric
- Source Book

### Review It

1. Review notes. Make sure all students have completed the research.

### Identify It

2. Introduce lesson objectives.

### Genre Chart

3. Point to **establishes a clear thesis**. *In this lesson, we will write our thesis statement.*

### Six Traits Charts

4. Have students identify “thesis” on the Six Traits Charts. Discuss why it is on the **Idea** chart. Possible answer: *The thesis statement drives the whole paper; it clearly establishes the topic.*

### Teach It

5. Distribute and discuss “Thesis Statements.” Tell students: *Imagine building a house without a foundation. What would happen to the house?* Possible answer: *It would collapse.* Tell students: *Similarly, this is what would happen to an essay if you don’t have a good thesis statement.* Continue discussing the handout.
6. In their Source Books, under the **Idea** tab, write the definition of thesis. **Thesis:** *one or two sentences that drive the supporting claims and reasons. An assertion or belief about a topic based on strong reasons.*

### Model It

1. Model your thought process aloud as you write your thesis statement. Example: *Okay, I have done all my research. My purpose for writing this essay is to provide the reader with information about George Orwell. So, what made him so significant? What were his accomplishments? He wrote great literature. All his books were about exposing injustice. I can see that common thread through all parts of his life and that is probably the most important thing about him.*
2. Sample thesis statement: ***George Orwell used his life experiences to positively contribute to society through great works of literature.***
3. Ask students: *What can you expect to learn from my paper?* Possible answer: *How Orwell’s early life, career, and later life contribute to helping form him into a writer. That he used his life experiences to write great literature.*

### Do It

4. Give students time to write their thesis statement. Have students consider the questions: *What should people know about your humanitarian? Why is that information important?*

### Share It

5. Ask students to share their thesis statements aloud. After each volunteer ask the question: *What will the reader learn from this paper?* Provide feedback.

### Classification Genre Chart

- Engages the reader and **establishes a clear thesis**
- Categorizes information with **headings**
- Develops topic with facts, definitions, details, quotations, and examples
- Uses academic language that **shows an awareness of audience**
- Uses transitions and varies sentence beginnings
- Includes graph or illustration to aid comprehension
- Uses an appropriate conclusion

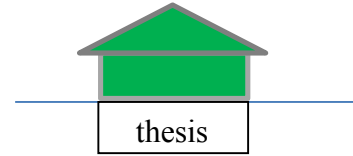
**Wrap It Up**

6. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

**Teacher Reflection**

SAMPLE

THESIS STATEMENTS  
*The roadmap for your paper*



It is like the foundation of a house.

**CLAIM + REASON**

Your thesis statement is usually in the last sentence of your introduction.

How to write a thesis statement:

**1. Ask a question about your topic.**

Ex: Who is Mr. Smith? What is significant about Mr. Smith?

**2. Think of some answers to your question.**

Ex: Mr. Smith is a great teacher who makes learning fun.

He can relate to his students.

He is strongly devoted to his students' academic progress.

He has high expectations for students.

**3. Combine and Refine 1 and 2:**

Ex: Mr. Smith is an exceptional, devoted teacher because he makes learning fun and helps students achieve high expectations.

**4. Check:**

**Is it specific?**

*Weak:* Fredrick Douglass was an amazing writer.

*Good:* Fredrick Douglass' experience as an orphan and a slave inspired him to become a powerful writer who exposed the oppression of slavery.

**Did you answer how or why?**

*Weak:* In this paper, I will discuss how Mozart's life made significant contributions to music.

*Good:* Mozart's extraordinary talent and privileged upbringing enabled him to change the world with his music.

**Avoid stating a fact.**

*Weak:* Marie Curie was a scientist.

*Good:* By overcoming the challenges of poverty and sexism, Marie Curie became the first woman to receive the Nobel Prize.

# Classification

## Lesson 5

### Objectives

- Understand the purpose of creating an outline
- Organize notes into an outline

### Materials

- Classification Genre Chart
- Classification Rubric
- Source Book
- “Sample Outline”

### Review It

1. Ask students: *What is a thesis statement and why is it important?* Possible answer: *One or two sentences that drive the supporting claims and reasons. An assertion or belief about a topic based on strong reasons.* Make sure everyone has their thesis statement.

