

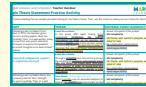
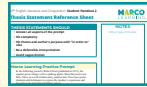
Practice with Question 1 Thesis Statements

Duration

One 45-minute class session

Resources

1. Student Handout 1: Poem: *Poets! Towers of God!* by Rubén Darío
2. Student Handout 2: Thesis Statement Reference Sheet
3. Student Handout 3: Thesis Statement Practice Activity
4. Teacher Handout: Sample Thesis Statement Practice Activity



Objectives of the Lesson

- To determine what constitutes strong versus weak thesis statements
- To identify strong criteria in sample thesis statements
- To practice writing strong statements using certain criteria
- To justify one's thesis through paragraph writing

College Board Objectives from the 2020–21 CED

- **Skill 3.C:** Explain the function of structure in a text.
- **Skill 6.A:** Identify and explain the function of a simile.
- **Skill 6.B:** Identify and explain the function of a metaphor.
- **Skill 7.A:** develop a paragraph that includes 1) a claim that requires defense with evidence from the text in 2) the evidence itself.

Activities

- Students will read the poem *Poets! Towers of God!* by **Rubén Darío**.
- Students will review the thesis criteria handout created by Marco Learning.
- Students will practice evaluating two sample thesis statements, looking for the criteria in the thesis handout.
- Students will practice writing a thesis statement using the thesis criteria.
- Students will write an argumentative paragraph defending their thesis.

NOTES

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Lesson Plan

Steps

1. Give students a copy of Rubén Darío's poem *Poets! Towers of God!* to read (if teachers used September's Lesson Plan 1 with their students, then students can use their annotations and completed chart to complete Lesson 2. Lesson Plan 1 is not needed in order to complete Lesson Plan 2 though).
2. Teachers should go over the thesis criteria.
 - **Answer all aspects of the prompt:** Breaking down the prompt into individual questions ensures the students include all criteria within their thesis statements and essays.
 - **Hit complexity:** Even when the prompt doesn't ask for it, hitting complexity throughout the entire essay could get students that much closer to the sophistication point.
 - **Hit theme and author's purpose with "in order to" vibe:** Tying the theme in with the author's purpose and message is an easy way to add a "so what?" aspect to the thesis and essay.
 - **Be a defensible interpretation:** Students need to ensure their thesis is making a judgement call that would need to be defended. If nothing needs to be proven or defended, it might be a summary.
 - **Avoid vague diction:** Students need to avoid vague words, such as diction, things, tone, stuff, etc.—especially tone and diction. If these aren't paired with adjectives, then they don't move the thesis into analysis.
3. Students need to use the thesis criteria and sample thesis to evaluate the two sample thesis statements in the chart. Students can identify the thesis criteria in several ways: they can label and annotate where the criteria is present, or they can color code the criteria with its corresponding evidence. One of the sample thesis statements will be the one listed on the thesis criteria handout.
4. Students then need to read and understand the prompt for *Poets! Towers of God!* and write a thesis statement that hits the thesis criteria.
5. Students then need to write a paragraph defending their thesis and proving they included the thesis criteria. They need to include a claim and evidence from their thesis.

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Poem

Directions: Read the following poem by **Rubén Darío**. You may want to consider taking notes while you read.

Poets! Towers of God!

Rubén Darío (1867–1916)

*Translation by Thomas Walsh and Salomón de la Selva**Stanza*

- 1 Poets! Towers of God
Made to resist the fury of the storms
Like cliffs beside the ocean
Or clouded, savage peaks!
Masters of lightning!
Breakwaters of eternity!
- 2 Hope, magic-voiced, foretells the day
When on the rock of harmony
The Siren traitorous shall die and pass away,
And there shall only be
The full, frank-billowed music of the sea.
- 3 Be hopeful still,
Though bestial elements yet turn
From Song with rancorous ill-will
And blinded races one another spurn!
Perversity debased
Among the high her rebel cry has raised.
The cannibal still lusts after the raw,
Knife-toothed and gory-faced.
- 4 Towers, your laughing banners now unfold.
Against all hatreds and all envious lies
Upraise the protest of the breeze, half-told,
And the proud quietness of sea and skies...

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Thesis Statement Reference Sheet

THESIS STATEMENTS SHOULD

- Answer all aspects of the prompt
- Hit complexity
- Hit theme and author's purpose with "in order to" vibe
- Be a defensible interpretation
- Avoid vague diction

Marco Learning Practice Prompt

In the following poem by Robert Frost (published in 1915), the speaker grows sleepy as he is picking apples. Read the poem carefully. Then, in a well-written essay, analyze how Frost uses poetic elements and techniques to express the speaker's experience and thoughts as he feels himself falling asleep.

Sample Thesis

*In the poem *After Apple Picking*, Frost symbolically challenges the typical connotation of sleep as he portrays the narrator's regrets in life as the narrator senses his oncoming death. He does this in order to illustrate the idea that heavy consequences come with personal greed.*

NOTES

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Part 1: Practice labeling the two sample prompts looking for the thesis criteria. Then, use the criteria to write your own thesis for *Poets! Towers of God!*.

