

**10.3.3****Lesson 6****Introduction**

In this lesson, students learn to craft a concluding statement that follows from and further supports the argument and appropriately connects sections of the text. Students deepen their understanding of how transitional words and phrases connect ideas and contribute to an effective conclusion to the research-based argument paper.

Students begin the lesson by examining a model text conclusion in a teacher-led discussion. Students then have an opportunity to draft their research-based argument paper conclusions. This draft serves as the assessment for this lesson. For homework, students revise the body paragraphs of their draft papers to enhance the support for the conclusion.

**Standards**

Assessed Standard(s)	
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Addressed Standard(s)	
W.9-10.1.c, e	<p>Write arguments to support claims in the analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Assessment

Assessment(s)
Student learning is assessed via the first draft of the conclusion for the research-based argument paper.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Contain clear and coherent writing (e.g., tissue is removed every day during surgical procedures such as liposuction, amputations, mastectomies, and even biopsies of healthy tissue).</li> <li>Include evidence-based claims that are supported by the text (e.g., money and science should not mix, for the good of humanity).</li> <li>Provide adequate and appropriate use of words, phrases, and clauses to link sections of the text (e.g., in every cell of a person's body is a mirror of the human within whose body the cell began; as humans learn more about genetics and heredity, the mirror can reflect the donors' children and parents).</li> <li>Provide a concluding section that supports the argument presented (e.g., in order to protect the rights of patients and the privacy and dignity of individual human beings, neither researchers nor patients should have rights to sell their tissue).</li> <li>Include valid reasoning that follows from previous claims (e.g., because of the problems that are inherent in the selling of tissue, the dangers of turning a system that saves lives into a for-profit business, and the infringement on individual's rights and liberties, it is clear that changes must be made to the way we handle tissue sale and ownership).</li> </ul> <p>① For more support, see the sample student research paper in 10.3.3 Lesson 11.</p>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>None.*</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>None.*</li> </ul>

\* Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 10.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: W.9-10.4, W.9-10.1.c, e, L.9-10.6</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Building to a Conclusion</li> <li>Drafting a Conclusion and Assessment</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>10%</li> <li>10%</li> <li>30%</li> <li>45%</li> <li>5%</li> </ol>

## Materials

- Student copies of the 10.3 Common Core Learning Standards Tool (refer to 10.3.2 Lesson 1)
- Student copies of the Connecting Ideas Handout (refer to 10.3.3 Lesson 5)
- Student copies of the 10.3.3 Rubric and Checklist (refer to 10.3.3 Lesson 3)

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
<b>10%</b>	<b>Percentage indicates the percentage of lesson time each activity should take.</b>
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

## Activity 1: Introduction of Lesson Agenda

**10%**

Begin by reviewing the agenda and assessed standard for this lesson: W.9-10.4. Explain to students that in this lesson they examine the components of an effective conclusion and its place in the research-

based argument paper. Students first examine a model conclusion paragraph to deepen their understanding of the conclusion of a research-based argument paper. Students then have an opportunity to draft a conclusion paragraph that uses words, phrases, and clauses to create cohesion between and brings a conclusion to the argument presented. This draft of a conclusion serves as the assessment for this lesson.

- ▶ Students look at the agenda.

Distribute or ask students to take out their copies of the 10.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with new standard: W.9-10.1.e. Ask students to individually read W.9-10.1.e on their tools and assess their familiarity with and mastery of it.

- ▶ Students read and assess their familiarity with standard W.9-10.1.e.

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

🗣 Student responses should include:

- The standard is about providing a conclusion or final statement.
- A conclusion should follow from the presented claims and support the presented argument.

Explain to students that they are going to further their understanding of how to craft an effective conclusion in this lesson.

- ▶ Students listen.

## Activity 2: Homework Accountability

**10%**

Instruct students to take out the homework from the previous lesson, which was: “Select one of your sources and circle or highlight the transitional words and phrases that serve to link sections of the text together. Use the Connecting Ideas Handout to note where different words and phrases are used to support and clarify the use of evidence and link together claims. Additionally, prepare to explain how the connecting ideas highlighted support the evidence and claims of the text.”

Instruct students to form pairs to briefly share the transitional words and phrases they found in their sources, explaining how those words help to connect ideas. Remind students to refer to their Connecting Ideas Handout as a resource for transitional words and phrases.

- ▶ Student pairs briefly share the transitional words and phrases they found in their sources, explaining how those words help to connect ideas.

🗣 Student responses vary by their individual sources.

### Activity 3: Building to a Conclusion

**30%**

Explain to students that the focus of today's lesson is writing the conclusion for the research-based argument paper.

Display a definition of *conclusion* for students: *conclusion* means “the last main division of a formal discussion in speech or writing, usually containing a summing up of the points and a statement of opinion or decisions reached.” Explain to students that the conclusion of a research-based argument paper is the writer's final opportunity to reinforce the argument and provide a convincing statement to the reader. A *conclusion* serves as a final statement that synthesizes the evidence provided in the paper and shows how this evidence supports the central claim.

