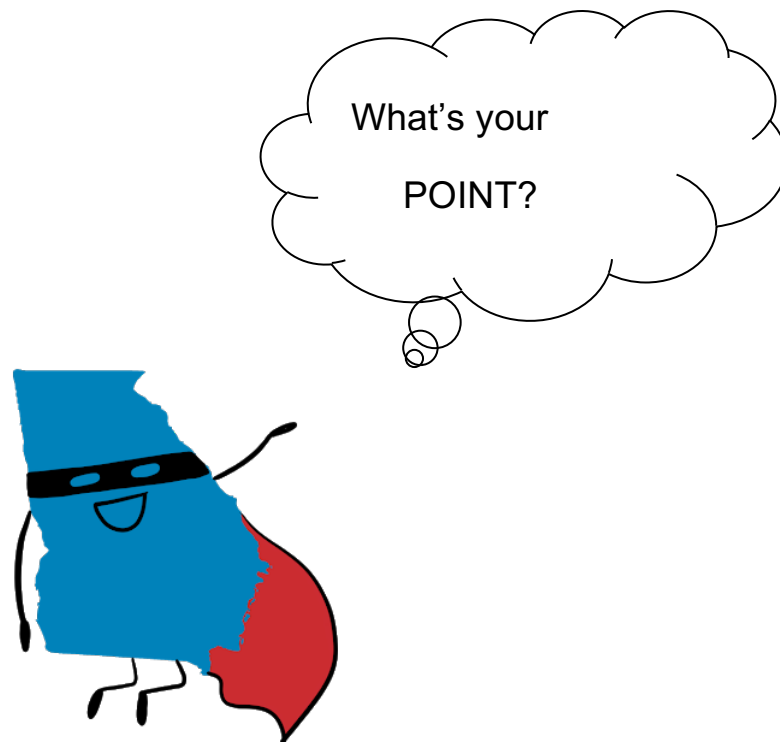


## Unit 15 - Thesis Development and Revision - Never stop thinking and never stop revising

At this point, the students are well into their projects. They may have already started building their entry. The research, analysis, and revision process continues. In particular, students need to continue asking questions about their thesis statements. They need to 'grill' it again, making sure it is focused, has a point/makes an argument, and is not simply a summary of fact. Further, ask students to take the time to examine what they've written in their sections, and ask the same tough questions of it as well. "Does what you've written, designed, built, support your thesis?"

Constructing strong thesis statements takes practice. The worksheet below is another opportunity to work on the skill.



# Analyzing Thesis Statements

In the following exercise you will find a series of thesis statements. Analyze each one to determine whether it is strong or weak. Provide an explanation of your reasoning.

<i>Thesis</i>	<i>Strong</i>	<i>Weak</i>	<i>Reasons</i>
<i>Richard J. Daley died in 1976.</i>			
<i>Artists of Chicago: 1890-1990</i>			
<i>The Juvenile Court system was established to remove children from the adult criminal justice system and help youth reform, but over the years it became a source of punishment and imprisonment.</i>			
<i>Pesticides kill thousands of farmworkers and must be stopped.</i>			
<i>German immigrants in Chicago had enormous difficulties during World War One as they were forced to choose between being "German and an enemy" or forsaking Germany to be "American".</i>			

<i>Before Title IX, there were few female basketball players.</i>			
<i>How did The Jungle make an impact on the foods we eat?</i>			
<i>The reversal of the Chicago River, which improved sanitary and health conditions of Chicagoans, demonstrated that science and technology cannot solve problems unless there are economic motives and political will.</i>			