Lesson 3 – Thesis Statement and PEEL Method /Writing

Grade/Age Level
This lesson is intended for Grade 10 students (ages 15 to 16) in a regular classroom setting.

Subject Area
This lesson is designed for an English-Language Arts 10-2 class.

Length
This lesson will take place in two 80 minute blocks.

Lesson Description
In this lesson, the learners will familiarize themselves with two important concepts: 1) thesis statements, and 2) the PEEL Method. This lesson will also allow students to complete the second step of the writing process: the Writing stage.

Provincial Learning Outcomes (Alberta Government)
4.1 Develop and present a variety of print and nonprint texts
4.1.3: Develop content
- Take ownership of text creation, select or craft a topic that is meaningful or engaging
- Establish a focus for text creation & communicate scope by framing an effective controlling idea or describing a strong unifying effect
- Develop supporting ideas by using developmental aids appropriate to form & structure

4.2 Improve thoughtfulness, effectiveness and correctness of communication
4.2.1: Enhance thought and understanding and support and detail
- Identify controlling idea for clarity & purpose
- Review accuracy, specificity, & precision of details intended to support controlling idea & add details as needed to provide sufficient support
- Assess own critical/analytical responses for consistency, completeness and relevance of evidence & strengthen reasoning to provide reliable & pertinent evidence & make effective arguments

Instructional Objectives
- Develop and deliver a thesis statement (controlling idea) and corresponding essay outline
- Utilize the PEEL method when writing body paragraphs for an essay (supporting ideas/details)
- Utilize various developmental aids (diagrams, graphic organizers, charts, checklists) to guide the writing process and/or essay construction
- Develop and deliver a five paragraph essay
**Instructional Procedures**

**Lesson Set: Flocabulary Video / Think-Pair-Share**

The class will begin by answering the question: A) **What is a thesis, and B) what purpose does it fulfill?** This question will tap into the students’ prior knowledge from Grade 9. It will also focus their attention on what will be covered in the lesson. After a full class discussion of the question posted on the whiteboard, the class will view the Flocabulary video: *Writing a Thesis Statement*. While watching the video the learners will be asked to pay attention to the following details (as pointed out in the video): 1) What is a thesis? 2) What **must** a thesis do (or not do)? 3) How do you know if you have written a good thesis or not? After the watching the video, the students will be asked to answer the questions listed above. Next, the students will compare their answers with a partner → via a *Think-Pair-Share Activity*. Upon completion of this activity, the class will discuss what they observed in the video and compare it to the original question(s) and answers (on the whiteboard).

**Techniques and Activities**

**Analogy Challenge / Thesis Analogy Graphic (car)**

The Flocabulary video compares the thesis statement to different things (eg. cockpit, nun in a mosh pit, skinny jeans). The students will view the *Thesis Analogy Graphic* (car example), then they will be asked to come up with their own thesis analogy (with their existing small groups). Each group will share their analogy and explain why they think it works with a thesis statement. (Analogy starters are available for struggling groups.) This activity should allow students to connect more readily with the thesis statement by seeing how important it is to the essay writing process.

**How to Write an A+ Thesis & Online Practice / Real Life Practice**

Students will watch part of the *How to Write an A+ Thesis* video (starting at 1:37 minute mark: *Time to Practice* segment). This part of the video shows students how to write their own thesis statement. It also supplies a specific example using “hip-hop” music.

After a brief discussion (about the video exemplar) the students will practice writing thesis statements using a web site called: *Sentence Sense*. This interactive site provides examples but also allows students to practice building thesis statements themselves.

Once they have finished this short exercise, the students will write a thesis statement for their own essay / topic. (The essay assignment and rubric were handed out in Lesson 1.) They can use the *Thesis Statement Formula Graphic* and notes to help them.

**Peer Review: How do I know if my thesis is strong?**

After writing their thesis statements, students will be asked to read the section “How do I know if my thesis is strong?” from the [UNC Writing Center](https://uncwritingcenter.org).
website. Based on this brief reading they will, revise their thesis statement accordingly.

Using the same partner as the Think-Pair-Share Activity, the students will exchange thesis statements and peer-edit each other’s statements by recommending appropriate changes / corrections. A good copy of the thesis will be turned into the teacher at the end of class. [End of block 1]

**How to PEEL / PEEL Method Graphic** [Start of Block 2]
Review the parts of thesis and the purpose of a thesis statement (to connect the last lesson with today’s lesson).

