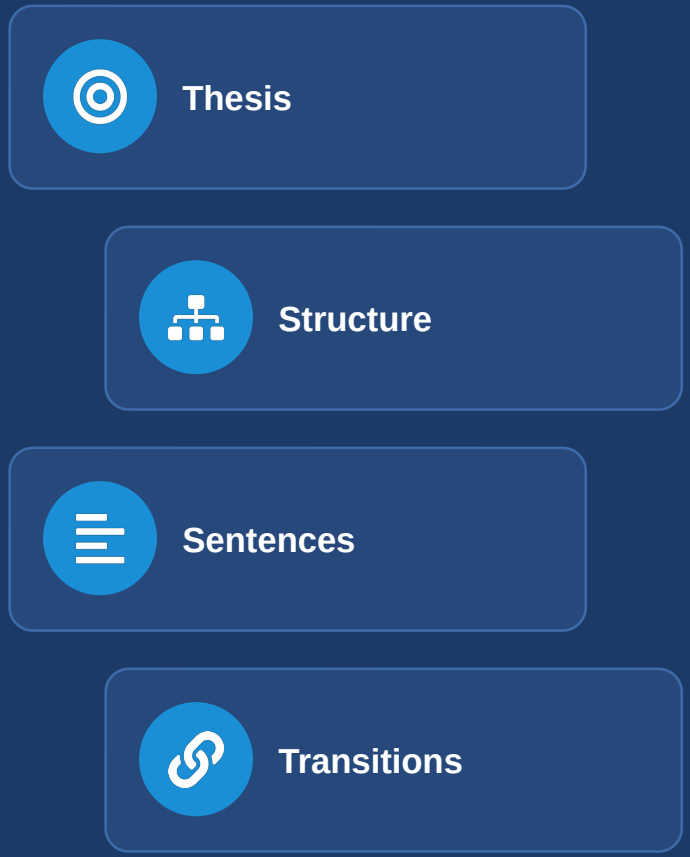
NBE3U Behind the Image, Lesson 11

Building the Analysis

Thesis, structure and sentences that analyse



Today's goals

We are learning…

- To write a clear analytical thesis.
- To organize and write analytical paragraphs with varied, connected sentences.

I can…

- Write an arguable thesis about a representation.
- Organize body paragraphs logically.
- Vary sentence structure for clarity and emphasis.
- Use transitions to connect ideas.

Today's plan

Time	What we're doing	You will…
0–8 min	**Hook**	Compare
8–30 min	**Thesis lab**	Write
30–45 min	**Structure**	Outline
45–68 min	**Sentences**	Revise
68–75 min	**Plan**	Plan

Weak vs strong

Weak

- “This poem is racist.”
- Opinion, no how or why.
- Nothing to prove.

Strong

- “Scott's sonnet turns an Onondaga mother and child into symbols of a ‘doomed’ race, a myth that excused the policies Scott later led.”
- Text, technique, purpose.

Big idea

A strong analysis doesn't just say an image is stereotyped. It names the text, makes a claim about how and why it represents people the way it does, and proves it with evidence and clear sentences. Today students turn a unit of noticing into an argument.

The thesis test

A strong analytical thesis:

1. Names the text and creator.
2. States how it represents people (the representation).
3. Names a technique or convention.
4. Says why: whose purpose it served.
5. Could be argued against.

Thesis lab

On page 1:

1. Explain why each weak thesis is weak.
2. Choose your essay text.
3. Write draft 1.
4. Test it and write draft 2.

The essay's shape

Part	What it does
Introduction	Context (creator, date, audience) and thesis
Body 1	First technique or convention: evidence and explanation
Body 2	Second technique: evidence and explanation
Body 3	Purpose and effects: whose interests, what consequences
Conclusion	So what? Connect to how representations change today

1,000 to 1,200 words, MLA citations.

The analytical paragraph



Point

A claim, not a fact.



Evidence

A quotation or detail.



Explanation

How it works, and why.



Link

Back to the thesis.

Sentence tools

short sentence	Emphasis. *“The clock is gone.”*
complex sentence	Shows cause or contrast. *“Because the clock was removed, the men appear timeless.”*
varied opening	Avoids repetition. *“In the published version, …”*
transition	Shows the logic between ideas. *However, therefore, similarly, for example.*

Sentence workshop

On page 2:

1. Revise the choppy paragraph.
2. Vary length and openings.
3. Add three transitions.
4. Write a topic sentence for your own essay.

Model revision

Task: Revise the choppy paragraph.

In the version of “In a Piegan Lodge” that Curtis published, the clock is gone. Because a clock marks modern time, removing it places the two men outside the present, as if they belonged only to an earlier age. Viewers are therefore invited to see Indigenous people as relics rather than neighbours, a message that strengthened the vanishing myth.

Why it works

Varied openings.

Cause shown with “because.”

“Therefore” signals result.

Check yourself

Be honest. This helps you choose what to work on next.

Success criteria	Not yet	Almost	Got it
I can write an arguable thesis about a representation.			
I can organize body paragraphs logically.			
I can vary sentence structure for clarity and emphasis.			
I can use transitions to connect ideas.			

Exit ticket

1. Your thesis, draft 2.
2. One sentence you improved and how.
3. What you'll write first for homework.

Next class: Editing for Precision.

Teacher reveal

Building the analysis: key points

Arguable thesis: Names the text, the representation, the technique and the purpose. Someone could disagree.

Weak thesis: “This poem is racist” states an opinion but no how or why.

Paragraph pattern: Point, evidence, explanation (how and why), link to thesis.

Sentence variety: Short sentences for emphasis; complex sentences to show cause and contrast; varied openings.

Transitions: Show logic: however (contrast), therefore (result), similarly (comparison), for example (evidence).