

Thesis Revisions



Happy Monday!



- How was your weekend?
- Agenda:
 - Noodle Tools
 - Thesis Revision
 - Turn in Packet (Step 2/3)

Thesis Revisions

- We are going to break down your thesis statements to see what changes need to be made with structure.
- You will also be getting feedback from your peers.
- We will go through each step together.

Step 1

- Rewrite your thesis statement on your handout

Step 2

- Identify the structure of your thesis.
 - What?
 - How?
 - So what?
- Write each section on the worksheet under “Step 2”

Step 3

- Give constructive feedback!
 - **“This is terrible”=not helpful!**
 - **“The ‘How?’ does not address the important Constitutional issue.”=better!**
 - **“The ‘so what?’ is missing two specific ways that *Texas v. Johnson* supported Civil Liberties. What are some ways this case supported the rights outlined in the Constitution?”=very helpful!**

Step 3

- Provide at least one piece of positive feedback
 - “The introduction to the case (‘what?’) in your thesis was very well structured and written.”
- Make sure to write the name of the person who provides the feedback

Step 4

- Rewrite your thesis statement with the feedback provided.
- Even if your thesis statement is “perfect”, write a new thesis statement

Outline-purpose

- Organizing ideas to provide structure to your paper writing.
- It will (hopefully) ensure that your arguments are connected and evidence is clear.

Outline

- At the Roman numeral level (BTS) of your outline (level one), you will have a full sentence
 - The Roman numeral levels of your outline are your body theses
 - You may have more paragraphs than Roman numerals this is because some body theses lend themselves to more than one paragraph of information

Outline

- At the letter level (A, B, C), you need to include the evidence.
- This can be a quote or paraphrased
 - Both, however, require parenthetical citations

Outline

- At the numerical level (analysis), need to have clear connection from evidence to BTS.
- Do not use this space to summarize or explain quote (you can add after you analyze)
- 1-2 full sentences for each

Extra Notes/Reminders

- Font should be Times New Roman, 12pt. **NO EXCEPTIONS!**
- Use single space for outlines
- **You should have 2 body thesis statements with 2 pieces of evidence for each BTS!**

Outline: Three tiered

Research question:

Thesis:

I. Body thesis statement ← Full sentence

A. Evidence

1. Analysis

← Full sentence: show connection from evidence to BTS

Analysis and Commentary:

- Explains how the facts you have given support the topic sentence in your paragraph
- Do the thinking for your readers – connect and explain your facts
- Persuade as if you were a lawyer or a salesperson

Prompt: Which Halloween monster causes the most fear?

- In your groups, make a t-chart comparing the two.

werewolves	vampires



Prompt: Which Halloween monster causes the most fear?

- What are three different categories you can make from the list you have created?

werewolves	vampires

Prompt: Which Halloween monster causes the most fear?

werewolves	vampires
<ul style="list-style-type: none">• Human• Full moon• Grow hair and fangs• Hide being werewolves• Run to forests	<ul style="list-style-type: none">• Undead – never die• Drink human blood• Bite necks• Turn others into vampires• Live in cities

THREE CATEGORIES?

Which causes more fear? Create a group thesis.



1.How they transform

2.Where they live

3.How they view their supernatural qualities

Were-wolves

Full moon – alive

Outskirts – go to woods when wolf

Embarrassed; want to hide from other humans

Vampires

Always vampire – dead

Urban; usually older cities

Proud, arrogant; want to make others vampires



Prompt: Which Halloween monster causes the most fear?

Thesis: Although there are many different monsters that scare people, vampires are the most feared.

Three reasons why: 1.how they transform 2.where they live 3.how they view their powers

Body Paragraph #1 – How they transform

Supporting evidence:

Analysis and Commentary:

Body Paragraph #2 – Where they live

Supporting evidence:

Analysis and Commentary:

Body Paragraph #3 – How they view their powers

Supporting evidence:

Analysis and Commentary:

4-square strategy

<p>Topic sentence (Body thesis statement)</p>	<p>Evidence (What is your proof? What was in the documents?)</p>
<p>Bigger picture (“how?”) (Make us see how this supports your overall argument)</p>	<p>Connecting to BTS (Connect evidence to topic sentence. How does the evidence prove the topic sentence?)</p>

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graph TD; TS["Topic sentence (Body thesis statement)"] --> E["Evidence (What is your proof? What was in the documents?)"]; E --> C["Connecting to BTS (Connect evidence to topic sentence. How does the evidence prove the topic sentence?)"]; C --> BP["Bigger picture ('how?') (Make us see how this supports your overall argument)"];
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Outline:

- Your outline needs to include full sentences BTS and analysis.
- I need to see that you are trying to connect your evidence to your BTS and overall argument (“how?”)
- Use “4-square” strategy to practice connecting evidence with analysis.

Body Thesis Statements

- The Supreme Court ruling in the 1989 case of Texas v. Johnson, had the greatest impact on protection of Civil Liberties in the United States, as it ensured Freedom of Speech and Freedom to Assemble rights in the 1st Amendment of the Constitution.
- BTS- Texas v. Johnson ensured the protection Civils Liberties as it guaranteed the right to Freedom of Speech found in the First Amendment.

BTS

- The Supreme Court ruling in the 1989 case of *Texas v. Johnson*, had the greatest impact on protection of Civil Liberties in the United States, as it ensured Freedom of Speech and Freedom to Assemble rights in the 1st Amendment of the Constitution.
- The ruling in *Texas v. Johnson* further developed the rights protected in the 1st Amendment Right to Assemble as it ruled in favor of Johnson.

Work Time:

- Begin working on your Outline
- There is a template on my website that you can use
- Outline will be due Dec. 6th at 10:00 PM (Friday after break)
- Packet will be due Dec. 6th in class