Introduce the **PEEL Method** by showing the PEEL Method Graphic to the class via the SMARTboard. Ask them what they think the purpose of the body of the essay is based on the information provided in the graphic. Also discuss the aim of each step in the PEEL process. Next, have the learners view the “How to PEEL” video from PowToon. After viewing, ask the class to compare the graphic and the video: 1) What are the similarities and differences between the two. 2) Account for their differences. 3) Despite these differences, do both sources reinforce the same overall purpose when it comes to the PEEL Method? If the answer is yes, say why? If not, why not?

**Subtext Revisit – Identify the “PEEL” Method in Action**
The students will individually read and annotate the essay “Strategies to Fight Global Terrorism”. This essay has been uploaded to Subtext by the teacher. This application allows students to read and annotate an online essay or article. In this particular activity the teacher has asked the students to identify and label the following items: the author’s thesis statement; [chose a body paragraph] identify and label each step in the PEEL method in the chosen paragraph; discuss how the author Link(s) the first body paragraph to the thesis statement. [The class code for this Subtext activity is VQHZWUXR.] After submitting their responses, students may read their classmates’ comments to see how they fared with this particular task.

**5 Paragraph Essay Outline Activity (Graphic Organizer)**
After exploring the essay in Subtext, ask the students to apply what they have learned to their own essay by completing the 5 Paragraph Essay Outline. [The outline activity encourages the students to apply the PEEL Method to their own essay.] It also helps the students move from the **Prewriting** stage and to the **Writing** stage.

**Lesson Closure – Rough Draft**
Once the students have completed the outline (and showed it to the teacher for feedback), they may write a rough draft. The teacher should review what this stage of the writing process involves as well (refer back to the Writing Process Chart if desired). The rest of the period should be spent writing the rough draft. The teacher should stress that it is okay to deviate from the
The outline is merely a tool that helps the students organize their thoughts before they write (Prewriting stage).

**Adaptations for Special Learners**

Analogy starters are available for struggling groups. The teacher will provide the comparison object (eg. chorus) and the students will determine how it relates to a thesis statement. ELA10-4 students may work on the Subtext article as a group, if desired. The ELA10-4 students will complete the 5 Paragraph Essay Outline with the help of the EA. Each student may complete an outline but they can work together as a group to get each part completed. If needed, the essay length can be shortened to 1 or 2 body paragraphs instead of 3. Removing some paragraphs from the body of the essay may also help them when writing their rough draft. They are less likely to be overwhelmed. Also, providing “more” class time to work on both the outline and the essay will help.

**Assessment**

**Formal**
- Thesis Statement (after peer review / revision)

**Informal**
- Thesis Statements (online practice / before peer review)
- Subtext Read & Annotate 2nd Essay (PEEL)
- 5 Paragraph Essay Outline (Graphic Organizer)
- Essay Rough Draft

**Learner Products**
- Thesis Statement for Expository Essay (before and after)
- 5 Paragraph Essay Outline (Graphic Organizer)
- Essay Rough Draft

**Lesson Resources**

Chromebooks / PC Lab
Writing a Thesis Statement Flocabulary video: [http://goo.gl/r3l9mG](http://goo.gl/r3l9mG)
How to Write an A+ Thesis Statement video: [http://goo.gl/aSmjSt](http://goo.gl/aSmjSt)
Thesis Statement (Sentence Sense): [http://goo.gl/g6V5U6](http://goo.gl/g6V5U6)
Assessing Thesis Quality: [http://goo.gl/y0ETzE](http://goo.gl/y0ETzE)
How to “PEEL” PowToon video: [http://goo.gl/6KIk5A](http://goo.gl/6KIk5A)
PEEL Method Graphic: [http://goo.gl/JIt2VW](http://goo.gl/JIt2VW)
Subtext: (Essay or Article Annotation App)
Essay Exemplar: [http://goo.gl/7mm4w8](http://goo.gl/7mm4w8)
5 Paragraph Essay Outline – Graphic Organizer (attached)

*Lesson plan template adapted from: Preparing to Use Technology: A Practical Guide for Technology Integration.*
5 Paragraph Essay Outline

**Topic:**

**NARROW THE TOPIC**

**INTRODUCTION**

General Statements:

Thesis Statement:

**(everything relates back to the thesis)**

**BODY OF ESSAY**

Subtopics (P):

Details (EEL):

**(everything relates back to the thesis)**

**CONCLUSION**

Concluding Statements:

Final Thoughts: