

# KQED Perspectives Unit Curriculum

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## PREWRITING

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### Lesson 3: Writing a Thesis Statement

Objective:

- Students will understand how to write a thesis statement that shows a perspective.

Estimated time: one 50-minute class period

Recommended Perspective models:

- The San Francisco School: “Cliques” by Naomi and “My Happy, Excited Attitude Makes Me Different” by Kobi at <http://www.kqed.org/radio/programs/perspectives/sfschoolproject.jsp>
- Youth Radio: “Never Say No” by Ahmina James at <http://www.youthradio.org/news/never-say-no>

Steps:

1. In this lesson, I introduce the concept of thesis statements. The Quality Writing Center at the University of Arkansas offers some good resources on writing effective thesis statements: <http://www.uark.edu/campus-resources/qwrtcntr/resources/handouts/thesis.html>. When writing Perspective essays, the thesis statements of their essays will state the perspectives they are taking. They will use the rest of the essay to support this thesis.
2. Play several Perspectives, including one or two that students have heard before. As a class, identify the thesis statements of each.
3. Students then brainstorm their own thesis statements. As a “ticket out,” students write down drafts of their thesis statements on index cards. As students work, circulate the class, providing feedback on these statements. Students only move on to the outlining phase if their thesis is clear and states an opinion. I also encourage writing statements that are unique and show risk taking.