PROMPT	THESIS	CRITERIA FROM HANDOUT
<p>In the following poem by Robert Frost (published in 1915), the speaker grows sleepy as he is picking apples. Read the poem carefully. Then, in a well-written essay, analyze how Frost uses poetic elements and techniques to express the speaker's experience and thoughts as he feels himself falling asleep.</p>	<p>Label the criteria: In the poem <i>After Apple Picking</i>, Frost symbolically challenges the typical connotation of sleep as he portrays the narrator's regrets in life as the narrator senses his oncoming death. He does this in order to illustrate the idea that heavy consequences come with personal greed.</p>	<ul style="list-style-type: none"> • Answer all aspects of the prompt • Hit complexity • Hit theme and author's purpose with "in order to" vibe • Be a defensible interpretation • Avoid vague diction
<p>2019 https://apcentral.collegeboard.org/pdf/ap19-frq-english-literature.pdf</p>	<p>Label the criteria: Through a desperate tone, the author portrays the landlady as someone unknowingly lonely who only thinks she knows deep intricacies of her tenants in order to reveal that this type of knowledge about people is only superficial.</p>	<ul style="list-style-type: none"> • Answer all aspects of the prompt • Hit complexity • Hit theme and author's purpose with "in order to" vibe • Be a defensible interpretation • Avoid vague diction
<p>In the following poem by Ruben Dario, the author praises poets for their strength. Read the poem carefully. Then, in a well written essay, analyze how Dario uses poetic elements and techniques to portray the relationship between poets and the world around them.</p>	<p>Your thesis <i>Write or type in this area:</i></p>	<ul style="list-style-type: none"> • Answer all aspects of the prompt • Hit complexity • Hit theme and author's purpose with "in order to" vibe • Be a defensible interpretation • Avoid vague diction

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Part 2: Write a hearty paragraph justifying your thesis statement. Be sure to include evidence from your thesis to prove you met the thesis statement criteria. Your claims should explain why you think you hit the criteria, your evidence should show where you hit the criteria, and your analysis should explain how your evidence meets the criteria.

Write or type your response in this area.

Part 1: Practice labeling the two sample prompts looking for the thesis criteria. Then, use the criteria to write your own thesis for *Poets! Towers of God!*.

PROMPT	THESIS	CRITERIA FROM HANDOUT
<p>In the following poem by Robert Frost (published in 1915), the speaker grows sleepy as he is picking apples. Read the poem carefully. Then, in a well-written essay, analyze how Frost uses poetic elements and techniques to express the speaker's experience and thoughts as he feels himself falling asleep.</p>	<p>Label the criteria: In the poem <i>After Apple Picking</i>, Frost <u>symbolically challenges the typical connotation of sleep</u> as he portrays <u>the narrator's regrets in life</u> as the narrator senses his oncoming death. <u>He does this in order to illustrate the idea that heavy consequences come with personal greed.</u></p>	<ul style="list-style-type: none"> • Answer all aspects of the prompt • Hit complexity • Hit theme and author's purpose with "in order to" vibe • Be a defensible interpretation • Avoid vague diction
<p>2019 https://apcentral.collegeboard.org/pdf/ap19-frq-english-literature.pdf</p>	<p>Label the criteria: Through a <u>desperate tone</u>, the author portrays the landlady as <u>someone unknowingly lonely who only thinks she knows deep intricacies of her tenants in order to reveal that this type of knowledge about people is only superficial.</u></p>	<ul style="list-style-type: none"> • Answer all aspects of the prompt • Hit complexity • Hit theme and author's purpose with "in order to" vibe • Be a defensible interpretation • Avoid vague diction
<p>In the following poem by Ruben Dario, the author praises poets for their strength. Read the poem carefully. Then, in a well written essay, analyze how Dario uses poetic elements and techniques to portray the relationship between poets and the world around them.</p>	<p>Your thesis <i>Write or type in this area:</i> Dario <u>ironically uses an extended metaphor to support the reverent tone toward poets as they face, and win against, their adversaries within the world, even though it is those adversaries that offer the poets the inspiration they need to keep writing.</u> <u>He does this in order to reveal life's trials can often be one's muse.</u></p>	<ul style="list-style-type: none"> • Answer all aspects of the prompt • Hit complexity • Hit theme and author's purpose with "in order to" vibe • Be a defensible interpretation • Avoid vague diction

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Part 2: Write a hearty paragraph justifying your thesis statement. Be sure to include evidence from your thesis to prove you met the thesis statement criteria. Your claims should explain why you think you hit the criteria, your evidence should show where you hit the criteria, and your analysis should explain how your evidence meets the criteria.

My thesis answers all aspects of the prompt because the prompt breaks down into the following questions: 1. What is the relationship between poets and the world around them? And 2. How does Dario use poetic elements to express that relationship? I claim he uses an “extended metaphor” to demonstrate that the relationship between poets and the world around them is predatory; the world consists of poet’s adversaries. I hit complexity when I explain “even though it is those adversaries that offer the poets the inspiration they need to keep writing” because without those adversaries, poets may not have the muse they need to write. It’s a paradox. Theme is hit when I mention that trials can serve as one’s muse because this message applies to not only this poem, but to other areas in life for readers too. The entire thesis needs to be defended because I use terms such as “reverent tone” and “though it is those adversaries that offer the poets the inspiration they need to keep writing.” Both statements will need to be proven throughout my essay. And, with that same evidence, I avoid vague diction because I don’t just say “tone,” I say “reverent tone.”