**Advanced Thesis Statements**

**Proficient Examples:**

* **Basic**: There are three main causes of the French Revolution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* **O/P**: Although there were several other factors, the three biggest causes of the French Revolution were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_.

* **Flipped Thesis**: 3 main points to the front of the sentence:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were the 3 main causes of the French Revolution.

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**Advanced Examples:**

* **Unbalanced Statement**: In addition to factors such as  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  was the most influential cause of the French Revolution.  (Placing most emphasis on the 3rd one - you’ll need to back this up in the body paragraphs)

* **Power Statement: (no obvious preview)**:

(Find a common thread among your 3 main points):

The conflict in the French Revolution was mainly a result of how the citizens and the government held drastically different ideas about how the country should be run. (All 3 main points should connect to this statement in some way.)

**Advanced Topic Sentences**

**Proficient Examples:**

THESIS:

Although economic and political problems were both important causes of the French Revolution, the ideas of the Enlightenment can be seen as the most influential cause of the uprising.

* Basic TOPIC Sentence:

Economic problems were one main cause of the French Revolution.

* O/P:

Because of the economic problems in France, members of the 2nd and 3rd estate started to consider thoughts of revolution.

**Advanced Examples:**

Other Interesting Start-its

1. Sparking conflict between France’s three estates, economic problems were one cause of the French Revolution. (Verb Start It)
2. Initially sparking conflict between France’s three estates, economic problems were one cause of the French Revolution. (Adverb Start It)
3. Intense differences in taxes and income were influential factors in starting the French Revolution. (Adjective Start It)

Other Techniques:

1. Use a noun appositive:  Intense differences in taxes and income, two types of economic problems in France during the 1700s, were influential in starting the French Revolution.
2. Use a semi-colon to connect two related complete sentences: The three social classes in France, the 1st, 2nd, and 3rd estates, varied greatly in their economic situations; therefore, ideas of revolution began to grow.

**Strategy for Advanced Body Paragraphs**

**INTRODUCE/EXPLAIN/CONNECT:**

* INTRODUCE your main point. (1 sentence)
* EXPLAIN your example by giving the reader SPECIFIC background information about it. (Usually 1-3 sentences)
* CONNECT the example to your main topic - show how it proves your point (EVEN IF IT SEEMS OBVIOUS). (Usually 1-2 sentences)

**INTRODUCE**

* State your main point in an interesting way.
* Usually 1 sentence

**EXPLAIN**

SPECIFIC EXAMPLES OF GENERAL IDEAS:

* Usually, your main point is fairly general, so when you EXPLAIN, you give specific information to back it up. (Usually 1-3 sentences)

Example:

* Main Point (General idea): Taxes were unfair.
* Explain (Specific example): The 3rd Estate in France paid nearly 100% of the country’s taxes, while the 1st and 2nd estate paid nearly nothing.

**CONNECT**

MAKE SURE ALL ROADS LEAD BACK TO CENTRAL TOPIC: (Get REALLY good at finding DIFFERENT ways to say “This showed my topic because/by…”)

* Usually 1-2 sentences

Example:

* Introduce: Most people agree that Louis and Marie were not strong rulers.
* Explain (specifics): They spent the taxpayers’ money on unnecessary items for themselves, and Louis preferred to spend his time hunting rather than ruling the country.
* CONNECT TO TOPIC: This lack of understanding of how to rule the country led to the citizens feeling neglected, which angered them.

**Embedded Transitions**

Another strategy to enhance your body paragraphs is by using **embedded transitions.**

* These are transitions that, *although they still help the writing flow,* are harder for the reader to spot.
* Embedded transitions *also* clarify the type of relationship between 2 ideas.

Put them in the middle/end of a sentence rather than right at the beginning:

* Also, the 3rd Estate paid most of the taxes. 🡪 As a result, the peasants revolted.
* The 3rd estate also paid most of the taxes. 🡪 The peasants revolted as a result of this.

