Building the Analysis: Thesis, structure and sentences that analyse

NBE3U, Unit 2: Behind the Image, Lesson 11. 75 minutes. Teacher lesson plan.

Lesson at a glance

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.

What students do: Students learn the structure of the representation analysis essay, write and test a thesis, organize body paragraphs with the point–evidence–explanation pattern, and practise varying sentence types and transitions to make their analysis clear.

Curriculum expectations

Code	Students will…
D2.1	write for different purposes and audiences using a variety of literary, informational, and graphic text forms
D2.4	write complete sentences that communicate their meaning clearly and effectively, skilfully varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas
D1.4	identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and selecting the organizational pattern best suited to the content and the purpose for writing

From The Ontario Curriculum, Grades 9 to 12: First Nations, Métis, and Inuit Studies (2019), English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, University Preparation (NBE3U). A = First Nations, Métis, and Inuit Perspectives and Text Forms in Canada, B = Oral Communication, C = Reading and Literature Studies, D = Writing, E = Media Studies.

Learning goals and success criteria

Learning goals	Success criteria
• We are learning to write a clear analytical thesis. • We are learning to organize and write analytical paragraphs with varied, connected sentences.	• 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.

Materials and preparation

- **Slides:** Building the Analysis deck.

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- **Handouts:** Thesis Lab (page 1), Sentence Workshop (page 2).
- **Students:** Summative task sheet, paragraph plan from Lesson 9.

Lesson sequence

Time (min)	Part	Teacher	Students	Look for
0–8	**Hook**	Weak vs strong.	Compare.	
8–30	**Thesis lab**	Write and test.	Write.	Arguable thesis.
30–45	**Structure**	The essay's shape.	Outline.	
45–68	**Sentences**	Variety and transitions.	Revise.	Varied sentences.
68–75	**Plan**	Next steps.	Plan.	

Differentiation

- **Support:** Thesis frame: “[Text] represents [people] as ___ through ___, which serves ___.”
- **ELL:** Transition word bank by purpose.
- **Challenge:** Write a thesis that addresses a contradiction.

Assessment

Type	Tool	Purpose
Assessment for learning	Thesis Lab and Sentence Workshop	Form and purpose (D2.1), sentences (D2.4) and organization (D1.4)

Look-fors

Task	Strong response	Next step if not yet
Thesis	Text named; representation, technique and purpose stated; arguable	Use the frame; ask “how?” and “why?” of your first draft
Paragraph	Topic sentence, two pieces of evidence, explanation of how and why, link	Add an explanation sentence after each piece of evidence

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.

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

Teacher notes

- Students choose their essay text today: Scott's sonnet, a staged image from Lesson 4, a team name, a western or Reel Injun, the old-style textbook paragraph, a news story, or another non-Indigenous text approved by you. They may compare it with a text by an Indigenous creator.
- Model sentences in this lesson are original, written from a student writer's point of view.
- We strongly recommend reviewing this unit with your board's Indigenous education lead and, where possible, inviting a First Nations, Métis or Inuit Elder, Knowledge Keeper or guest speaker following your board's protocols (including offerings and honoraria). Local Nations' own sources come first.

Coming up

Lesson 12, Editing for Precision.

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