**Characteristics of the Development of a Thesis Statement**

Definition: A thesis statement is a sentence that tells your reader your topic, what you think about it, and possibly how you are going to prove it.

Preparing to Write a Thesis Statement:

* Start with a research question based on your class assignment. Begin by reading about your topic to generate more ideas for directing your research and writing.
* Collect facts from articles.
* Form opinions about what you have read in the articles.
* Generate your own ideas about the topic using these facts and opinions.
* Create a 1 to 2 sentence answer to your research question that tells the reader the main idea of the essay and what you think about it.

Components of a Thesis Statement:  
1. Topic: State the general subject of the essay.

2. Controlling idea: Give your opinion/belief/view/feeling about the topic.

3. Sub-topics (Optional): Include the areas you will focus on to support your idea.

Sample: Creating a Thesis Statement from a Research Question  
The thesis statement in an essay should answer your research question. e.g. Research question: Why do people become homeless?

*Thesis statement:* The lack of affordable housing, inadequate public assistance, and the breakdown of the family are three causes of homelessness.

(Adapted from Thesis Statement Worksheet: <https://shared.ontariotechu.ca/shared/department/student-life/nool/tip-sheets/2022-updated/thesis-statement-updated-2022.pdf> )

**Using Context to Strengthen a Thesis Statement**

To write a strong thesis statement, think about the broader context of your topic and tell your reader why you hold the position stated in your thesis statement.

A strong thesis statement should tell the reader -

* Why you hold this position
* What they will learn from your essay
* The key points of your argument

When writing an argumentative essay, your thesis statement should take a strong position. Your aim in the essay is to convince your reader of this thesis based on evidence and logical reasoning, so your thesis statement should use strong and decisive language. To do this, consider why this is your answer and how you will convince your reader to agree with you.

Example of strengthening a Thesis Statement:

First Thesis Statement:

The negatives of internet use are outweighed by its many benefits for

education because it facilitates easier access to information.

A Stronger, More Improved Thesis Statement:

The negatives of internet use are outweighed by its many benefits for

education: it facilitates easier access to information, it provides exposure to

different perspectives, and a creates a flexible learning environment for both

students and teachers.

**“Whose History Matters?” Worksheet**

**Topic:** Conquest and Colonization of the Americas

1. **Directions:** Read Bill Bigelow's text “Whose History Matters? ([**https://www.commondreams.org/views/2018/10/04/whose-history-matters-students-can-name-columbus-most-have-never-heard-taino-people**](https://www.commondreams.org/views/2018/10/04/whose-history-matters-students-can-name-columbus-most-have-never-heard-taino-people)**)** and then complete Chart 1below to show if the following statements are true or false. Evidence your response by citing from the text.

**Chart 1**

|  |  |  |
| --- | --- | --- |
| Statements | True or False | Evidence |
| 1. Cristopher Columbus discovered America |  |  |
| 1. Christopher Columbus had contact with the Mayans |  |  |
| 1. There are groups of people that shouldn’t have a place in History |  |  |
| 1. Christopher Columbus did his best to preserve the historical relevance of the Taínos |  |  |
| 1. Christopher Columbus was abusive with the Taínos |  |  |
| 1. The Taínos never resisted the Spanish colonization |  |  |
| 1. The Columbian exchange benefited the Taínos |  |  |
| 1. More than half of the Puerto Rican population has mitochondrial DNA that connects them to the Taínos |  |  |

**II - Directions:** On the back of this paper, rewrite the statements that are not supported by the text in a way that might help them reach consensus in the group.

**Analyze a Written Document**

Meet the document.

Type (check all that apply):

❑ Letter ❑ Speech ❑ Patent ❑ Telegram ❑ Court document

❑ Chart ❑ Newspaper ❑ Advertisement ❑ Press Release❑ Memorandum

❑ Report ❑ Email ❑ Identification document ❑ Presidential document

❑ Congressional document ❑ Other

Describe it as if you were explaining to someone who can’t see it. Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?

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Observe its parts.

Who wrote it?

Who read/received it?

When is it from?

Where is it from?

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Try to make sense of it.

What is it talking about?

Write one sentence summarizing this document.

Why did the author write it?

Quote evidence from the document that tells you this.

What was happening at the time in history this document was created?

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Use it as historical evidence.

What did you find out from this document that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this

event or topic?

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