Mention both of the ideas you are connecting in the same sentence:

* 2nd paragraph: all about Montesquieu 🡪 3rd paragraph Topic Sentence: Another thinker who challenged the French government was Voltaire.
* 2nd paragraph: all about Montesquieu 🡪 3rd paragraph Topic Sentence: Like Montesquieu, Voltaire also found ways to challenge the French government

**Determine the relationship between ideas**:

To use the most effective transition, choose one which clearly illustrates the relationship between the 2 ideas you are connecting.

* Does 2nd idea give an example of the 1st?
* Does 2nd idea emphasize the 1st?
* Does 2nd idea show a contrast with the 1st?
* Does 2nd idea summarize the 1st?

Transition word/phrase types…

* To add another idea: also, again, as well as, besides, coupled with, furthermore, in addition, likewise, moreover, similarly
* To show contrast or comparison: conversely, instead, likewise, on one hand, on the other hand, on the contrary, rather, similarly, yet, but, however, still, nevertheless, in contrast
* To give an example: chiefly, especially, for instance, in particular, markedly, namely,   
  particularly,  including, specifically, such as

**ADVANCED Conclusion Paragraphs**

1. **Connect to Hook**
   * This will not look all that different in an advanced body paragraph. Just be sure you are being as creative as possible in both your ORIGINAL HOOK (in your intro) and your CONNECT TO HOOK (in conclusion).
2. **Restate Thesis**
   * This will look VERY different in an advanced conclusion paragraph.

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| **Proficient** | **Advanced** |
| ***Thesis:*** *Three great things about owning a dog are that they are loyal, they are entertaining, and they keep you company.* | ***Thesis:*** *Three great things about owning a dog are that they are loyal, they are entertaining, and they keep you company.* |
| **Restate Thesis**: As you can see, owning a dog is great because of how loyal they are, how much fun they are to play with, and how they can be your constant companion. | **Restate Thesis**: As you can see, owning a dog is great because of how **loyal** they are, how much **fun** they are to play with, and how they can be your **constant companion.**  **Review Best Point from BP#1**: A dog shows its true **loyalty** when times get tough and it remains by your side.  **Review Best Point from BP#2:** They are not just great in the hard times, however. Dogs can enhance the **fun** times in your life as well, helping you make special memories.  **Review Best Point from BP#3:** Finally, dogs are unique in their **strong companionship**; when you have a dog, you know you’ll never have to be alone. |

1. **ADVANCED “Final Thoughts”**

**Think about…**

* Why are we writing this essay in the first place?
* Why does/should this matter to us today?
* You should try to leave your reader with something important to think about...to dwell on.

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| **Strategy** | **Explanation** | **Example(s)** |
| Provide Context | Places topic in the big picture so that reader can see the purpose of the piece or why the piece matters. (Which broader conversations does the topic matter in? Politics? The environment?) | If you wrote an essay about rescuing animals from the shelter, **instead of just focusing on your family or that ONE pet,** your context might be how rescuing animals benefits **our country/our society as a whole.** |
| Anaphora | Repeating a **word** or **phrase** in the **beginning** of several successive clauses (sentences or parts of sentences in a row). | * Every child must be taught these principles. Every citizen must uphold them. And every person, by embracing these ideals, makes our country more, not less, American.” * "*Whatever* failures I have known, *whatever* errors I have committed, *whatever* follies I have witnessed in public and private life, have been the consequences of action without thought." * A man without ambition is dead. A man with ambition but no love is dead. A man with ambition and love for his blessings here on earth is ever so alive. * “*Good* food. *Good* cheer. *Good* times." * “It *rained* on his lousy tombstone, and it *rained* on the grass on his stomach. It *rained* all over the place.” |
| Epiphora | Repeating a **word** or **phrase** at the **end** of several successive clauses (sentences or parts of sentences in a row). | * "There is nothing wrong with America that cannot be cured by what is right with America." * "A day may come when the courage of men fails, when we forsake our friends and break all bonds of fellowship, *but it is not this day*. An hour of woes and shattered shields, when the age of men comes crashing down! *But it is not this day!* This day we fight!" * "The big sycamore by the creek *was gone*. The willow tangle *was gone*. The little enclave of untrodden bluegrass *was gone*. The clump of dogwood on the little rise across the creek--now that, too, *was gone*." * "For no government is better than the men who compose it, and I want *the best*, and we need *the best*, and we deserve *the best*." |