### Identify It

2. Introduce lesson objectives.

### Genre Chart

3. Point to **Categorizes information with headings**. *In this lesson, we are going to outline our essay.*

### Six Traits Charts

4. Have them identify “outline” on the Six Traits Charts. Discuss why it is on the **Organization** chart. Possible answer: *Creating an outline helps put your thoughts in a logical order.*

### Teach It

5. Tell students we will organize the body of the essay under the thesis statement. See “Sample Outline with Labels” for an example.
6. Discuss the different components on the outline: headings, main ideas, sub headings, etc.
7. In their Source Books, under the **Organization** tab, have students title a page “Parts of a Paragraph.” Define **Topic sentence**: *It is generally the first sentence in a paragraph that summarizes the main idea of the paragraph.* Discuss why a topic sentence is important. Possible answer: *It lets the reader know what information they can expect to find in the paragraph. It also keeps the writer focused.*
8. In their Source Books, under topic sentence, have students define **Supporting details**: *facts, details, quotes, etc. that support the topic sentence and the thesis of the essay.* Discuss why supporting details are necessary. Possible answer: *They provide credibility to the writer’s statements. Supporting details strengthen the main idea in the topic sentence.*

### Model It

9. Ask students for feedback on your outline. *Do your topics support the thesis statement? Do your supporting details support the topics and the overall thesis?* Using feedback from the students, make any necessary changes.

### Do It

10. Have students create an outline using their research notes.

### Classification Genre Chart

- Engages the reader and establishes a clear thesis
- Categorizes information with headings
- Develops topic with facts, definitions, details, quotations, and examples
- Uses academic language that shows an awareness of audience
- Uses transitions and varies sentence beginnings
- Includes graph or illustration to aid comprehension
- Uses an appropriate conclusion

**Share It**

11. Have students share their outlines with partners. Partners should provide feedback on the clarity of the topic sentence, the strength of the supporting details, and whether or not it all ties back into the thesis. Ask for volunteers to share their outlines.

**Wrap It Up**

12. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

**Teacher Reflection**

SAMPLE

## Sample Outline

### Thesis Statement

George Orwell used his life experiences to positively contribute to society through great works of literature.

#### I. Early Years

- a. Orwell spent most of his young life away from family at school
  - i. Bengal India
  - ii. Started boarding school at age 5
  - iii. Received a scholarship to Eton
    - 1. Very good school

Heading

Topic of Paragraph

Supporting Details

#### II. Middle Years

- a. Experiences in the military helped develop a hatred for injustice and a love for people
  - i. Burma
    - 1. Hated the way the English treated the natives
    - 2. Wrote about injustice in Burma
    - 3. Lead to a desire to understand the poor in England
- b. Lived among poor and outcast
  - i. Wrote another book about the experiences of the poor
- c. Joined military again
  - i. Spain
  - ii. Shot by sniper
  - iii. During rest and recoup, wrote one of his most famous novels

#### III. Later Years

- a. A time of joy and pain that made him write his greatest work
  - i. Sudden death of his wife
  - ii. Produced numerous pieces of literature
    - 1. 1984
  - iii. Died of tuberculosis at age 46
    - 1. Possibly contracted while working with the poor

#### IV. Significance

- a. Battled government oppression
  - i. War
  - ii. Literature

# Classification

## Lesson 6

### Objectives

- Understand the importance of engaging the reader
- Write an engaging introduction

### Materials

- Classification Genre Chart
- Classification Rubric
- Source Book
- “Engaging the Reader Sample Paragraphs”
- “Sample Rough Draft”

### Classification Genre Chart

- **Engages the reader** and **establishes a clear thesis**
- **Categorizes information with headings**
- **Develops topic with facts, definitions, details, quotations, and examples**
- **Uses academic language that shows an awareness of audience**
- **Uses transitions and varies sentence beginnings**
- **Includes graph or illustration to aid comprehension**
- **Uses an appropriate conclusion**

### Review It

1. Ask students to take out their outlines. Have them look over their details. *Is there anything you would like to add? Do you feel like you have enough information to support your thesis? Do you need more facts or details anywhere?* Give them time to make revisions.

