

# 11.3.3 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. Student learning is assessed via the first draft of the conclusion for the research-based argument paper. For homework, students revise the body paragraphs of their draft papers to enhance the support for the conclusion.

## Standards

| Assessed Standard(s)  |   |
|-----------------------|---|
| W.11-12.4             | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| Addressed Standard(s) |   |
| W.11-12.1.c, e        | <p>Write arguments to support claims in an analysis of substantive topics or texts, 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 as well as varied syntax 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.11-12.6             | 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

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**Assessment(s)**

Student learning is assessed via the first draft of the conclusion for the research-based argument paper.

- This assessment will be evaluated using the W.11-12.1.c, e portion of the 11.3.3 Rubric.

**High Performance Response(s)**

A High Performance Response should:

- Contain clear and coherent writing (e.g., It is of vital importance that the international community provides resources and support to the U.N., the ICC, and other international coalitions focused on preventing genocide.).
- Include evidence-based claims that are supported by the text (e.g., The U.N. definition of genocide, born out of the atrocities of the Holocaust, was designed both to prevent future genocide and to hold accountable those nations and groups that commit genocide (Schabas).).
- Provide adequate and appropriate use of words, phrases, and clauses to link sections of the text (e.g., Certainly the task of providing an international body with these resources is not without its challenges, but it is essential that the global community makes genocide prevention an urgent priority. The international community must take immediate action by empowering the U.N. and intervening places such as Syria and the Sudan to prevent mass atrocities (“After Rwanda’s Genocide”).).
- Provide a concluding statement that supports the argument presented (e.g., The international community must take immediate action by empowering the U.N. and intervening places such as Syria and the Sudan to prevent mass atrocities (“After Rwanda’s Genocide”). The opportunity for peace and safety must extend to all peoples of the world and the U.N. is the institution that can write the final chapter in the history of genocide.).
- Include valid reasoning that follows from previous claims (e.g., While prosecution has improved in recent years, prevention has not.).
- For more support, see the model student research paper in 11.3.3 Lesson 12.

## Vocabulary

|   |
|---|
| <b>Vocabulary to provide directly (will not include extended instruction)</b>           |
| • None.*  |
| <b>Vocabulary to teach (may include direct word work and/or questions)</b>              |
| • None.*  |
| <b>Additional vocabulary to support English Language Learners (to provide directly)</b> |
| • None.*  |

\* Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 11.3.2 into their research-based argument paper, as well as to record process-oriented vocabulary defined in the lesson.

## Lesson Agenda/Overview

| Student-Facing Agenda  | % of Lesson   |
|--|---|
| <b>Standards:</b> <ul style="list-style-type: none"> <li>Standards: W.11-12.4, W.11-12.1.c, e, L.11-12.6</li> </ul>  |   |
| <b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Building to a Conclusion</li> <li>4. Drafting a Conclusion and Assessment</li> <li>5. Closing</li> </ol> | <ol style="list-style-type: none"> <li>1. 10%</li> <li>2. 10%</li> <li>3. 30%</li> <li>4. 45%</li> <li>5. 5%</li> </ol> |

## Materials

- Student copies of the 11.3 Common Core Learning Standards Tool (refer to 11.3.1 Lesson 2)
- Student copies of the Connecting Ideas Handout (refer to 11.3.3 Lesson 5)
- Student copies of the 11.3.3 Rubric and Checklist (refer to 11.3.3 Lesson 3)
- Student copies of the MLA Citation Handout (refer to 11.3.3 Lesson 3)

## Learning Sequence

| How to Use the Learning Sequence |   |
|----------------------------------|---|
| Symbol                           | Type of Text & Interpretation of the Symbol                                   |
| 10%                              | Percentage indicates the percentage of lesson time each activity should take. |
| 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 the assessed standard for this lesson: W.11-12.4. 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 provide a conclusion to the argument presented. This draft of a conclusion serves as the assessment for this lesson.

- Students look at the agenda.

Instruct students to take out their copies of the 11.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: W.11-12.1.e. This standard is part of the 11.3.3 Rubric and Checklist. Instruct students to individually read W.11-12.1.e on their tools and assess their familiarity with and mastery of it.