Explain to students that an effective conclusion restates the central claim of the paper and briefly summarizes the supporting claims, evidence, and reasoning presented in the paper to reinforce that central claim. A conclusion should include a synthesis of any additional information that was uncovered in the course of the research of the paper that would inform a reader's understanding of the issue.

- Students listen.

Present students with the following example of a model conclusion:

Tissue is removed every day during surgical procedures such as liposuction, amputations, mastectomies, and even biopsies of healthy tissue. In every cell of a person's body is a mirror of the human within whose body the cell began. As humans learn more about genetics and heredity, the mirror can reflect the donors' children and parents, stretching farther back and forward in time, connecting biology to information that can support groundbreaking research or provide valuable capital that can be used in positive or negative ways. Because of the problems that are inherent in the selling of tissue, the dangers of turning a system that saves lives into a for-profit business, and the infringement on individual's rights and liberties, it is clear that changes must be made to the way we handle tissue sale and ownership. In order to protect the rights of patients and the privacy and dignity of individual human beings, neither researchers nor patients should have rights to sell their tissue. Money and science should not mix, for the good of humanity.

① The model conclusion is located in the sample student research-based argument paper located in 10.3.3 Lesson 11.

Ask students what they notice about the conclusion, discussing the following questions as a class:

**How does this paragraph serve as a conclusion to the paper, and what claims are presented to the reader?**

- ☛ It reminds the reader of the central claims of the paper, that the sale of human tissue has the potential to harm people and their families and that neither researchers nor patients should have the rights to sell their tissue.

**How does the conclusion enhance or alter the initial central claim?**

- ☞ The conclusion puts a much more forceful spin on the central claim, invoking both the privacy and dignity of all human beings and claiming that the central claim is not only morally correct but benefits humanity as a whole.

**How does the conclusion emphasize the chain of reasoning explained in the body paragraphs of the essay?**

- ☞ It restates some of the supporting claims of the paper, the problems with selling tissue, the dangers of a for-profit system, and the potential harm to individual's rights and privacy.

**What is similar about the conclusion and the introduction? What is different?**

① If needed, present students with the model introduction and have them reread it.

- ☞ The conclusion reiterates the personal harm that tissue sales can cause.
- ☞ It offers a much more conclusive set of statements. Many questions are posed in the introduction; the conclusion answers those questions.

Inform students that they are to begin drafting their conclusions in the following activity. Direct students to the Coherence, Organization, and Style portion of the 10.3.3 Rubric and Checklist and look for sub-standards W.9-10.1.c and W.9-10.1.e. Remind students to reference this checklist as they are drafting their conclusions. Encourage students to reference the Connecting Ideas Handout as they are writing their conclusions.

- ▶ Students read sub-standards W.9-10.1.c and W.9-10.1.e on the 10.3.3 Rubric and Checklist as well as examine the Connecting Ideas Handout.

Explain to students that the careful crafting of a conclusion is an essential part of their research-based argument papers. Building an effective conclusion allows students to deliver a strong, persuasive closing point that serves to reinforce a central claim. The concluding paragraph is a powerful synthesis of all of the evidence-based claims in the paper, combined with the final link of an effective chain of reasoning. It serves not only to remind the reader of all of the evidence presented in the paper but also to support the reasoning and overall claims of the writer. It is the writer's last opportunity to present the central claim to the reader. Remind students that building an effective and convincing conclusion is the result of a process that involves significant revision and editing.

- ▶ Students follow along.

## Activity 4: Drafting a Conclusion and Assessment

**45%**

Inform students that this assessment is evaluated using W.9-10.1.c, e on the 10.3.3 Rubric and Checklist. Remind students to refer to the checklist as they draft, organize, and adjust their conclusions for cohesion, clarity, and development of a claim.

- ▶ Students listen.

Ask students to organize their concluding paragraph and make any adjustments to what they have written to ensure:

- There is cohesion and logic to their final statements.
- The information is presented in a way that effectively restates their central claim and summarizes supporting claims, evidence, and reasoning. Remind students that they may need to add concrete details or transition words, or delete sentences or passages to polish their conclusions.

Remind students that they should pay close attention to their use of domain-specific words and phrases. The accurate use of these words and phrases serves to improve the tone and content of their conclusions and paper as a whole.

- ▶ Students work independently on the drafts of their conclusions.

① As students work, circulate around the class and address individual concerns.

① Consider reminding students of the skills inherent in L.9-10.6, the standard that was introduced in 10.3.3 Lesson 4.

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Ask students to submit the conclusions they worked on in class. Assess students' use of transitional words/phrases and logical presentation of information.

- ▶ Students submit their conclusion paragraphs.

## Activity 5: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to review and revise their body paragraphs to better support their concluding statements. Remind students to refer to sub-standards W.9-10.1.c, e on the 10.3.3 Rubric and Checklist to guide their revisions.

- ▶ Students follow along.

## Homework

Review and revise your body paragraphs to better support your concluding statements and chain of reasoning. Refer to sub-standards W.9-10.1.c, e on the 10.3.3 Rubric and Checklist to guide your revisions.