12.3.2 | 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 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 of the research-based argument paper.

For homework, students review and revise their body paragraphs to better support their concluding statements.

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	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. 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. e. Provide a concluding statement or section that follows from and supports the argument presented.
L.11-12.6	Acquire and use accurately a range of 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 to the research-based argument paper at the end of the lesson. •   This draft will be assessed using the W.11-12.1.c, e portion of the 12.3.2 Rubric.
High Performance Response(s)
A High Performance Response should: •   Provide a concluding section that follows from and supports the argument presented (e.g., The future wellbeing of developing nations depends on their investment in human capital. When the barriers of all forms of inequality are abolished, and everyone has equal access to quality education and technology, skilled workers will thrive at their fullest, and economies will grow. Of course, quality education and thriving industry will look different from one developing nation to another, and as of yet, no country in the world has formulated the perfect solution to poverty and human suffering; there is no single solution. In an ideal world, all nations would come together, acknowledge potential areas for growth, and help one another toward a common goal of global economic prosperity.). •   See the model conclusion from the Sample Student Research-Based Argument Paper in 12.3.2 Lesson 11.

Vocabulary

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

*Students should incorporate relevant academic and/or domain-specific vocabulary from 12.3.1 into their research-based argument papers.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: • Standards: W.11-12.4, W.11-12.1.c, e, L.11-12.6 **Learning Sequence:** 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Crafting a Conclusion 4. Drafting a Conclusion and Assessment 5. Closing	 1. 10% 2. 10% 3. 30% 4. 45% 5. 5%

Materials

- Student copies of the 12.3 Common Core Learning Standards Tool (refer to 12.3.1 Lesson 3) (optional)
- Student copies of the Connecting Ideas Handout (refer to 12.3.2 Lesson 5)
- Student copies of the 12.3.2 Rubric and Checklist (refer to 12.3.2 Lesson 1)
- Student copies of the MLA Citation Handout (refer to 12.3.2 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.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students examine the components of an effective conclusion and its place in the research-based argument paper. Students first examine a model concluding paragraph to deepen their understanding of the conclusion of a research-based argument paper. Students then have an opportunity to draft a concluding paragraph. This draft of a conclusion serves as the assessment for this lesson.

- Students look at the agenda.

- **Differentiation Consideration**: If students are using the 12.3 Common Core Learning Standards Tool, instruct them to refer to it for this portion of the lesson introduction.

Post or project standard W.11-12.1.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.

Activity 2: Homework Accountability   10%

Instruct students to take out their responses to the previous lesson's homework assignment. (Finish drafting the rest of your body paragraphs. Use the 12.3.2 Rubric and Checklist as you are drafting, organizing, and adjusting your paragraphs for cohesion and development of central claims, supporting claims, counterclaims, reasoning, and evidence.) Instruct students to form pairs and briefly review their body paragraphs for effective transitions, varied syntax, and cohesion.

- Student responses vary according to their individual drafts.

Activity 3: Crafting a Conclusion   30%

Explain to students that the focus of today's lesson is writing a conclusion for their 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.

- 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 read the model introduction in 12.3.2 Lesson 4.

Introduction:

Nearly half of the globe lives on less than $2.50 per day, and "at least 80% of humanity lives on less than $10 a day" (Shah). In the U.S. alone, nearly 50 million people live below the poverty line (Fessler). While people all over the globe suffer as a result of poverty from income disparity, it is particularly devastating for developing nations. We are thus faced with an important question: What is the best way for developing nations to increase their economic prosperity? It is a complex question with no single, one-size-fits-all solution, but the most effective way for developing nations to become more prosperous is by investing in

human capital, providing quality education and technology to all citizens, regardless of gender or race.

Conclusion:

The future wellbeing of developing nations depends on their investment in human capital. When the barriers of all forms of inequality are abolished, and everyone has equal access to quality education and technology, skilled workers will thrive at their fullest, and economies will grow. Of course, quality education and thriving industry will look different from one developing nation to another, and as of yet, no country in the world has formulated the perfect solution to poverty and human suffering; there is no single solution. In an ideal world, all nations would come together, acknowledge potential areas for growth, and help one another toward a common goal of global economic prosperity.

- The model conclusion is located in the Sample Student Research-Based Argument Paper in 12.3.2 Lesson 11.

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:

  o Both the introduction and conclusion stress the importance of human capital in increasing prosperity in developing nations, specifically investments in education and technology.

  o Both paragraphs state that investment in human capital is not the only way to develop a nation's prosperity. In the introduction, the author says "there is no one-size-fits-all solution," and in the conclusion, the author states that "there is no single solution" to solving poverty in developing nations.

  o The conclusion uses stronger language and rhetoric, such as the effective metaphor of a "barrier" to inequality, which works to stress the urgency of the point.

  o The conclusion urges the audience to work together towards the goal of investment in education and technology to achieve global prosperity. This call to action leaves the reader with the strong impression that the central claim is important and valuable, especially since it is well supported by the claims, evidence, and reasoning that preceded it.

What claims are presented in the conclusion?

- Student responses may include:

- The future wellbeing of developing nations depends on investment in human capital.

- When the barriers of all forms of inequality are abolished and everyone has equal access to quality education and technology, skilled workers will thrive at their fullest and economies will grow.

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

- Student responses may include:

  - The conclusion restates the original central claim, but does so powerfully, acknowledging the supporting claims (inequality, access [to technology], quality education) and counterarguments ("no perfect solution") that came before.

  - The central claim in the conclusion uses words like *future wellbeing, inequality, barriers,* and *abolished* to convey the urgency in the claim and call the reader to action.

- **Differentiation Consideration**: If students struggle, consider asking the following scaffolding question:

  What is the central claim in the conclusion?

  - The central claim is that when the barriers of all forms of inequality are abolished and everyone has equal access to quality education and technology, skilled workers will thrive at their fullest and economies will grow.

Inform students that they begin drafting their conclusions in the following activity. Direct students to the "Coherence, Organization, and Style" portion of the 12.3.2 Rubric and Checklist and look for substandards 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 substandards W.11-12.1.c and W.11-12.1.e on the 12.3.2 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.

Explain to students that the conclusion is the writer's last opportunity to present the central claim to the reader. 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. Therefore, the concluding paragraph is a powerful synthesis of all of the evidence-based claims in the paper.

- Students follow along.

Activity 4: Drafting a Conclusion and Assessment   45%

Instruct students to independently draft their own conclusions for the lesson assessment. Inform students that their conclusions are assessed using W.11-12.1.c, e on the 12.3.2 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 to ensure

- There is cohesion and logic to their final statements.
- The information is presented in a way that effectively restates the 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.

Also, 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 (L.11-12.6).

- Students independently draft their conclusions.
- Remind students to refer to the MLA Citation Handout as they draft their conclusions.

Instruct students to submit the conclusions they worked on in class.

- Students submit their concluding 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 substandards W.11-12.1.c, e on the 12.3.2 Rubric and Checklist to guide their revisions.

- Students follow along.

Homework

Review and revise your body paragraphs to better support your concluding statements. Refer to substandards W.11-12.1.c, e on the 12.3.2 Rubric and Checklist to guide your revisions.