- Students read and assess their familiarity with standard W.11-12.1e.

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.

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- 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 their responses to the homework assignment from the previous lesson (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 introduction and conclusion and instruct students to read and compare the organization, claims, and articulation of the central claim in the two paragraphs:

- Students were introduced to the model introduction in 11.3.3 Lesson 4.

### Introduction:

Throughout history, genocide has raged on every continent, ravaging peoples by the thousands, hundreds of thousands, millions. While the international response to preventing genocide has grown stronger over the years, there is still much work to be done to stop genocide before it starts. The United Nations has played a major role both in introducing the concept of genocide to the world, and in helping to set up criminal tribunals to punish those who commit acts of genocide. However, the role of the U.N. is a complex one, and the international governing body has at times shown itself incapable of intervening and responding to mass acts of killing. Recent history has shown that what is most needed is a task force independent of the U.N. charged with preventing genocide, one equipped with the means to effectively intervene before mass catastrophes develop. The international community must be unified in the fight against genocide and must ensure that they have the power and resources to prevent future genocides.

### Conclusion:

The U.N. definition of genocide, born out of the atrocities of the Holocaust, was designed both to prevent future genocide and to hold accountable those nations and groups that commit genocide (Schabas). While prosecution has improved in recent years, prevention has not. It is of vital importance that the international community provides resources and support to the U.N., the ICC, and other international coalitions focused on preventing genocide. Certainly the task of providing an international body with these resources is not without its challenges, but it is essential that the global community makes genocide prevention an urgent priority. The international community must take immediate action by empowering the U.N. and intervening in places such as Syria and the Sudan to prevent mass atrocities (“After Rwanda’s Genocide”). The opportunity for peace and safety must extend to all peoples of the world and the U.N. is the institution that can write the final chapter in the history of genocide.

- The model conclusion is located in the Model Final Research-Based Argument Paper located in 11.3.3 Lesson 12.

Instruct students to discuss the following questions as a class:

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

- Student responses should include:
  - They both explain how the U.N. has been instrumental in the establishment of a definition of genocide and in the prevention and prosecution of it.

- They both emphasize the need for more resources for the U.N. in order to take a stronger stance on genocide prevention.
- The conclusion uses stronger language and rhetoric, such as words like *vital* and *essential*, to stress the urgency of the point.
- The introduction and conclusion have a similar organizational structure, they both reference their claims in the same order although the conclusion is more specific.

### What claims are presented in the conclusion?

- It presents a final statement that supporting the U.N. will contribute to ending genocide in the world. It follows up on previous statements that the U.N. is responsible for holding “nations and groups accountable for committing genocide.” It reiterates the claim that the international community must provide additional resources and aid to the U.N. in order to stop atrocities.

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

- It points readers to a disparity between the prosecution and the prevention of genocide.

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 11.3.3 Rubric and Checklist and look for sub-standards W.11-12.1.c and W.11-12.1.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.11-12.1.c and W.11-12.1.e on the 11.3.3 Rubric and Checklist as well as examine the Connecting Ideas Handout.

Explain to students that the work done in the previous two lessons to build understanding of cohesion and the use of varied syntax should also be employed in the crafting of a conclusion.

- Encourage students to keep in mind the Module Performance Assessment as they discuss and analyze effective conclusions. Remind students that they will present their research orally at the end of the module and that delivering a strong concluding statement is important in written and oral arguments. This activity provides an opportunity to begin preparing for the assessment presentation.

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

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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.11-12.1.c, e on the 11.3.3 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.

Instruct 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.
- As students work, circulate around the class and address individual concerns.
- Remind students to refer to their *MLA Citation Handout* as they draft their conclusions.
- Consider reminding students of the skills inherent in L.11-12.6, the standard that was introduced in 11.3.3 Lesson 4.

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Instruct 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.11-12.1.c, e on the 11.3.3 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.11-12.1.c, e on the 11.3.3 Rubric and Checklist to guide your revisions.