### Identify It

2. Introduce lesson objectives.

### Genre Chart

3. Point to **engages the reader**. *In this lesson, we will focus on writing our introductions with an engaging strategy.*

### Six Traits Charts

4. Have them identify “engages the reader” on the Six Traits Charts. Discuss why “engages the reader” is on the **Organization** chart. Possible answer: *It appears in the introduction.*

### Teach It

5. In their Source Books, under the **Organization** tab, ask students to find the “Engaging the Reader” page. If they have not created one yet, ask students to title a blank page, “Engaging the Reader.” Have students define **Engages the Reader**: *A strategy used in the first paragraph that grabs the reader’s attention and keeps them reading.* There are many different types of engaging strategies. Provide a quick review with definitions and a couple of examples. Refer to “Engaging the Reader Strategies” in the Resource Section of the manual.
6. As a class, choose three that would work well for classification: shocking statement, list, anecdote, rhetorical question, and quote are possibilities.

### Model It

7. Refer back to the outline, *what should your introduction include?* Answer: *Engaging strategy, introduction of the person, and thesis statement.*
8. Model writing an introduction for each of the three strategies. Don’t worry if it is difficult. Students need to see that the first draft is just a first draft. Read each strategy aloud to the class. *Which strategy was most effective and why? Did you effectively introduce your person? Did you provide a clear and focused thesis statement?* Ask them to provide feedback. Refer to “Engaging the Reader Sample Paragraphs” for some ideas. The sample paragraphs engage the reader, introduce a person, and provide a clear thesis.
9. Show “Sample Rough Draft” and ask students to score your engaging introduction using the rubric. Ask them to provide a reason for their score and suggestions for improvement.

**Do It**

10. Have students write an introduction using three strategies.

**Share It**

11. Have students share their introductions in pairs. Provide feedback using the rubric.

**Wrap It Up**

12. Have students select the introduction they will use for their paper.
13. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

**Teacher Reflection**

SAMPLE



## Engaging the Reader Sample Paragraphs

**Quote from Literature** Engaging Strategy Intro of Person

In *To Kill a Mockingbird* by Harper Lee, Atticus Finch once said, “You never really know a man until you walk around in his shoes.” Eric Blair, more commonly known by his pen name George Orwell, the famous author and activist took this idea to heart. Driven by his passion for the common man, Orwell committed his life’s work to exposing social injustice through his writing. He used his life experiences to positively contribute to society through great works of literature. Thesis

**Shocking Statement** Engaging Strategy Intro of Person

In hopes of understanding the common man, Eric Blair, more commonly known by his pen name George Orwell, gave up everything he owned and lived with the beggars and thieves on the streets of London. Driven by his passion for the common man, Orwell committed his life’s work to exposing social injustice through his writing. He used his life experiences to positively contribute to society through great works of literature. Thesis

**List** Engaging Strategy Intro of Person

Hungry. Tired. Penniless. Eric Blair, more commonly known by his pen name George Orwell, gave up everything he owned and lived with the beggars and thieves on the streets of London. Driven by his passion for the common man, Orwell committed his life’s work to exposing social injustice through his writing. He used his life experiences to positively contribute to society through great works of literature. Thesis

Classification

Lesson 6

Anecdote

Engaging Strategy

There was once a man willing to give up his whole life just to experience the despair of those on the streets. It was through this sacrifice that he found a passion for the common man and a hatred toward authoritarian regimes. Eric Blair, more commonly known by his pen name George Orwell, gave up everything he owned and lived with the beggars and thieves on the streets of London. Driven by his passion for the common man, Orwell committed his life's work to exposing social injustice through his writing. He used his life experiences to positively contribute to society through great works of literature.

Intro of Person

Thesis

Question

Engaging Strategy

Intro of Person

Is there anything more powerful, more stirring, more inspiring, than a man willing to give up all his wealth just to experience the hardship of others? Eric Blair, more commonly known by his pen name George Orwell, gave up everything he owned and lived with the beggars and thieves on the streets of London. Driven by his passion for the common man, Orwell committed his life's work to exposing social injustice through his writing. He used his life experiences to positively contribute to society through great works of literature.

Thesis

Quote

Intro of Person

Engaging Strategy

Eric Blair, more commonly down by his pen name George Orwell, once said, "Speaking the truth in times of universal deceit is a revolutionary act." The author not only believed this, he lived it. Driven by his passion for the common man, Orwell committed his life's work to exposing social injustice through his writing. He used his life experiences to positively contribute to society through great works of literature.

Thesis

### **Sample Rough Draft**

Hungry. Tired. Penniless. Eric Blair, more commonly known by his pen name George Orwell, gave up everything he owned and lived with the beggars and thieves on the streets of London. Driven by his passion for the common man, Orwell committed his life's work to exposing social injustice through his writing. He used his life experiences to positively contribute to society through great works of literature.

SAMPLE